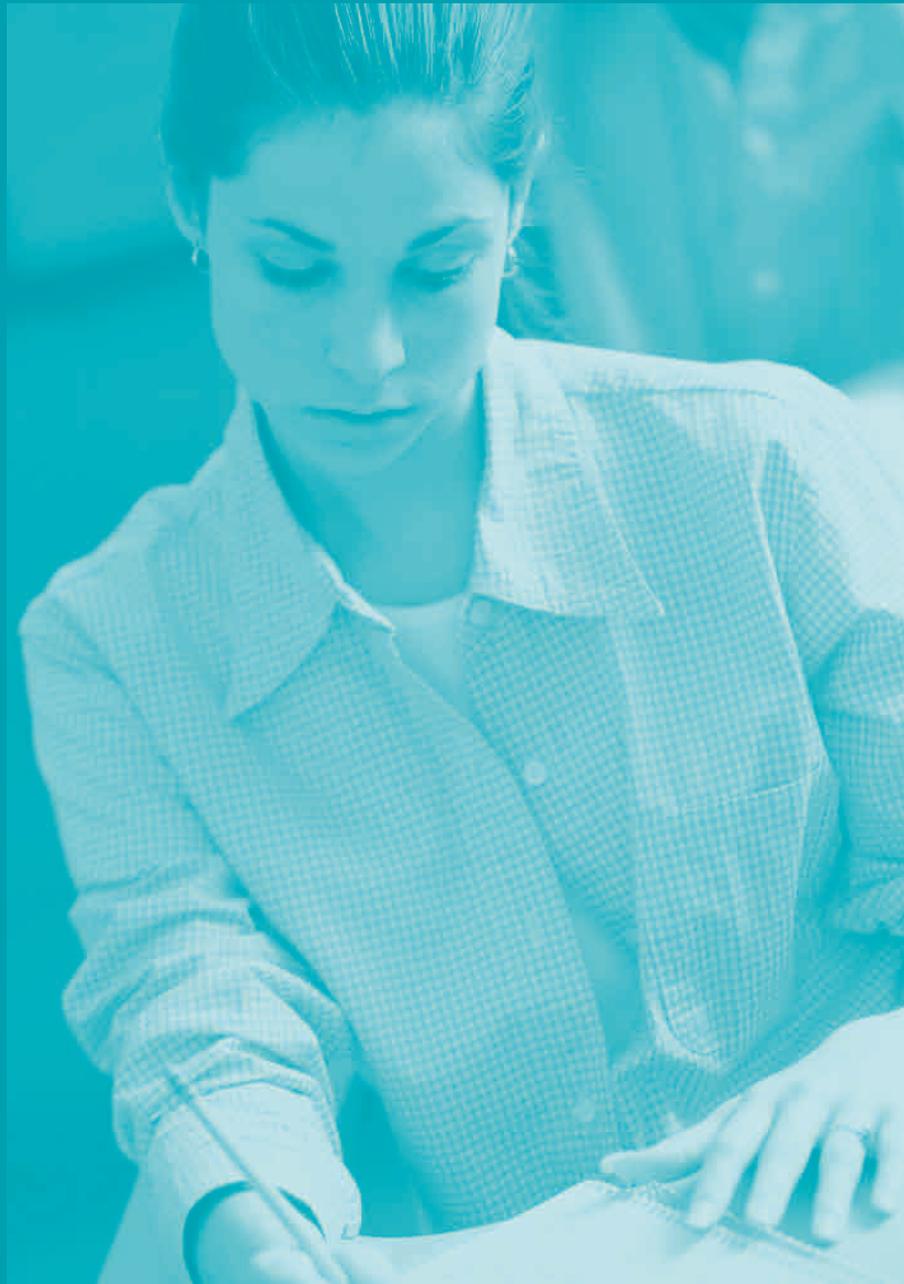




U.S. Department of Education
Institute of Education Sciences
NCES 2005-009

Dual Credit and Exam-Based Courses in U.S. Public High Schools: 2002-03

E.D. TAB





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April 2005

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Summary

Background

Dual credit, whereby high school students can earn both high school and postsecondary credits for the same course, is an area in which interest has grown rapidly over the past decade (Bailey and Karp 2003; Clark 2001; Education Commission of the States 2004). However, there has been no existing national source of information on dual credit courses at the high school level. This survey was requested by the Office of Vocational and Adult Education, U.S. Department of Education, to provide baseline information regarding the prevalence and characteristics of dual credit courses. This survey also collected information on two types of exam-based courses, Advanced Placement (AP) and International Baccalaureate (IB). These types of courses provide high school students with another way of bridging K–12 and postsecondary education.

Respondents for this survey were those selected by the school principal as the most knowledgeable about the school's dual credit, AP, and IB courses. This was typically the school's director of guidance counseling. Respondents were provided with a definition and description of dual credit and exam-based courses. For this study, dual credit was defined as a course or program where high school students can earn both high school and postsecondary credits for the same course. Dual credit courses could be located on a high school campus or the campus of a postsecondary institution, or taught through distance education. These courses might include courses with an academic focus, such as English, history, or foreign language, or those with a career and technical/vocational focus, such as computer maintenance technology and automotive technology. Additionally, the dual credit options must be either legislated by the state or have an articulated or other formal written agreement between the high school and the postsecondary institution.

AP courses were defined as courses that follow the content and curricular goals as described in the AP Course Description booklets, developed and published by the College Board. A qualifying score on an AP exam may give the student college credit or advanced standing in a college in the subject area in which the course/exam was taken. IB courses were defined as courses that compose a 2-year liberal arts curriculum that leads to a diploma and meets the requirements established by the International Baccalaureate program. Students taking these courses are in grades 11 and 12 and must meet all requirements and pass examinations in each subject area in order to receive the IB diploma. In some schools, students who are not seeking the IB diploma are allowed to take individual IB courses. AP and

IB credit is only given at the discretion of the colleges and therefore occurs after students have applied and been accepted to a college, whereas dual credit courses are actual college courses and the credit is usually recorded on a college transcript from the postsecondary institution.

The survey asked respondents to report on the prevalence and enrollment of dual credit and exam-based courses in their high schools. Additional information was obtained on dual credit courses, including the location and educational focus of these courses, dual credit course characteristics, and school requirements surrounding dual credit courses. The time frame for this survey is the 2002–03 12-month school year. As specified on the front of the questionnaire, this includes courses during the summer of 2002 or the summer of 2003, depending upon how the schools kept their records.

This survey was conducted by the National Center for Education Statistics (NCES) using the Fast Response Survey System (FRSS). FRSS is designed to administer short, focused, issue-oriented surveys that place minimal burden on respondents and have a quick turnaround from data collection to reporting. Questionnaires for the survey “Dual Credit and Exam-Based Courses” were mailed in fall 2003 to a representative sample of 1,499 regular public secondary schools in the 50 states and the District of Columbia. The sample was selected from the 2001–02 NCES Common Core of Data (CCD) Public School Universe file, which was the most current file available at the time of selection. The sampling frame includes 17,059 regular secondary schools. The estimated number of schools in the survey universe decreased to an estimated 16,483 because some of the schools were determined to be ineligible for the FRSS survey during data collection. Data have been weighted to yield national estimates. The unweighted and weighted response rates were both 92 percent. Detailed information about the survey methodology is provided in appendix A, and the questionnaire can be found in appendix B.

The primary purpose of this report is to present national estimates. In addition, selected survey findings are presented by the following school characteristics, which are defined in more detail in appendix A:

- school enrollment size¹ (enrollment of less than 500, 500 to 1,199, 1,200 or more);
- locale (city, urban fringe, town, rural);
- region (Northeast, Southeast, Central, West); and
- percent minority enrollment (less than 6 percent, 6 to 20 percent, 21 to 49 percent, 50 percent or more).

¹ Throughout this report, school enrollment size will be referred to as small, medium, or large schools.

