

## Watching Television

### Headline

Black students are much more likely than white students to watch four or more hours of television per day on the average weekday. Among eighth graders in 2003, for example, 61 percent of black students watched four or more hours of television, compared with 24 percent of white students. ([See Figure 2](#))

### Importance

When students are watching television excessively, they are less likely to be spending time doing homework or reading, participating in after school activities,<sup>1</sup> exercising frequently,<sup>2,3</sup> or being engaged in other intellectually stimulating activities in which they are active participants.<sup>4</sup> Students who watched six or more hours of television each day scored lower, on average, than did other students on the National Assessment of Educational Progress (NAEP) mathematics assessment. Likewise, in all countries participating in the Third International Mathematics and Science Study in 1995, eighth graders who watched more than five hours of television per day had the lowest average mathematics scores.<sup>5</sup> Additionally, excessive exposure to violent television programs may increase aggression levels.<sup>6</sup> Recent research has shown that adults who routinely watched violent television as children (6- to 10-year-olds) exhibit more aggressive behaviors as young adults than their peers who did not watch violent television.<sup>7</sup> Research also shows that excessive television viewing at young ages (ages one to three) is linked with decreased attention span later on.<sup>8</sup>

### Trends

The percentage of eighth, tenth, and twelfth graders who reported watching four or more hours of television on an average weekday was slightly lower in 2003 than in 1991, with rates fluctuating between those years. ([See Figure 1](#))

The percentage of students at each grade level who watched one hour of television or less per day increased between 1991 and 2003, from 20 to 26 percent among eighth graders, from 29 percent to 33 percent among tenth graders, and from 38 percent to 45 percent among twelfth graders. ([See Table 1](#), [Table 2](#), and [Table 3](#))

### Differences by Race

Black students are much more likely than white students to watch four or more hours of television per day on weekdays. ([See Figure 2](#)) Among eighth graders in 2003, 61 percent of black students watched four or more hours of television, compared with 24 percent of white students. Black students in the tenth and twelfth grades are also two to three times more likely than their white counterparts to watch four or more hours of television on the average weekday. White students at each grade level are more likely than black students to watch only one hour or less of television on weekdays. For

example, in 2003, 40 percent of white students in the tenth grade watched one or fewer hours of television, compared with 16 percent of black students in the tenth grade. (See [Table 1](#), [Table 2](#), and [Table 3](#))

### **Differences by Parent Education**

Students whose parents have a high level of education are less likely to watch a lot of weekday television than are students whose parents have low levels of education. Students whose parents have not completed high school are the most likely to watch four or more hours of television per day on weekdays. For example, among tenth graders in 2003, 38 percent of students whose parents have not completed high school watched four or more hours of television on weekdays compared with 14 percent of students whose parents completed college. (See [Figure 3](#))

### **State and Local Estimates**

Estimates for states participating in the National Assessment of Educational Progress are available at: <http://www.nces.ed.gov/nationsreportcard/naepdata/search.asp> (Look in the “Factors Beyond School” category)

### **International Estimates**

Estimates for countries participating in the Third International Mathematics and Science Study (TIMSS) and the TIMSS-Repeat are available at:

For 8<sup>th</sup> grade, exhibit R1.13:

[http://timss.bc.edu/timss1999i/math\\_achievement\\_report.html](http://timss.bc.edu/timss1999i/math_achievement_report.html)

For 4<sup>th</sup> grade, table 4.11:

<http://www.timss.org/timss1995i/MathA.html>

For 12<sup>th</sup> grade, table 4.20 in:

<http://www.timss.org/timss1995i/MathScienceC.html>

### **National Goals**

None

### **Definition**

Students were asked, “How much television do you estimate you watch on an average weekday?” Responses were then grouped into the three categories (1 hour or less, 2 to 3 hours, 4 or more hours) based on their answers.

### **Data Source**

Original analysis by Child Trends of Monitoring the Future Data, 1991-2003.

## Raw Data Source

Bachman, Jerald G., Lloyd D. Johnston, and Patrick M. O'Malley. Monitoring the Future: A Continuing Study of American Youth (8th, 10th, and 12th-Grade Surveys), 1976-2003 [Computer files]. Conducted by University of Michigan, Survey Research Center. ICPSR ed. Ann Arbor, MI: Inter-university Consortium for Political and Social Research [producer and distributor].

ICPSR: <http://www.icpsr.umich.edu>

Monitoring the Future: <http://www.monitoringthefuture.org/>

## Approximate Date of Next Update

November 2005

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<sup>1</sup> U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics, 2000. NAEP 1999 Trends in Academic Progress: Three Decades of Student Performance, NCES 2000-469, by J.R. Campbell, C.M. Hombro, and J. Mazzeo. Washington, DC: 2000. <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2000469>

<sup>2</sup> Pate, Russell R., Heath, Gregory W., Dowda, Marsha, Trost, & Stewart G., Associations between Physical Activity and Other Health Behaviors in a Representative Sample of US Adolescents, *American Journal of Public Health*, 86(11).