In general, comparisons by these school characteristics are presented only where significant differences were detected and follow meaningful patterns. It is important to note that many of the school characteristics used for independent analysis may also be related to each other. For example, school enrollment size and locale are related, with city schools typically being larger than rural schools. Other relationships between these analysis variables may exist. However, this E.D. TAB report focuses on the bivariate relationships between the school characteristics and the data gathered in the survey, rather than more complex analyses, to provide descriptive information about dual credit and exam-based courses.²

All specific statements of comparison made in this report have been tested for statistical significance through trend analysis tests and *t*-tests and are significant at the 95 percent confidence level. However, only selected findings are presented for each topic in the report. Throughout this report, differences that may appear large (particularly those by school characteristics) may not be statistically significant. This may be due to the relatively large standard errors surrounding the estimates. A detailed description of the statistical tests supporting the survey findings can be found in appendix A.

Selected Findings

The findings in this report are organized as follows:

- prevalence of courses for dual credit and exam-based course offerings in regular public high schools;
- location and educational focus of courses for dual credit;
- characteristics of courses for dual credit; and
- school requirements related to dual credit courses.

Prevalence of Courses for Dual Credit and Exam-Based Course Offerings in Regular Public High Schools

The survey asked whether schools offered dual credit, Advanced Placement (AP), and/or International Baccalaureate (IB) courses during the 2002–03 12-month school year. Schools offering such courses were asked to indicate the course enrollment totals during the survey time frame.

² E.D. TAB reports are designed to focus on the presentation of selected descriptive data in tabular format.

Prevalence of Dual Credit and Exam-Based Courses

- During the 2002–03 12-month school year, most public high schools offered dual credit and/or exam-based courses. Overall, 71 percent of public high schools offered courses for dual credit, 67 percent offered AP courses, and 2 percent offered IB courses (table 1).³
- The size of public high schools was positively related to the percentage of schools offering dual credit and/or AP courses (table 1). In 2002–03, 63 percent of small schools, 75 percent of medium-sized schools, and 82 percent of large schools offered courses for dual credit. Similarly, 40 percent of small schools, 82 percent of medium-sized schools, and 97 percent of large schools offered AP courses.
- Schools located in cities were less likely than schools located in either towns or urban fringe areas to report offering dual credit courses (65 vs. 79 and 74 percent, respectively) (table 1). In addition, schools located in rural areas were less likely to offer these types of courses than were schools located in towns (70 vs. 79 percent). Furthermore, schools located in rural areas were the least likely to report offering AP courses at their schools when compared to all other locales (50 vs. 72 to 87 percent), while schools located in urban fringe areas were the most likely to report offering these courses (87 vs. 50 to 77 percent).
- Public high schools in the Central region were the most likely to offer courses for dual credit (80 vs. 58 to 71 percent) and schools in the Northeast were the least likely to do so (58 vs. 69 to 80 percent) (table 1). The reverse was true with regard to AP courses. Schools in the Central region were the least likely to offer AP courses (54 vs. 69 to 84 percent), and schools in the Northeast were the most likely to do so (84 vs. 54 to 69 percent).
- While schools with the highest minority enrollment were the least likely to offer dual credit courses when compared to schools with lower minority enrollment (58 vs. 72 to 78 percent) (table 1), schools with the lowest minority enrollment were the least likely to offer AP courses when compared to schools with higher minority enrollment (58 vs. 69 to 75 percent).
- Public high schools reported the total enrollment in dual credit courses, AP courses, and IB courses. In the 12-month 2002–03 school year, there were an estimated 1.2 million enrollments in courses for dual credit, 1.8 million enrollments in AP courses, and 165,000 enrollments in IB courses (table 2).⁴ If a student was enrolled in multiple courses, schools were instructed to count the student for each course in which he or she was enrolled. Thus, enrollments may include duplicated counts of students.

³ Percentages sum to more than 100 because schools could offer more than one type of course.

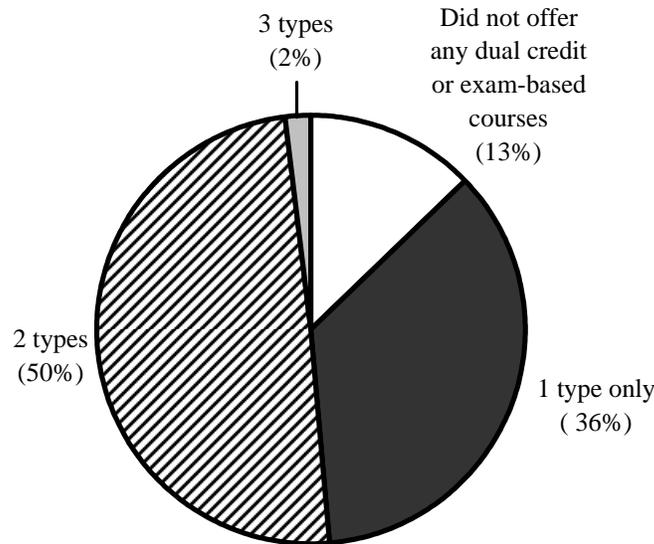
⁴ To put these numbers into context, NCES reports 13,736,000 students enrolled in public high schools in fall 2001 (Snyder, Tan, and Hoffman 2004, table 2). It is important to note that the dual credit enrollments collected in the FRSS survey may include duplicated counts of students, while the NCES estimate of 13,736,000 students enrolled is an unduplicated count.

Combinations of Dual Credit and Exam-Based Courses

In order to provide an overall picture of the ways in which public high schools offer dual credit and exam-based courses, combinations of the two types of dual credit and exam-based courses were examined. These have been grouped as follows: the school offered dual credit courses only; AP courses only; AP and IB courses; AP and dual credit courses; IB and dual credit courses; AP, IB, and dual credit courses; and no exam-based courses or courses for dual credit.

- Thirteen percent of public high schools did not offer any dual credit or exam-based courses during the 2002–03 12-month school year (figure 1). Thirty-six percent offered either dual credit or one of the types of exam-based courses, 50 percent offered a combination of two types of dual credit and exam-based courses, and 2 percent offered all three types of courses (dual credit, AP, and IB).
- Forty-nine percent of public high schools offered both dual credit and AP courses, 20 percent offered only courses for dual credit, 16 percent offered only AP courses, 1 percent offered both courses for dual credit and IB courses, and 2 percent offered a combination of all three types of courses (dual credit, AP, and IB) (table 3). There were no schools that offered IB courses exclusively.
- A greater proportion of small schools than medium schools did not offer any dual credit or exam-based courses (25 vs. 4 percent) (table 3). School enrollment size was positively related to the likelihood of offering a combination of both dual credit and AP courses (28 percent for small schools, 61 percent for medium schools, and 74 percent for large schools).
- Public high schools located in rural areas were more likely than high schools in other locales to report that they offered dual credit courses only (32 vs. 7 to 21 percent) (table 3). However, public high schools located in rural areas were the least likely to report that they offered a combination of both dual credit and AP courses, compared with schools in all other locales (37 vs. 53 to 63 percent). In addition, schools in rural areas were more likely than schools located in either urban fringe areas or towns to not offer any dual credit or exam-based courses (18 vs. 5 and 8 percent, respectively). Furthermore, schools located in cities were more likely than schools located in urban fringe areas to not offer these types of courses (15 vs. 5 percent).
- Schools with the highest minority enrollment were the most likely to indicate that they did not offer any dual credit or exam-based courses (table 3). Twenty percent of these schools indicated that they did not offer any dual credit or exam-based courses, compared with 6 to 12 percent of schools with lower minority enrollment.

Figure 1. Percentage distribution of public high schools by whether they offered dual credit and/or exam-based courses and the number of types of these courses offered during the 2002–03 12-month school year: 2003



NOTE: Types of courses include Advanced Placement, International Baccalaureate, and any courses taken for dual credit. Percentages are based on all public high schools (16,500) (see table 1). Percentages are based on unrounded numbers. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Dual Credit and Exam-Based Courses," FRSS 85, 2003.

Location and Educational Focus of Courses for Dual Credit

Schools reported whether their students were offered courses for dual credit at three locations: courses taught on the high school campus, courses taught on the campus of a postsecondary institution, and courses taught through distance education technologies. In addition, schools also reported dual credit course enrollment totals, and whether the courses for dual credit taught on a high school or postsecondary campus had an academic focus (such as English, history, or foreign language) or a career and technical/vocational focus (such as computer maintenance technology and automotive technology).

Location of Courses

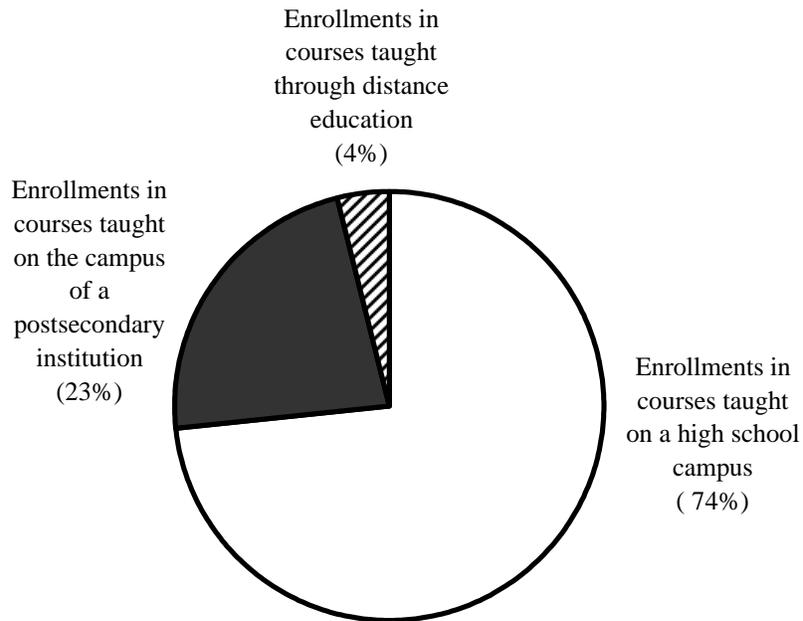
- **Overview.** Of the 11,700 public high schools that offered courses for dual credit, 61 percent indicated that they offered courses for dual credit taught on a high school campus, 65 percent offered courses for dual credit taught on the campus of a

postsecondary institution, and 25 percent offered courses for dual credit taught through distance education technologies (table 4).⁵

- **High school campus.** Schools located in towns reported offering dual credit courses taught on a high school campus more often (73 percent) than did schools located in cities (54 percent), urban fringe areas (59 percent), or rural areas (61 percent) (table 4). Schools with the highest minority enrollment were the least likely to offer dual credit courses on the high school campus (51 vs. 63 to 64 percent).
- **Postsecondary campus.** There was a positive relationship between enrollment size and the proportion of schools reporting that their courses for dual credit were taught on the campus of a postsecondary institution (57 percent of small schools, 68 percent of medium schools, and 74 percent of large schools) (table 4). In addition, schools located in cities and schools in urban fringe areas were both more likely to report that their dual credit courses were taught on the campus of a postsecondary institution than were schools located in rural areas (78 and 70 percent vs. 58 percent). A greater proportion of schools with the highest minority enrollment offered courses for dual credit taught on a campus of a postsecondary institution (76 percent) than did schools with the lowest minority enrollment (59 percent).
- **Distance education.** For dual credit courses taught through distance education, there was a negative relationship between enrollment size and the likelihood of offering these courses through distance education (35 percent of small schools, 21 percent of medium schools, and 17 percent of large schools) (table 4). Schools in rural areas and schools in towns were both more likely than either schools in cities or schools in urban fringe areas to offer courses for dual credit through distance education (33 and 29 percent vs. 11 and 18 percent, respectively).
- **Enrollment.** During the 2002–03 12-month school year, there were approximately 1.2 million enrollments in dual credit courses (table 5). Of these, 74 percent (855,000 enrollments) were in courses taught on a high school campus, 23 percent (262,000 enrollments) were in courses taught on the campus of a postsecondary institution, and 4 percent (44,900 enrollments) were in dual credit courses taught through distance education (figure 2 and table 5).

⁵ The percentage of schools with courses for dual credit taught on a high school campus, on the campus of a postsecondary institution, and through distance education sum to more than 100 percent because many schools offered courses for dual credit at more than one location. An estimated 21 percent of schools offered courses for dual credit at both the high school and postsecondary institution campus, and an estimated 6 percent offered dual credit courses at the high school campus, postsecondary institution campus, and via distance education.

Figure 2. Percentage distribution of enrollment in courses for dual credit, by course location: 2003



NOTE: Percentages are based on the total 1,162,000 enrollments in dual credit courses. Percentages are based on unrounded numbers. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Dual Credit and Exam-Based Courses," FRSS 85, 2003.

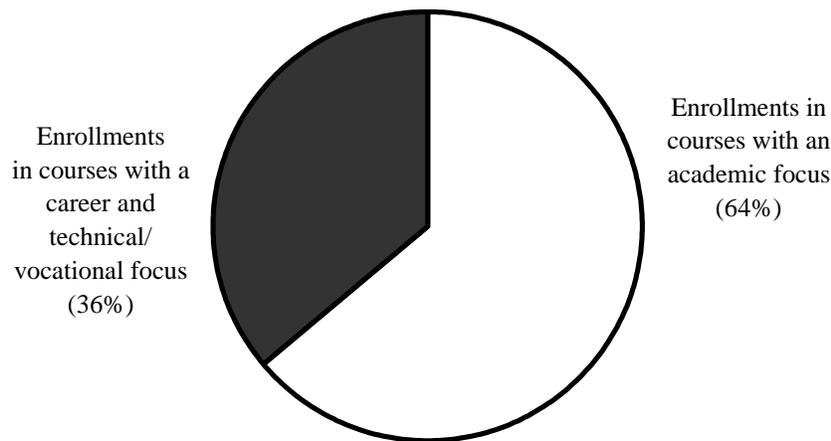
Educational Focus of Courses

Schools that reported offering courses for dual credit located on either a high school campus or on the campus of a postsecondary institution were asked to report separately for each location about courses with an academic focus and courses with a career and technical/vocational focus. Schools that offered dual credit courses taught through distance education were not asked to report on the educational focus of their dual credit courses. To examine the extent to which schools offered dual credit courses with an academic or a career and technical/vocational focus across locations, dual credit courses with an academic focus that were taught on a high school campus or on the campus of a postsecondary institution were combined into one category, while dual credit courses with a career and technical/vocational focus, regardless of course location, were combined into a second category.

- **Overview.** Of the 11,400 schools that offered courses for dual credit that were taught on a high school campus or on the campus of a postsecondary institution, 92 percent indicated that they offered dual credit courses with an academic focus, and 51 percent reported that they offered dual credit courses with a career and technical/vocational focus (table 6).

- **Academic focus.** Schools located in towns were more likely to offer dual credit courses with an academic focus than were schools located in urban fringe areas (96 vs. 90 percent) (table 6).
- **Career and technical/vocational focus.** School enrollment size was positively related to the likelihood of offering dual credit courses with a career and technical/vocational focus. In 2002–03, 43 percent of small schools, 52 percent of medium schools, and 61 percent of large schools offered these types of courses (table 6). Schools in rural areas were less likely to offer dual credit courses with a career and technical/vocational focus than were schools located in either urban fringe areas or towns (43 vs. 56 and 63 percent, respectively). Schools located in the West (62 percent) were the most likely to report that they offered dual credit courses with a career and technical/vocational focus, while schools in the Northeast (30 percent) were the least likely to do so. Finally, schools with less than 6 percent minority enrollment were less likely than schools with 6 to 49 percent minority enrollment to report that they offered these types of courses.
- **Enrollment.** During the 2002–03 12-month school year, there were 1.1 million enrollments in dual credit courses taught on a high school campus or the campus of a postsecondary institution (table 7). Of these, 64 percent (719,000 enrollments) were in courses with an academic focus, while 36 percent (398,000 enrollments) were in courses with a career and technical/vocational focus (figure 3 and table 7).