<sup>3</sup> Page, Randy M. & Hammermeister, Jon. "Psychosocial and Health-related Characteristics of Adolescent Television Viewers," *Child Study Journal*, 26(4).

<sup>4</sup> U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics, 2000. NAEP 1999 Trends in Academic Progress: Three Decades of Student Performance, NCES 2000-469, by J.R. Campbell, C.M. Hombro, and J. Mazzeo. Washington, DC: 2000. <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2000469>

<sup>5</sup> Ibid, and Beaton, Albert, et al, 1996. Mathematics Achievement in the Middle School Years: IEA's Third International Mathematics and Science Study. Chestnut Hill, MA: TIMSS International Study Center. <http://isc.bc.edu/timss1995i/TIMSSPDF/BMathAll.pdf>

<sup>6</sup> Bushman, Brad J. and Anderson, Craig A. (June/July 2001). "Media Violence and the American Public: Scientific Facts Versus Media Misinformation," *American Psychologist* 56(6/7): 477-489.

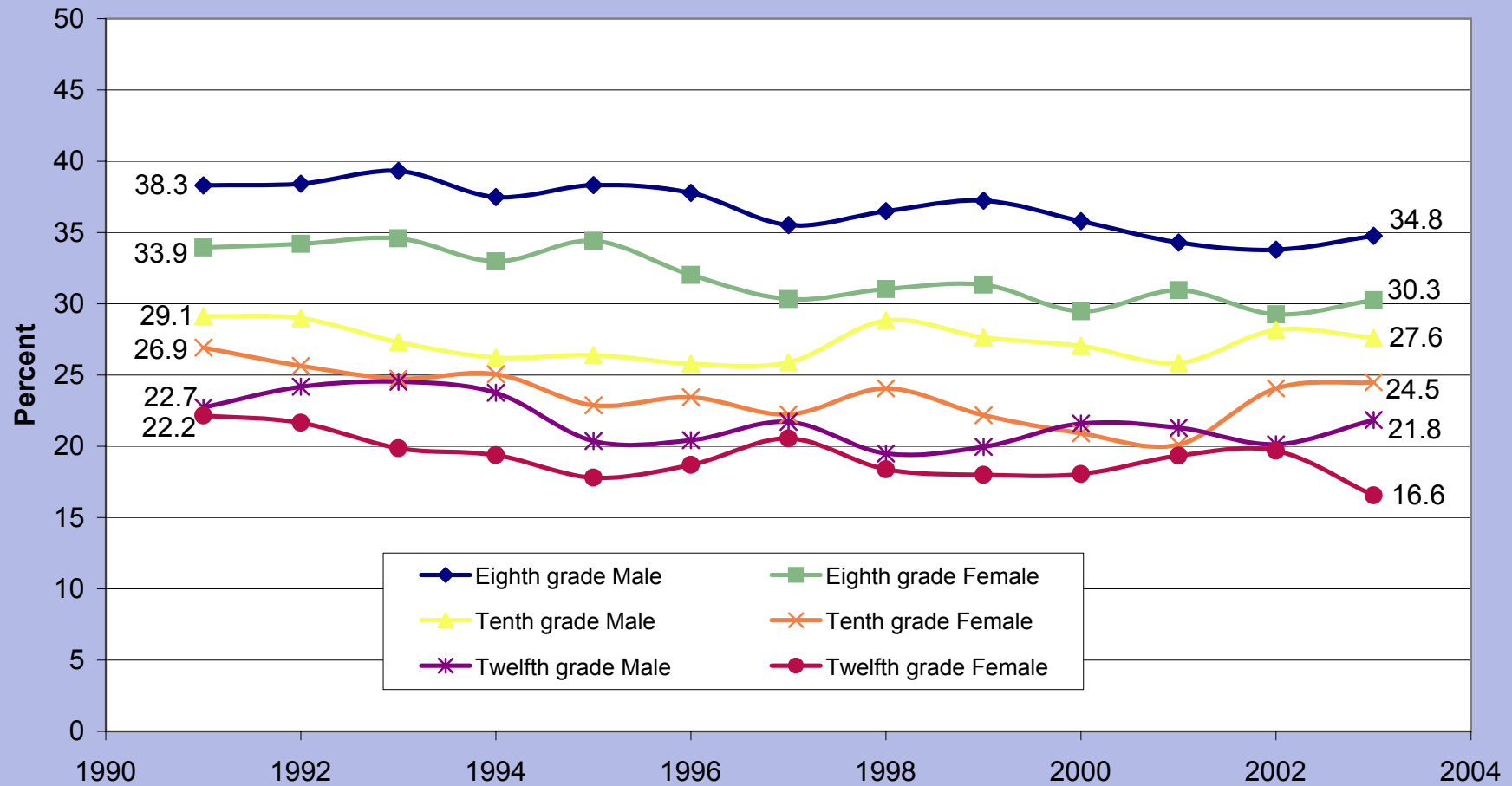
<sup>7</sup> Huesmann, L. R., Moise-Titus, J., Podolski, C.-L., & Eron, L. D. (2003). Longitudinal Relations Between Children's Exposure to TV Violence and Their Aggressive and Violent Behavior in Young Adulthood: 1977-1992. *Developmental Psychology*, 39(2), 201-221.