Figure 3. Percentage distribution of enrollment in courses for dual credit taught on a high school campus or on the campus of a postsecondary institution, by educational focus of those courses: 2003



NOTE: Percentages are based on the 1,117,100 enrollments in dual credit courses taught on a high school campus and/or the campus of a postsecondary institution. Percentages are based on unrounded numbers. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “Dual Credit and Exam-Based Courses,” FRSS 85, 2003.

Educational Focus by Course Location

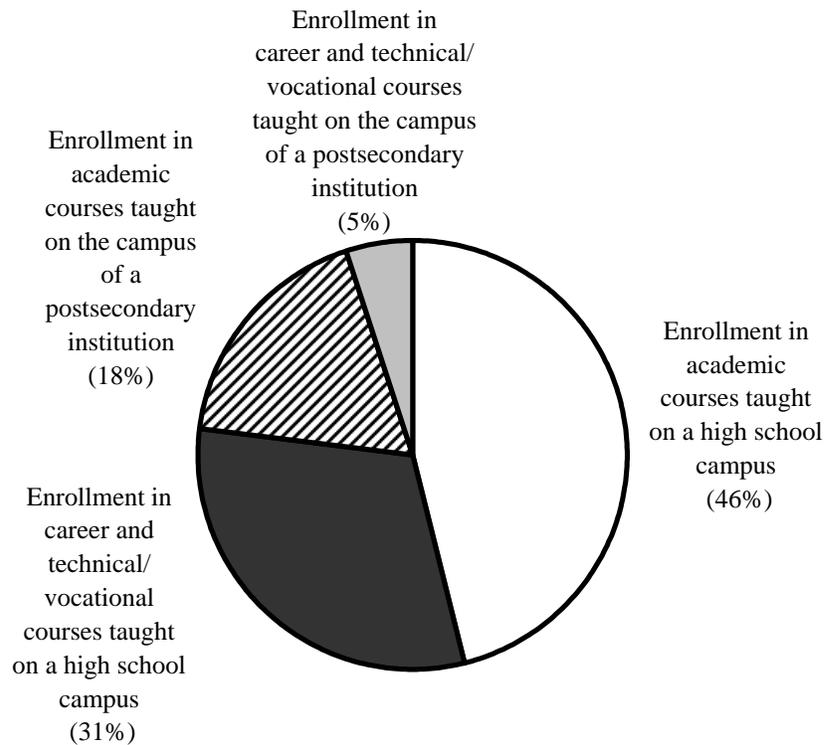
Schools reported the educational focus of the dual credit courses they offered separately for those courses that were located on a high school campus and for those located on the campus of a postsecondary institution.

Courses for Dual Credit Taught on a High School Campus

Schools that reported offering dual credit courses taught on their campus indicated whether any of these courses had an academic focus and whether any had a career and technical/vocational focus. Schools could offer both types of courses.

- **Overview.** Of the schools that offered courses for dual credit taught on a high school campus, 83 percent offered courses that had an academic focus and 49 percent offered courses with a career and technical/vocational focus (table 8).
- **Academic focus.** Of the schools that offered dual credit courses taught at the high school, small schools were more likely than large schools to offer such courses with an academic focus (87 vs. 78 percent) (table 8).
- **Career and technical/vocational focus.** School enrollment size was positively related to the likelihood of offering dual credit courses on a high school campus with a career and technical/vocational focus. In 2002–03, 40 percent of small schools, 50 percent of medium schools, and 59 percent of large schools offered these types of courses (table 8). Rural schools were less likely than schools in all other locales to offer these dual credit courses on a high school campus (37 vs. 56 to 58 percent). In addition, schools in the West were more likely than those in any other region to offer these dual credit courses on a high school campus (60 vs. 37 to 47 percent).
- **Enrollment.** During the 2002–03 12-month school year, among dual credit courses taught on high school campuses, there were approximately 513,000 enrollments in dual credit courses with an academic course focus, and 342,000 enrollments in courses with a career and technical/vocational focus (table 9). These enrollments represent 46 percent and 31 percent, respectively, of the total enrollments in dual credit courses taught on either a high school campus or at a postsecondary institution (figure 4).

Figure 4. Percentage distribution of enrollment in courses for dual credit, by course location and educational focus: 2003



NOTE: Percentages are based on the 1,117,100 enrollments in dual credit courses taught on a high school campus and/or the campus of a postsecondary institution. Percentages are based on unrounded numbers. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Dual Credit and Exam-Based Courses," FRSS 85, 2003.

Courses for Dual Credit Taught on the Campus of a Postsecondary Institution

Schools that reported offering dual credit courses taught on the campus of a postsecondary institution indicated whether any of these courses had an academic focus and whether any had a career and technical/vocational focus. Schools could offer both types of courses.

- **Overview.** Of the schools that offered dual credit courses taught on the campus of a postsecondary institution, 92 percent offered courses with an academic focus and 46 percent offered courses with a career and technical/vocational focus (table 8).
- **Academic focus.** Schools in the Northeast (99 percent) were more likely than schools in the Southeast (90 percent), Central region (90 percent), or the West (92 percent) to report offering dual credit courses with an academic focus on the campus of a postsecondary institution (table 8).

- **Career and technical/vocational focus.** Schools located in towns were more likely than those located in cities or rural areas to offer courses for dual credit with a career and technical/vocational focus on a postsecondary campus (57 vs. 42 percent respectively) (table 8). Furthermore, schools in the Northeast were less likely than those in other regions to offer these courses on a postsecondary campus (13 percent vs. 48 to 54 percent).
- **Enrollment.** During the 2002–03 12-month school year, there were 205,000 enrollments in academic dual credit courses that were taught on the campus of a postsecondary institution, and 56,000 enrollments in career and technical/vocational courses that were taught on the campus of a postsecondary institution (table 9). These enrollments represent 18 percent and 5 percent, respectively, of the total enrollments in dual credit courses taught on the campus of a high school or postsecondary institution (figure 4).

Characteristics of Courses for Dual Credit

Dual credit courses vary greatly with regard to a number of characteristics, including whether (1) they are offered individually (“cafeteria style”) or in a sequence of courses, (2) they are taught by high school instructors and/or postsecondary instructors, (3) they serve only public high school students or a mixture of public high school students and postsecondary students, and (4) the postsecondary credit is awarded immediately upon course completion or is held in escrow until after the student graduates from public high school and attends a specific postsecondary institution.

Course Structure

In addition to dual credit course location or focus, high schools reported whether students could select courses for dual credit cafeteria style, whereby students selected individual courses from a wide range of courses for which prerequisites were met, and whether students could select the courses for dual credit as part of a sequence, such as a series of courses in a specific content area, such as math, history, nursing, or automotive technology. Respondents could offer these courses both ways.

Sequence of Courses

- Among high schools offering dual credit courses on their campus, 53 percent of those offering courses with an academic focus and 72 percent of those offering courses with a career and technical/vocational focus indicated that some or all of these courses were offered as part of a sequence (table 10).
- Similarly, among schools offering dual credit courses on the campus of a postsecondary institution, 53 percent of those offering courses with an academic focus and 72 percent

of those offering courses with a career and technical/vocational focus reported that some or all of these courses were offered as part of a sequence (table 10).