[http://www.apa.org/journals/dev/press\\_releases/march\\_2003/dev392201.pdf](http://www.apa.org/journals/dev/press_releases/march_2003/dev392201.pdf)

<sup>8</sup> D.A. Christakis, E.J. Zimmerman, D.L. DiGiuseppe, and C.A. McCarty, "Early Television Exposure and Subsequent Attentional Problems in Children," *Pediatrics* 113 (4, 2004): 708-713.

Figure 1

### Percentage of 8th, 10th, and 12th Graders Who Watch TV Four Hours or More on Weekdays, 1991-2003

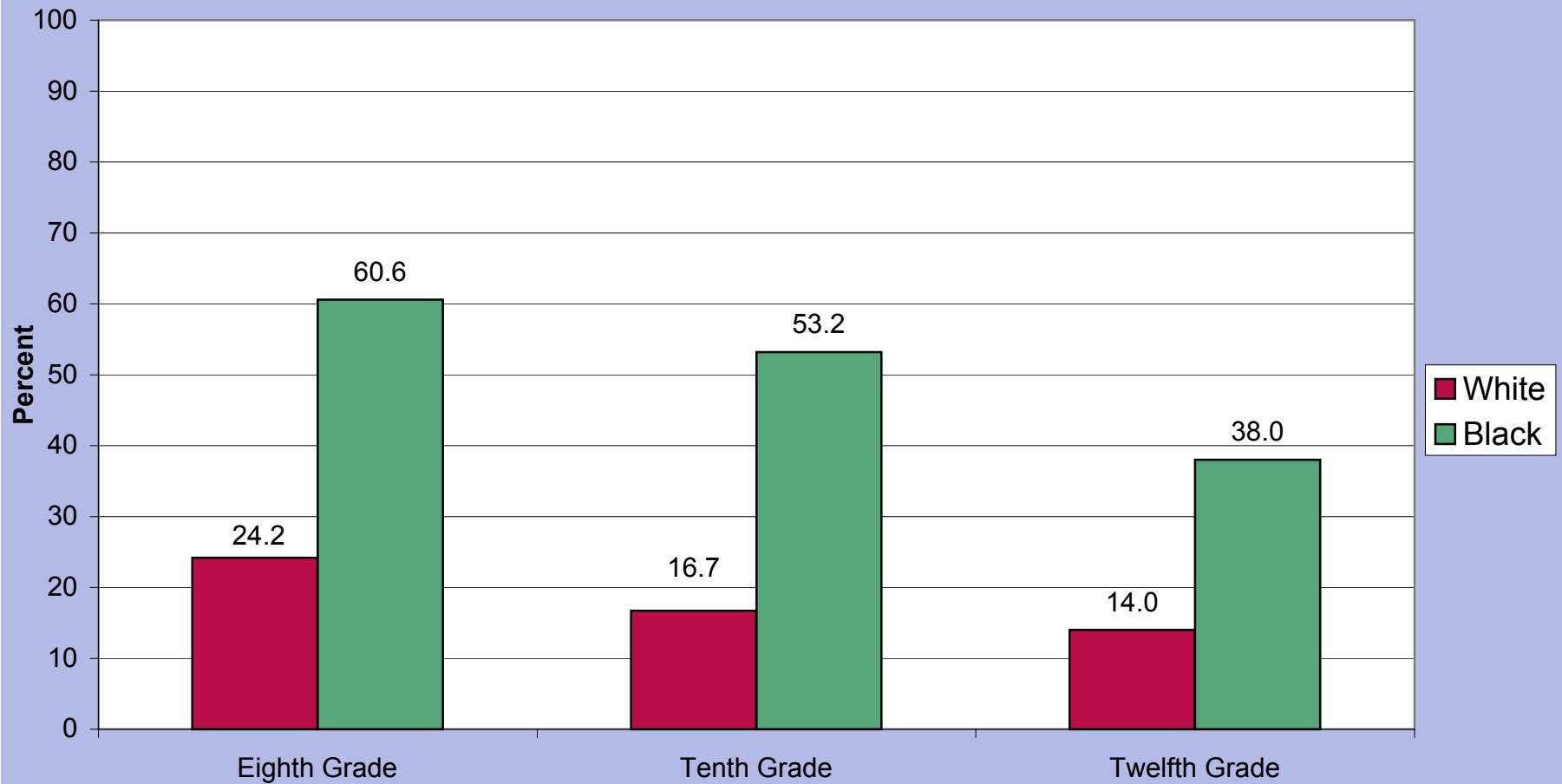


Source: Original analysis by Child Trends of Monitoring the Future Data, 1991-2003



Figure 2

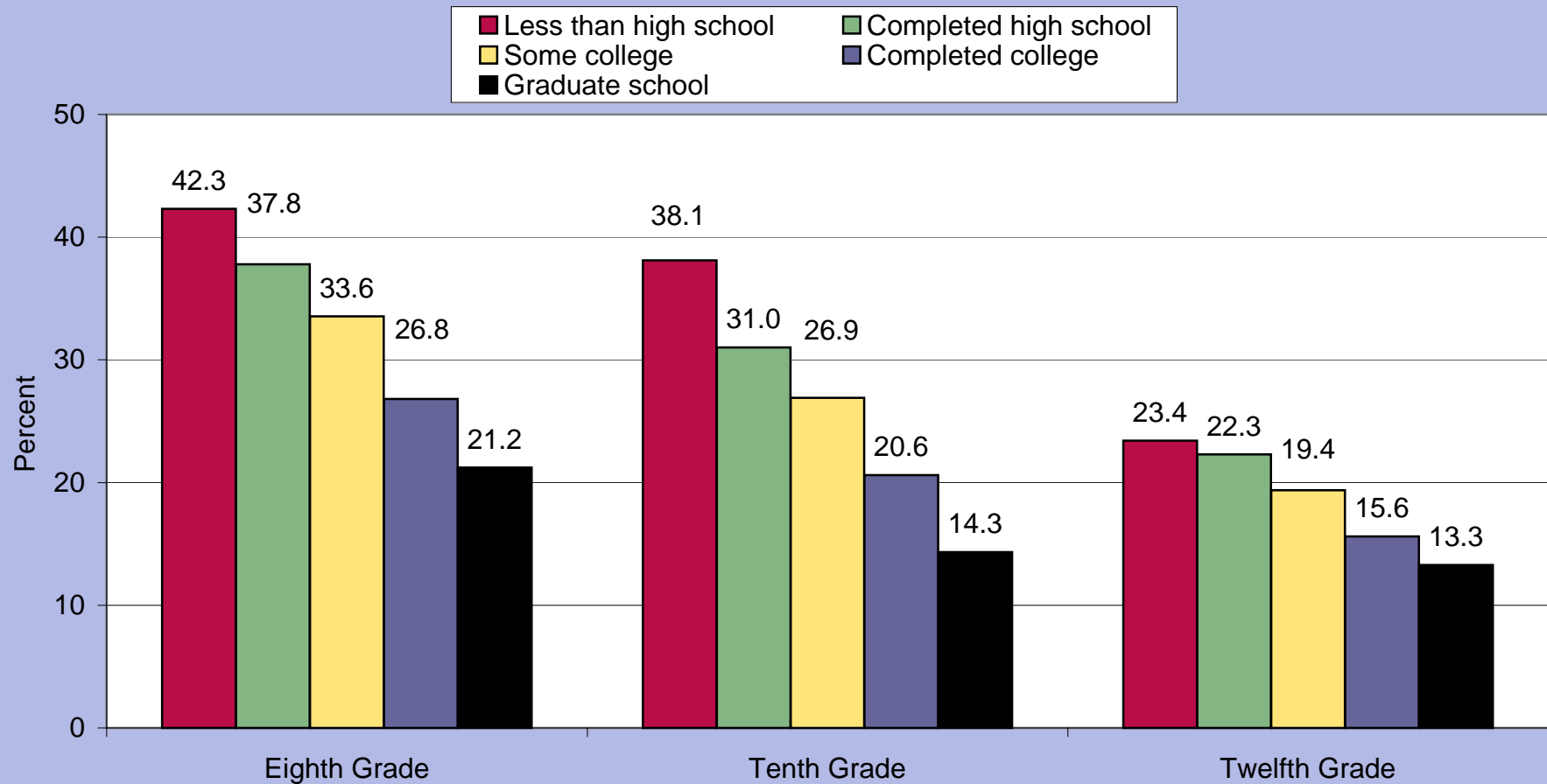
## Percentage of 8th, 10th, and 12th Graders who Watch Four Hours or More of Television on Weekdays, by Race, 2003



Source: Child Trends original analysis of Monitoring the Future data, 2003.