- Among schools that offered dual credit courses with an academic focus on a high school campus, 59 percent of schools located in towns reported offering some or all of these courses as part of a sequence, compared with 42 percent of schools located in cities (table 10).
- Among schools that offered dual credit courses with an academic focus on a postsecondary institution's campus, a greater proportion of schools located in urban fringe areas than in cities offered some or all of these courses as part of a sequence (60 vs. 46 percent, respectively) (table 10).

Cafeteria Style Courses

- Among schools that offered dual credit courses taught on a high school campus, 35 percent of those offering courses with an academic focus reported that some or all of these courses were offered cafeteria style, while 41 percent of those offering courses with a career and technical/vocational focus indicated that some or all of these courses were offered cafeteria style (table 11).
- Among public high schools reporting that they offered dual credit courses taught on the campus of a postsecondary institution, 68 percent of those that offered dual credit courses with an academic focus and 59 percent of those that offered courses with a career and technical/vocational focus indicated that some or all of these courses were offered cafeteria style (table 11).
- Of the schools that offered career and technical/vocational dual credit courses taught on a high school campus, fewer schools located in cities (29 percent) reported that some or all of these courses were offered cafeteria style, compared with 50 percent in urban fringe areas and 44 percent in towns (table 11). In addition, schools in the Southeast region offering career and technical/vocational dual credit courses on a high school campus were less likely to indicate that some or all of these courses were offered cafeteria style than were schools in the other regions (25 vs. 42 to 46 percent).
- Of the schools that offered career and technical/vocational dual credit courses taught on the campus of a postsecondary institution, schools in the Northeast were more likely to report that some or all of these courses were offered cafeteria style than were schools in all other regions (100 vs. 55 to 59 percent) (table 11).

Course Instructors

Public high schools indicating that they offered dual credit courses taught on their high school campus were asked to specify whether these courses were taught by high school instructors only,

postsecondary instructors only, or both high school and postsecondary instructors.⁶ Most dual credit courses taught on a high school campus were taught by high school instructors only, regardless of the educational focus of the dual credit courses.

- Of the schools that offered academic courses for dual credit taught on a high school campus, 64 percent indicated that these courses were taught solely by high school instructors, 24 percent reported that both high school and postsecondary instructors taught the courses, and 11 percent stated that the courses were taught only by postsecondary instructors (table 12).
- For schools that offered career and technical/vocational courses for dual credit taught on a high school campus, 76 percent indicated that these courses were taught by high school instructors only, 12 percent of schools reported that the courses were taught by both high school and postsecondary instructors, and 12 percent reported that the courses were taught by postsecondary instructors only (table 12).

Student Composition

Schools that offered dual credit courses taught on the campus of a postsecondary institution were asked to indicate whether the most common student composition in these courses was high school students only or a combination of high school students and postsecondary students. The most common student composition for dual credit courses taught on the campus of a postsecondary institution was a mix of both high school and postsecondary students, regardless of the educational focus.

- Of the schools that offered academic dual credit courses on a postsecondary campus, 82 percent reported that these courses enrolled both high school and postsecondary students, while 18 percent reported enrolling high school students only (table 13).
- Similarly, of the schools that offered career and technical/vocational dual credit courses on a postsecondary campus, 78 percent reported that these courses contained both high school and postsecondary students, while 22 percent reported they contained high school students only (table 13).

Awarding of Postsecondary Credit

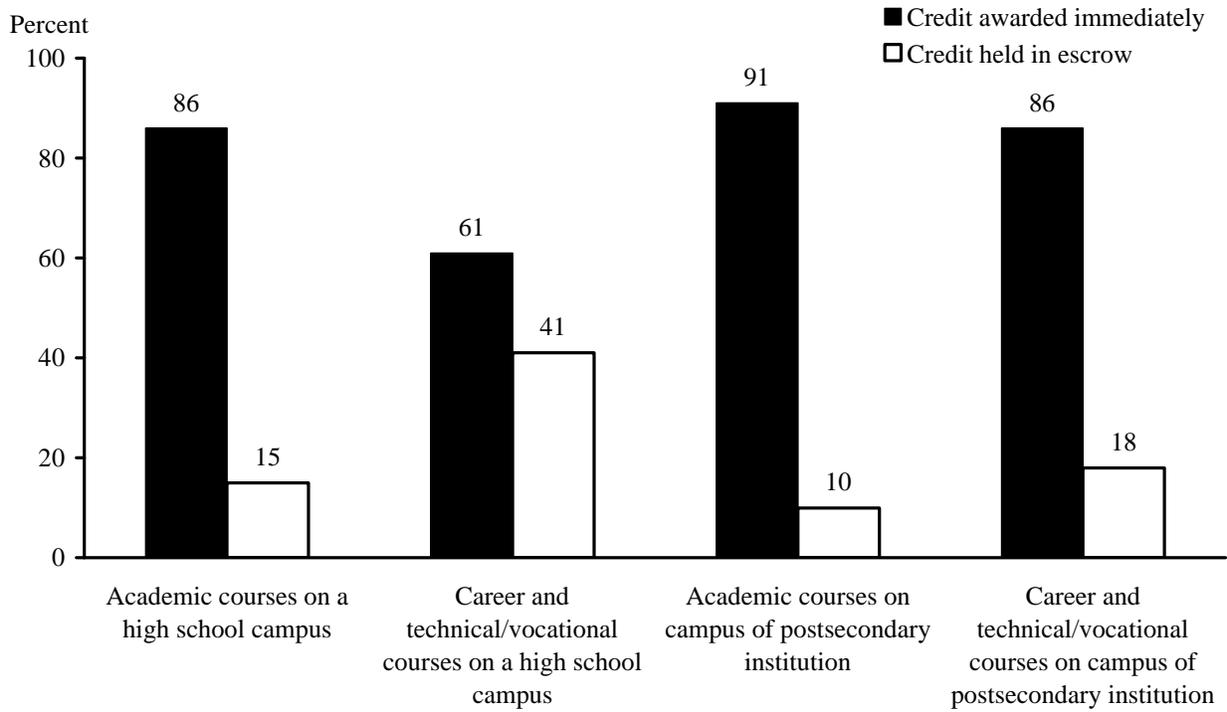
There are two primary ways in which postsecondary credit for dual credit courses is awarded. The credit can be awarded immediately upon completion of the dual credit course, or it can be held in escrow until the student has graduated from public high school and enrolls in a specific

⁶ Information about course instructors was not collected for dual credit courses taught at a postsecondary institution, because research during survey development indicated that these courses are almost always taught by postsecondary faculty.

postsecondary institution that accepts the credit. Students taking courses for dual credit were most commonly awarded postsecondary credit immediately upon completion of the course, regardless of course location or educational focus.

- Among schools that offered academic dual credit courses on a high school campus, 86 percent awarded postsecondary credits to their students immediately and 15 percent held credits in escrow. Sixty-one percent of schools offering career and technical/vocational dual credit courses reported immediate award of credits and 41 percent reported holding credits in escrow (table 14).
- Among schools that offered academic dual credit courses taught on the campus of a postsecondary institution, 91 percent awarded postsecondary credits to their students immediately and 10 percent held credits in escrow. Eighty-six percent of schools offering career and technical/vocational dual credit courses reported immediate award of credits and 18 percent of schools reported holding credits in escrow (table 14).
- Schools that offered courses for dual credit on a high school campus or on the campus of a postsecondary institution were more likely to report that the postsecondary credit was awarded immediately rather than held in escrow, regardless of course location or focus. However, the percentage point difference between schools that offered postsecondary credit immediately and those that held it in escrow was smaller for dual credit courses with a career and technical/vocational focus taught on a high school campus than for any other dual credit course location or focus (20 percentage point difference vs. 68 to 81 percentage point difference) (table 14 and figure 5).