Figure 3

## Percentage of 8th, 10th, and 12th Graders Who Watch TV Four Hours or More on Weekdays, by Parents' Educational Attainment, <sup>1</sup> 2003



<sup>1</sup>Parental education is calculated by the Institute of Social Research as the average of the mother's and father's education. Child Trends has relabeled these results to reflect the education level of the most educated parent. In those circumstances where the gap between mothers' and fathers' education is more than one level, this results in an underestimate of the most educated parent's education level.

Source: Original analysis by Child Trends of Monitoring the Future Data, 2003

Table 1

## Hours of Television Watching on the Average Weekday: Eighth Graders, 1991-2003

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
<b>1 hour or less</b>	20.1	20.8	20.6	22.2	22.1	22.9	24.1	23.8	23.5	25.4	26.9	27.8	25.9
<b>Gender</b>													
Male	17.6	18.9	18.5	20.3	20.8	21.1	21.9	21.4	21.5	22.9	24.9	25.1	24.4
Female	22.7	22.6	22.9	23.7	23.4	24.8	26.6	26.3	25.6	28.0	28.9	30.5	27.6
<b>Race</b>													
White	22.6	24.5	24.7	26.4	26.9	27.7	28.7	29.0	29.2	31.2	33.2	33.7	30.9
Black	7.5	9.2	9.0	8.9	7.5	10.6	9.6	8.8	9.4	11.5	12.1	10.7	10.9
<b>Parental Education<sup>1</sup></b>													
Less than high school	15.8	14.3	14.6	16.0	17.2	16.3	16.5	17.9	16.3	19.3	20.3	18.4	18.6
Completed high school	15.5	16.7	17.2	17.2	16.3	17.9	20.1	17.6	19.4	20.7	21.9	25.3	20.5
Some college	17.9	18.6	17.4	19.4	19.2	20.9	21.7	22.2	19.4	23.6	24.9	24.2	23.5
Completed college	24.3	24.1	25.2	27.1	26.0	27.4	26.4	26.5	28.2	29.6	30.5	30.8	29.8
Graduate school	31.3	36.3	33.7	35.0	37.2	37.7	37.9	37.2	37.5	39.3	40.7	40.8	38.5
<b>College Plans</b>													
None or under 4 years	17.5	17.5	16.0	19.1	20.1	20.5	19.5	24.0	19.9	21.2	24.3	22.2	22.6
Complete four years	20.7	21.6	21.7	22.6	22.5	23.5	25.1	24.0	24.0	26.1	27.5	28.6	26.6
<b>2-3 hours</b>	43.5	42.8	42.3	42.5	41.3	41.9	42.6	42.4	42.0	41.7	40.4	40.5	41.4
<b>Gender</b>													
Male	44.1	42.7	42.2	42.2	40.8	41.1	42.5	42.2	41.3	41.3	40.8	41.1	40.8
Female	43.4	43.2	42.6	43.3	42.2	43.2	43.1	42.6	43.0	42.6	40.2	40.3	42.2
<b>Race</b>													
White	47.4	47.1	46.7	47.5	45.7	45.9	46.9	46.5	46.1	45.5	44.7	44.2	44.9
Black	26.9	27.6	28.1	28.1	27.1	27.1	25.9	30.0	28.2	28.5	26.4	31.0	28.5
<b>Parental Education<sup>1</sup></b>													
Less than high school	37.9	37.7	36.9	41.7	38.9	37.7	38.9	38.3	40.4	38.7	38.4	36.4	39.2
Completed high school	43.2	43.2	41.8	43.0	41.0	42.0	43.6	43.4	42.6	42.1	41.2	38.8	41.8
Some college	45.5	45.2	45.4	44.0	44.5	44.2	44.2	42.9	45.7	43.9	43.0	44.2	43.0
Completed college	45.6	45.6	44.1	43.0	42.7	44.6	44.3	44.0	42.3	42.7	42.0	42.9	43.4
Graduate school	42.9	39.6	41.1	41.1	40.7	39.0	40.5	41.5	39.5	39.4	35.7	38.4	40.3
<b>College Plans</b>													
None or under 4 years	41.3	39.2	39.0	41.2	38.8	40.7	41.0	35.6	40.4	37.1	38.6	36.3	38.4
Complete four years	44.2	43.6	43.0	42.8	42.1	42.5	43.2	43.4	42.6	42.6	40.9	41.0	42.0
<b>4 hours or more</b>	36.4	36.5	37.1	35.4	36.7	35.3	33.3	33.8	34.5	32.9	32.7	31.7	32.7
<b>Gender</b>													
Male	38.3	38.4	39.3	37.5	38.3	37.8	35.5	36.5	37.2	35.8	34.3	33.8	34.8
Female	33.9	34.2	34.6	33.0	34.4	32.0	30.3	31.0	31.3	29.5	31.0	29.3	30.3
<b>Race</b>													
White	30.0	28.4	28.6	26.1	27.4	26.4	24.4	24.5	24.7	23.3	22.2	22.2	24.2
Black	65.6	63.2	62.9	63.1	65.5	62.3	64.5	61.2	62.4	60.0	61.5	58.3	60.6
<b>Parental Education<sup>1</sup></b>													
Less than high school	46.4	48.0	48.6	42.3	43.9	46.0	44.6	43.8	43.3	42.0	41.4	45.3	42.3
Completed high school	41.4	40.1	41.0	39.8	42.7	40.1	36.3	39.0	38.0	37.2	36.8	35.9	37.8
Some college	36.6	36.2	37.3	36.6	36.3	34.9	34.1	34.9	35.0	32.5	32.1	31.7	33.6
Completed college	30.1	30.3	30.6	29.9	31.4	28.0	29.3	29.4	29.5	27.7	27.4	26.3	26.8
Graduate school	25.9	24.1	25.2	23.9	22.2	23.4	21.6	21.2	23.0	21.3	23.7	20.8	21.2
<b>College Plans</b>													
None or under 4 years	41.2	43.3	45.1	39.8	41.2	38.8	39.6	40.4	39.8	41.7	37.1	41.6	39.0
Complete four years	35.1	34.8	35.3	34.6	35.5	34.0	31.8	32.6	33.5	31.3	31.7	30.4	31.4