Figure 5. Percent of public high schools that offered courses for dual credit during the 2002–03 12-month school year indicating whether postsecondary credit was awarded immediately or held in escrow, by dual credit course location and focus: 2003



NOTE: Percentages are based on unrounded numbers. Detail may not sum to totals since schools could select more than one response option.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Dual Credit and Exam-Based Courses," FRSS 85, 2003.

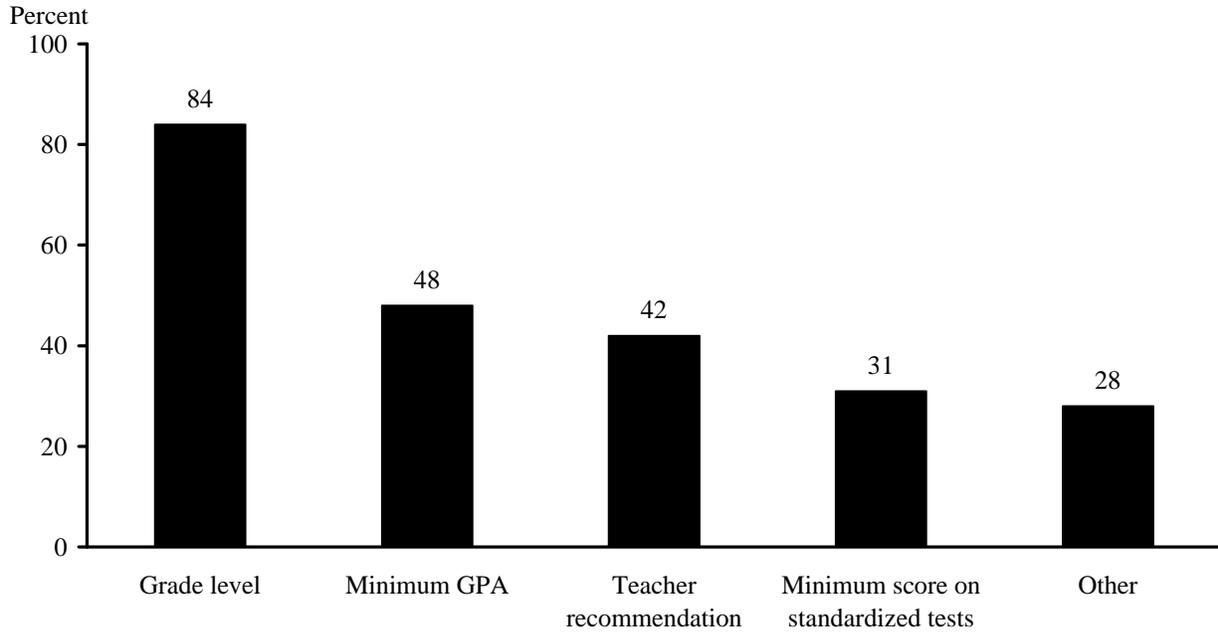
School Requirements Related to Dual Credit Courses

Schools that offered courses for dual credit were asked whether their school had established any entrance requirements, other than state or specific postsecondary entrance requirements, that their students must meet in order to enroll in courses for dual credit. Schools that had such requirements were asked to indicate which requirements students must meet.

- Sixty-two percent of schools that offered courses for dual credit indicated that their school had established requirements for students to enroll in dual credit courses (table 15). Among schools with requirements, the most common requirement was grade level (84 percent), followed by minimum GPA (48 percent), teacher recommendation (42 percent), and minimum score on standardized tests (31 percent) (figure 6). Twenty-eight percent reported that their school had established some other requirement(s) than those listed.

- A greater proportion of schools located in urban fringe areas reported that their school had specific requirements for taking dual credit courses (56 percent) than schools located in cities or towns (69 and 68 percent, respectively) (table 16). Furthermore, a greater proportion of schools in the Northeast (70 percent) and the Southeast (70 percent) than in the West (61 percent) or Central region (55 percent) reported having specific requirements.

Figure 6. Percent of public high schools reporting established requirements that students must meet in order to enroll in courses for dual credit: 2003



NOTE: Percentages are based on the 7,300 schools that reported having established requirements that students must meet to enroll in dual credit courses (see table 15). Percentages are based on unrounded numbers.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Dual Credit and Exam-Based Courses," FRSS 85, 2003.

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Tables of Estimates and Standard Errors

Table 1. Number and percent of public high schools that offered dual credit, Advanced Placement, and International Baccalaureate courses during the 2002–03 12-month school year, by school characteristics: 2003

School characteristic	Total number of high schools	Offered dual credit courses		Offered Advanced Placement courses		Offered International Baccalaureate courses	
		Number	Percent	Number	Percent	Number	Percent
All public high schools.....	16,500	11,700	71	11,000	67	390	2
Enrollment size							
Less than 500.....	7,400	4,700	63	3,000	40	‡	‡
500 to 1,199.....	5,000	3,700	75	4,100	82	70	2
1,200 or more.....	4,100	3,300	82	3,900	97	290	7
School locale							
City.....	2,700	1,800	65	2,100	77	150	6
Urban fringe.....	4,100	3,100	74	3,600	87	180	4
Town.....	2,400	1,900	79	1,700	72	20!	1!
Rural.....	7,200	5,000	70	3,600	50	‡	‡
Region							
Northeast.....	2,800	1,600	58	2,300	84	30	1
Southeast.....	3,500	2,400	69	2,400	69	170	5
Central.....	5,200	4,100	80	2,800	54	50	1
West.....	5,100	3,600	71	3,500	69	150	3
Percent minority enrollment							
Less than 6 percent.....	5,600	4,300	76	3,300	58	#	#
6 to 20 percent.....	3,800	3,000	78	2,600	70	90	2
21 to 49 percent.....	3,200	2,300	72	2,400	75	150	5
50 percent or more.....	3,600	2,100	58	2,500	69	150	4

Rounds to zero.

! Interpret data with caution. The coefficient of variation is greater than 50 percent.

‡ Reporting standards not met. Too few cases for a reliable estimate.

NOTE: Percentages are based on unrounded numbers. Detail may not sum to totals because of rounding or missing data. For the FRSS study sample, there were 29 cases for which the percent minority enrollment in the school was missing. Those cases were included in the totals and in analyses by other school characteristics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Dual Credit and Exam-Based Courses," FRSS 85, 2003.

Table 1-A. Standard errors for the number and percent of public high schools that offered dual credit, Advanced Placement, and International Baccalaureate courses during the 2002–03 12-month school year, by school characteristics: 2003

School characteristic	Total number of high schools	Offered dual credit courses		Offered Advanced Placement courses		Offered International Baccalaureate courses	
		Number	Percent	Number	Percent	Number	Percent
All public high schools.....	120	230	1.4	190	1.1	63	0.4
Enrollment size							
Less than 500.....	120	200	2.5	80	2.3	‡	‡
500 to 1,199.....	80	90	1.7	110	1.6	30	0.6
1,200 or more.....	80	100	1.8	80	0.8	46	1.1
School locale							
City.....	110	100	3.4	80	2.9	34	1.3
Urban fringe.....	130	110	1.9	100	2.2	37	0.9
Town.....	130	120	3.3	90	3.8	14	0.6
Rural.....	220	180	2.3	180	2.2	‡	‡
Region							
Northeast.....	160	130	3.5	120	2.3	15	0.5
Southeast.....	180	150	3.4	130	2.6	36	1.1
Central.....	190	210	2.6	150	2.5	18	0.4
West.....	230	200	2.2	200	2.3	45	0.9
Percent minority enrollment							
Less than 6 percent.....	90	150	2.5	130	2.1	‡	‡
6 to 20 percent.....	80	100	2.4	100	2.2	24	0.6
21 to 49 percent.....	120	130	3.5	110	3.0	41	1.3
50 percent or more.....	100	120	3.1	100	2.5	35	1.0

† Not applicable; estimate of standard error is not derived because it is based on an estimate of 0 percent.

‡ Reporting standards not met. Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Dual Credit and Exam-Based Courses," FRSS 85, 2003.

Table 2. Total enrollments of public high school students in dual credit, Advanced Placement, and International Baccalaureate courses during the 2002–03 12-month school year, by school characteristics: 2003

School characteristic	Enrollments in dual credit courses	Enrollments in Advanced Placement courses	Enrollments in International Baccalaureate courses
All public high schools.....	1,162,000	1,795,400	165,100
Enrollment size			
Less than 500	185,300	81,100	‡
500 to 1,199	335,100	481,000	24,800
1,200 or more	641,600	1,233,300	140,200
School locale			
City	246,300	548,400	58,700
Urban fringe	458,800	853,200	97,600
Town	201,700	143,200	8,300!
Rural	255,200	250,600	‡
Region			
Northeast.....	144,800	390,900	7,300!
Southeast.....	194,000	386,100	65,800
Central.....	333,900	319,300	25,600!
West.....	489,400	699,100	66,400
Percent minority enrollment			
Less than 6 percent.....	317,400	267,100	#
6 to 20 percent.....	380,900	463,800	16,700
21 to 49 percent.....	228,900	528,500	64,300
50 percent or more	231,400	497,700	84,100

Rounds to zero.

! Interpret data with caution. The coefficient of variation is greater than 50 percent.

‡ Reporting standards not met. Too few cases for a reliable estimate.

NOTE: Enrollments may include duplicated counts of students in each type of course, since schools were instructed to count a student enrolled in multiple courses of a particular type for each course in which he or she was enrolled. Detail may not sum to totals because of rounding or missing data. For the FRSS study sample, there were 29 cases for which the percent minority enrollment in the school was missing. Those cases were included in the totals and in analyses by other school characteristics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Dual Credit and Exam-Based Courses," FRSS 85, 2003.

Table 2-A. Standard errors for the total enrollments of public high school students in dual credit, Advanced Placement, and International Baccalaureate courses during the 2002–03 12-month school year, by school characteristics: 2003

School characteristic	Enrollments in dual credit courses	Enrollments in Advanced Placement courses	Enrollments in International Baccalaureate courses
All public high schools.....	53,420	54,930	32,820
Enrollment size			
Less than 500	15,590	8,510	‡
500 to 1,199	24,020	26,970	11,180
1,200 or more	47,500	47,700	29,740
School locale			
City	33,160	32,020	15,920
Urban fringe	36,290	41,300	26,990
Town	20,440	10,970	4,770
Rural	18,150	14,900	‡
Region			
Northeast.....	20,600	29,210	4,880
Southeast.....	19,300	30,540	18,990
Central.....	29,010	22,060	14,170
West.....	47,580	48,150	23,380
Percent minority enrollment			
Less than 6 percent.....	24,840	18,820	‡
6 to 20 percent.....	35,440	21,630	5,470
21 to 49 percent.....	22,890	29,150	19,280
50 percent or more	36,220	35,430	26,560

† Not applicable; estimate of standard error is not derived because it is based on an estimate of 0 percent.

‡ Reporting standards not met. Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “Dual Credit and Exam-Based Courses,” FRSS 85, 2003.

Table 3. Percentage distribution of public high schools that offered dual credit and/or exam-based courses, by combinations of type(s) of courses offered during the 2002–03 12-month school year, by school characteristics: 2003

School characteristic	Offered dual credit only	Offered Advanced Placement only	Offered Advanced Placement and International Baccalaureate	Offered dual credit and Advanced Placement	Offered dual credit and International Baccalaureate	Offered dual credit, Advanced Placement, and International Baccalaureate	Did not offer any dual credit or exam-based courses
All public high schools	20	16	#	49	1	2	13
Enrollment size							
Less than 500	35	12	#	28	‡	#	25
500 to 1,199	13	20	‡	61	‡	1	4
1,200 or more	2	17	1	74	1	5	1!
School locale							
City	7	20	‡	53	1	4	15
Urban fringe	7	20	1	63	1	3	5
Town	21	13	#	57	#	1!	8
Rural	32	12	#	37	‡	‡	18
Region							
Northeast	7	33	‡	50	#	‡	8
Southeast	17	16	1!	48	‡	4	15
Central	35	8	‡	45	‡	1	11
West	14	13	‡	54	1	1	15
Percent minority enrollment							
Less than 6 percent	30	12	#	47	#	#	12
6 to 20 percent	23	15	#	53	‡	2	6
21 to 49 percent	12	16	‡	56	2	2	11
50 percent or more	10	20	1	45	‡	3	20

Rounds to zero.

! Interpret data with caution. The coefficient of variation is greater than 50 percent.

‡ Reporting standards not met. Too few cases for a reliable estimate.

NOTE: There were no schools that offered International Baccalaureate courses exclusively. Percentages are based on the estimated 16,500 public high schools (see table 1). Percentages are based on unrounded numbers. Detail may not sum to totals because of rounding or missing data. For the FRSS study sample, there were 29 cases for which the percent minority enrollment in the school was missing. Those cases were included in the totals and in analyses by other school characteristics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Dual Credit and Exam-Based Courses," FRSS 85, 2003.

Table 3-A. Standard errors for the percentage distribution of public high schools that offered dual credit and/or exam-based courses, by combinations of type(s) of courses offered during the 2002–03 12-month school year, by school characteristics: 2003

School characteristic	Offered dual credit only	Offered Advanced Placement only	Offered Advanced Placement and International Baccalaureate	Offered dual credit and Advanced Placement	Offered dual credit and International Baccalaureate	Offered dual credit, Advanced Placement, and International Baccalaureate	Did not offer any dual credit or exam-based courses
All public high schools	1.1	1.0	0.1	1.3	0.2	0.3	1.1
Enrollment size							
Less than 500	2.5	1.6	†	2.1	‡	†	2.4
500 to 1,199	1.4	1.6	‡	1.7	‡	0.4	1.0
1,200 or more	0.5	1.8	0.5	1.9	0.4	0.9	0.3
School locale							
City	2.3	2.4	‡	2.7	0.6	1.1	2.9
Urban fringe	1.3	2.1	0.4	2.1	0.4	0.6	1.9
Town	3.5	2.4	†	4.2	†	0.6	2.4
Rural	2.2	1.4	†	2.2	‡	‡	2.3
Region							
Northeast	1.9	2.7	‡	3.1	†	‡	2.0
Southeast	2.5	2.1	0.4	2.9	‡	0.9	2.3
Central	2.7	1.9	‡	2.3	‡	0.3	1.9
West	2.1	2.0	‡	2.4	0.6	0.4	2.3
Percent minority enrollment							
Less than 6 percent	2.3	1.8	†	2.1	†	†	1.9
6 to 20 percent	2.4	2.0	†	2.4	‡	0.6	1.7
21 to 49 percent	2.4	2.4	‡	3.8	1.0	0.7	2.5
50 percent or more	2.0	2.3	0.5	2.7	‡	0.8	2.8

† Not applicable; estimate of standard error is not derived because it is based on an estimate of 0 percent.

‡ Reporting standards not met. Too few cases for a reliable estimate.

NOTE: There were no schools that offered International Baccalaureate courses exclusively.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Dual Credit and Exam-Based Courses," FRSS 85, 2003.