<sup>1</sup>Parental education is calculated by the Institute of Social Research as the average of the mother's and father's education. Child Trends has relabeled these results to reflect the education level of the most educated parent. In those circumstances where the gap between mothers' and fathers' education is more than one level, this results in an underestimate of the most educated parent's education level.

Note: Numbers were rounded

Source: Original analysis by Child Trends of Monitoring the Future Data, 1991-2003

Table 2

## Hours of Television Watching on the Average Weekday: Tenth Graders, 1991-2003

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
<b>1 hour or less</b>	28.5	29.2	30.6	32.1	32.4	31.6	32.8	31.4	33.1	34.5	35.9	33.7	33.2
<b>Gender</b>													
Male	25.4	26.2	27.7	28.9	29.4	28.3	29.5	28.9	29.6	29.7	31.5	30.6	29.8
Female	32.0	32.4	33.5	35.4	35.4	35.1	36.5	34.1	36.3	39.1	40.1	37.1	36.5
<b>Race</b>													
White	33.4	34.4	34.7	36.4	36.4	35.8	38.8	38.2	39.4	41.5	42.2	41.0	40.0
Black	10.0	9.8	10.3	9.5	11.4	11.8	13.5	12.4	13.1	12.0	13.8	13.0	16.0
<b>Parental Education<sup>1</sup></b>													
Less than high school	20.5	18.8	21.5	20.8	20.6	24.0	21.2	20.9	26.1	21.2	22.1	25.2	23.2
Completed high school	21.8	22.7	24.3	25.4	26.4	25.8	27.4	26.8	27.3	28.1	29.3	28.3	27.8
Some college	28.2	29.1	29.5	30.9	31.0	28.8	31.7	31.0	31.0	32.7	36.3	32.8	30.9
Completed college	34.9	35.6	37.5	38.8	36.7	36.8	38.9	36.8	38.1	40.9	40.8	38.4	37.0
Graduate school	41.0	42.7	44.6	47.3	47.5	47.9	46.2	44.3	47.3	48.7	50.5	48.1	49.0
<b>College Plans</b>													
None or under 4 years	21.9	24.2	25.2	25.3	25.4	26.0	28.5	28.7	28.6	28.3	30.2	28.6	27.6
Complete four years	30.2	30.5	31.9	33.8	33.8	32.8	33.8	32.1	33.9	35.5	37.0	34.7	34.1
	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
<b>2-3 hours</b>	43.2	43.2	43.2	42.2	42.9	43.6	42.9	42.0	42.1	41.4	41.1	40.0	40.6
<b>Gender</b>													
Male	45.5	44.8	45.0	44.9	44.2	45.9	44.7	42.3	42.8	43.2	42.6	41.3	42.6
Female	41.1	42.0	41.7	39.6	41.7	41.5	41.3	41.8	41.5	40.0	39.8	38.9	39.0
<b>Race</b>													
White	45.1	45.2	45.2	43.6	44.3	45.7	44.4	43.9	43.8	42.1	41.9	41.3	43.2
Black	30.8	33.2	31.6	33.0	33.6	33.7	33.3	33.0	31.6	34.0	32.2	34.0	30.8
<b>Parental Education<sup>1</sup></b>													
Less than high school	43.9	43.6	42.8	40.5	43.0	41.3	40.1	40.9	42.5	45.5	42.1	40.0	38.7
Completed high school	42.9	43.5	44.1	42.5	42.7	43.6	43.3	43.9	42.0	42.5	42.7	41.8	41.2
Some college	43.3	45.9	44.6	43.7	45.0	46.8	45.5	43.3	45.7	42.4	42.8	41.1	42.2
Completed college	43.1	42.8	43.4	42.8	44.1	43.9	43.3	40.5	40.7	40.9	40.9	39.6	42.4
Graduate school	43.2	39.7	39.6	39.1	38.7	38.7	40.2	40.0	37.8	37.1	36.2	36.3	36.7
<b>College Plans</b>													
None or under 4 years	42.1	41.5	42.5	41.1	41.0	43.0	41.0	40.2	40.8	40.3	42.5	38.6	39.0
Complete four years	43.3	43.6	43.4	42.7	43.4	43.9	43.4	42.3	42.3	41.7	41.0	40.2	41.1
	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
<b>4 hours or more</b>	28.2	27.6	26.3	25.7	24.8	24.9	24.2	26.6	24.8	24.1	23.1	26.4	26.3
<b>Gender</b>													
Male	29.1	29.0	27.3	26.2	26.4	25.8	25.9	28.8	27.6	27.1	25.9	28.2	27.6
Female	26.9	25.7	24.8	25.1	22.9	23.5	22.2	24.1	22.2	20.9	20.1	24.1	24.5
<b>Race</b>													
White	21.5	20.4	20.2	20.1	19.4	18.5	16.9	18.0	16.8	16.5	15.9	17.8	16.7
Black	59.3	57.0	58.1	57.5	55.1	54.4	53.1	54.6	55.2	54.1	54.0	53.0	53.2
<b>Parental Education<sup>1</sup></b>													
Less than high school	35.7	37.6	35.7	38.6	36.4	34.7	38.8	38.2	31.5	33.4	35.8	34.8	38.1
Completed high school	35.3	33.8	31.7	32.1	30.9	30.6	29.3	29.3	30.7	29.5	27.9	29.9	31.0
Some college	28.4	25.1	25.9	25.4	24.0	24.4	22.7	25.8	23.3	24.9	20.9	26.1	26.9
Completed college	22.0	21.7	19.1	18.4	19.2	19.3	17.8	22.7	21.2	18.1	18.3	22.0	20.6
Graduate school	15.9	17.6	15.8	13.6	13.8	13.5	13.6	15.7	15.0	14.3	13.3	15.6	14.3
<b>College Plans</b>													
None or under 4 years	36.0	34.3	32.3	33.7	33.6	31.0	30.5	31.2	30.7	31.5	27.3	32.8	33.5
Complete four years	26.5	25.9	24.7	23.6	22.8	23.3	22.8	25.6	23.8	22.8	22.0	25.1	24.8

<sup>1</sup>Parental education is calculated by the Institute of Social Research as the average of the mother's and father's education. Child Trends has relabeled these results to reflect the education level of the most educated parent. In those circumstances where the gap between mothers' and fathers' education is more than one level, this results in an underestimate of the most educated parent's education level.

Note: Numbers were rounded

Source: Original analysis by Child Trends of Monitoring the Future Data, 1991-2003

Table 3

## Hours of Television Watching on the Average Weekday: Twelfth Graders, 1991-2003

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
<b>1 hour or less</b>	38.2	38.9	37.8	40.0	40.1	41.2	41.2	43.4	40.8	44.5	44.2	40.9	45.3
<b>Gender</b>													
Male	36.5	37.9	34.2	39.6	39.1	39.4	41.4	45.1	38.9	45.4	42.7	39.3	44.7
Female	40.3	40.1	40.8	40.6	41.3	42.5	41.5	43.2	43.4	44.3	46.5	41.7	46.9
<b>Race</b>													
White	44.2	44.4	41.5	44.7	45.2	47.0	47.7	51.0	47.5	53.9	52.1	47.6	51.6
Black	14.0	19.1	17.1	21.2	17.0	18.4	17.4	14.6	14.5	17.6	16.2	21.9	27.6
<b>Parental Education<sup>1</sup></b>													
Less than high school	31.6	31.1	26.8	27.7	27.3	31.3	28.2	28.0	33.1	27.0	40.6	29.0	39.5
Completed high school	33.8	33.3	30.2	33.2	33.8	33.5	34.0	37.1	36.7	44.9	41.6	38.0	41.0
Some college	36.7	39.5	37.4	41.6	40.7	41.0	41.7	44.6	41.2	44.3	43.9	40.8	45.7
Completed college	46.8	44.7	45.1	44.0	47.7	45.2	48.5	50.5	45.7	47.3	44.5	44.8	51.1
Graduate school	47.8	51.4	51.8	56.4	48.1	53.7	54.8	53.0	47.1	54.6	55.0	49.2	50.4
<b>College Plans</b>													
None or under 4 years	33.2	32.6	29.2	33.9	32.3	34.4	37.5	38.8	39.5	44.6	43.1	39.2	37.7
Complete four years	40.8	42.1	41.2	42.0	42.2	42.6	42.8	45.0	41.8	45.5	45.4	41.8	47.7
	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
<b>2-3 hours</b>	39.0	38.0	40.1	38.4	40.6	39.2	37.2	36.9	39.7	35.4	35.2	39.1	35.2
<b>Gender</b>													
Male	40.8	38.0	41.2	36.6	40.6	40.2	36.9	35.4	41.1	33.0	36.0	40.5	33.5
Female	37.6	38.2	39.3	40.0	40.9	38.8	37.9	38.4	38.6	37.7	34.2	38.6	36.6
<b>Race</b>													
White	38.4	38.7	41.2	39.6	40.7	39.1	38.4	36.8	38.9	34.0	34.3	38.7	34.5
Black	38.7	30.1	36.4	30.5	40.6	35.2	35.4	35.5	36.6	35.9	36.1	37.2	34.4
<b>Parental Education<sup>1</sup></b>													
Less than high school	37.5	38.8	40.5	43.2	42.0	43.0	38.5	42.4	44.1	44.5	30.6	36.0	37.1
Completed high school	39.1	37.0	45.0	42.7	44.6	41.6	41.8	41.0	41.0	37.7	39.2	42.5	36.7
Some college	41.7	39.3	38.9	37.1	41.2	39.9	37.6	36.0	39.7	34.7	34.2	38.9	35.0
Completed college	36.4	37.8	39.2	39.5	37.6	40.0	35.9	32.9	35.8	32.9	35.0	36.6	33.3
Graduate school	39.8	34.7	33.8	28.5	39.1	31.6	28.7	38.5	39.3	30.3	32.8	40.3	36.3
<b>College Plans</b>													
None or under 4 years	38.6	37.2	40.4	39.0	46.5	40.0	36.0	36.8	38.0	36.7	36.4	35.7	37.2
Complete four years	39.4	37.5	40.1	38.8	39.5	39.7	37.4	37.8	40.0	35.6	34.3	40.4	35.0
	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
<b>4 hours or more</b>	22.8	23.1	22.2	21.6	19.3	19.6	21.6	19.7	19.5	20.1	20.6	20.0	19.5
<b>Gender</b>													
Male	22.7	24.2	24.5	23.8	20.4	20.4	21.7	19.5	20.0	21.6	21.3	20.1	21.8
Female	22.2	21.7	19.9	19.4	17.8	18.7	20.5	18.4	18.0	18.1	19.3	19.7	16.6
<b>Race</b>													
White	17.4	16.9	17.3	15.7	14.1	13.9	13.9	12.2	13.6	12.2	13.6	13.7	14.0
Black	47.3	50.9	46.5	48.3	42.4	46.4	47.2	49.9	48.9	46.5	47.7	40.9	38.0
<b>Parental Education<sup>1</sup></b>													
Less than high school	30.9	30.0	32.7	29.0	30.6	25.8	33.3	29.6	22.8	28.5	28.8	35.1	23.4
Completed high school	27.1	29.7	24.9	24.2	21.6	24.9	24.2	21.9	22.3	17.5	19.2	19.6	22.3
Some college	21.6	21.2	23.7	21.3	18.2	19.2	20.7	19.4	19.1	21.1	21.9	20.3	19.4
Completed college	16.8	17.5	15.7	16.5	14.7	14.8	15.6	16.5	18.5	19.8	20.5	18.6	15.6
Graduate school	12.4	13.9	14.4	15.1	12.8	14.8	16.5	8.6	13.7	15.1	12.2	10.5	13.3
<b>College Plans</b>													
None or under 4 years	28.3	30.2	30.4	27.1	21.2	25.6	26.5	24.4	22.5	18.7	20.6	25.1	25.1
Complete four years	19.8	20.5	18.6	19.2	18.3	17.7	19.8	17.2	18.2	18.9	20.3	17.9	17.2

<sup>1</sup>Parental education is calculated by the Institute of Social Research as the average of the mother's and father's education. Child Trends has relabeled these results to reflect the education level of the most educated parent. In those circumstances where the gap between mothers' and fathers' education is more than one level, this results in an underestimate of the most educated parent's education level.

Note: Numbers were rounded

Source: Original analysis by Child Trends of Monitoring the Future Data, 1991-2003