Table 4. Number and percent of public high schools that offered courses for dual credit during the 2002–03 12-month school year, by dual credit course location and school characteristics: 2003

School characteristic	Total number of schools that offered dual credit courses	Schools with dual credit courses taught:					
		On a high school campus		On the campus of a postsecondary institution		Through distance education	
		Number	Percent	Number	Percent	Number	Percent
All public high schools.....	11,700	7,200	61	7,700	65	3,000	25
Enrollment size							
Less than 500.....	4,700	2,900	61	2,700	57	1,600	35
500 to 1,199.....	3,700	2,200	59	2,500	68	800	21
1,200 or more.....	3,300	2,100	63	2,500	74	600	17
School locale							
City.....	1,800	1,000	54	1,400	78	200	11
Urban fringe.....	3,100	1,800	59	2,100	70	600	18
Town.....	1,900	1,400	73	1,200	64	500	29
Rural.....	5,000	3,100	61	2,900	58	1,700	33
Region							
Northeast.....	1,600	1,000	64	900	55	200	14
Southeast.....	2,400	1,400	59	1,700	70	600	23
Central.....	4,100	2,400	59	2,700	65	1,200	29
West.....	3,600	2,300	65	2,400	66	1,000	27
Percent minority enrollment							
Less than 6 percent.....	4,400	2,700	63	2,500	59	1,300	31
6 to 20 percent.....	3,000	1,900	64	2,000	69	700	24
21 to 49 percent.....	2,300	1,500	64	1,500	64	500	21
50 percent or more.....	2,100	1,100	51	1,600	76	400	20

NOTE: The numbers of schools with dual credit courses on a high school campus, on the campus of a postsecondary institution, and taught through distance education do not sum to all schools that offered dual credit courses, since many schools offer dual credit courses at more than one location. Percents are based on the 11,700 public high schools that offered any courses for dual credit in 2002–03. Percentages are based on unrounded numbers. Detail may not sum to totals because of rounding or missing data. For the FRSS study sample, there were 29 cases for which the percent minority enrollment in the school was missing. Those cases were included in the totals and in analyses by other school characteristics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “Dual Credit and Exam-Based Courses,” FRSS 85, 2003.

Table 4-A. Standard errors for the number and percent of public high schools that offered courses for dual credit during the 2002–03 12-month school year, by dual credit course location and school characteristics: 2003

School characteristic	Total number of schools that offered dual credit courses	Schools with dual credit courses taught:					
		On a high school campus		On the campus of a postsecondary institution		Through distance education	
		Number	Percent	Number	Percent	Number	Percent
All public high schools.....	230	250	1.8	220	1.6	160	1.3
Enrollment size							
Less than 500.....	200	190	3.1	180	3.0	150	2.8
500 to 1,199.....	90	110	2.8	110	2.5	80	2.2
1,200 or more.....	100	100	2.4	90	1.9	60	1.7
School locale							
City.....	100	90	3.7	100	3.1	40	2.1
Urban fringe.....	110	90	2.8	100	2.2	80	2.3
Town.....	120	110	4.1	100	4.2	80	3.9
Rural.....	180	190	2.8	160	2.8	150	2.7
Region							
Northeast.....	130	100	3.9	100	4.2	50	2.7
Southeast.....	150	130	3.6	110	3.2	70	2.6
Central.....	210	160	3.3	170	2.8	130	2.6
West.....	200	180	3.1	150	2.9	110	2.7
Percent minority enrollment							
Less than 6 percent.....	150	150	3.2	150	2.9	140	2.9
6 to 20 percent.....	100	120	3.3	110	3.1	90	2.8
21 to 49 percent.....	130	120	3.3	120	3.9	80	3.1
50 percent or more.....	120	110	4.0	110	3.2	70	3.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Dual Credit and Exam-Based Courses," FRSS 85, 2003.

Table 5. Total enrollment of public high school students in dual credit courses during the 2002–03 12-month school year, by dual credit course location and selected school characteristics: 2003

School characteristic	Total enrollment in dual credit courses	Enrollment in dual credit courses taught:		
		On a high school campus	On the campus of a postsecondary institution	Through distance education
All public high schools.....	1,162,000	855,400	261,700	44,900
Enrollment size				
Less than 500.....	185,300	122,300	41,200	21,800
500 to 1,199.....	335,100	245,700	78,200	11,200
1,200 or more.....	641,600	487,400	142,300	11,900
School locale				
City.....	246,300	191,900	50,400	4,000!
Urban fringe.....	458,800	352,800	99,400	6,600
Town.....	201,700	135,100	55,900	10,600
Rural.....	255,200	175,600	55,900	23,700
Region				
Northeast.....	144,800	129,400	13,000	2,400
Southeast.....	194,000	128,800	55,300	9,900
Central.....	333,900	239,900	80,300	13,800
West.....	489,400	357,300	113,100	18,900
Percent minority enrollment				
Less than 6 percent.....	317,400	238,100	62,300	17,000
6 to 20 percent.....	380,900	281,700	87,300	11,900
21 to 49 percent.....	228,900	151,300	70,400	7,300
50 percent or more.....	231,400	181,100	41,600	8,700

! Interpret data with caution. The coefficient of variation is greater than 50 percent.

NOTE: Enrollments may include duplicated counts of students, since schools were instructed to count a student enrolled in multiple courses for dual credit for each course in which he or she was enrolled. Detail may not sum to totals because of rounding or missing data. For the FRSS study sample, there were 29 cases for which the percent minority enrollment in the school was missing. Those cases were included in the totals and in analyses by other school characteristics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “Dual Credit and Exam-Based Courses,” FRSS 85, 2003.

Table 5-A. Standard errors for the total enrollment of public high school students in dual credit courses during the 2002–03 12-month school year, by dual credit course location and selected school characteristics: 2003

School characteristic	Total enrollment in dual credit courses	Enrollment in dual credit courses taught:		
		On a high school campus	On the campus of a postsecondary institution	Through distance education
All public high schools.....	53,420	53,590	18,140	4,740
Enrollment size				
Less than 500.....	15,590	11,350	6,900	3,830
500 to 1,199.....	24,020	21,080	10,320	2,500
1,200 or more.....	47,500	45,640	12,300	3,040
School locale				
City.....	33,160	31,410	6,220	2,400
Urban fringe.....	36,290	35,550	11,970	1,250
Town.....	20,440	17,270	9,830	2,330
Rural.....	18,150	15,240	5,800	3,610
Region				
Northeast.....	20,600	20,410	2,310	720
Southeast.....	19,300	17,760	7,990	2,570
Central.....	29,010	26,250	9,120	2,970
West.....	47,580	43,490	14,770	3,940
Percent minority enrollment				
Less than 6 percent.....	24,840	22,540	9,650	3,200
6 to 20 percent.....	35,440	32,160	13,090	2,220
21 to 49 percent.....	22,890	17,030	10,670	1,850
50 percent or more.....	36,220	35,430	4,680	3,060

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Dual Credit and Exam-Based Courses," FRSS 85, 2003.

Table 6. Number and percent of public high schools that offered courses for dual credit at the high school campus or at the campus of a postsecondary institution during the 2002–03 12-month school year, by dual credit course focus and school characteristics: 2003

School characteristic	Total number of schools that offered dual credit courses taught on a high school campus or campus of a postsecondary institution	Schools that offered dual credit courses with:			
		An academic focus		A career and technical/vocational focus	
		Number	Percent	Number	Percent
All public high schools.....	11,400	10,600	92	5,800	51
Enrollment size					
Less than 500	4,500	4,100	92	1,900	43
500 to 1,199	3,700	3,400	93	1,900	52
1,200 or more	3,300	3,000	92	2,000	61
School locale					
City	1,800	1,600	92	900	52
Urban fringe	3,000	2,700	90	1,700	56
Town	1,900	1,800	96	1,200	63
Rural	4,900	4,500	92	2,100	43
Region					
Northeast.....	1,600	1,500	95	500	30
Southeast.....	2,400	2,200	91	1,200	51
Central.....	4,000	3,800	93	2,000	50
West.....	3,400	3,100	91	2,100	62
Percent minority enrollment					
Less than 6 percent.....	4,200	3,900	94	1,800	44
6 to 20 percent.....	2,900	2,700	92	1,600	57
21 to 49 percent.....	2,200	2,000	91	1,300	57
50 percent or more	2,000	1,900	91	1,100	52

NOTE: Percents are based on the 11,400 schools that offered dual credit courses taught on a high school campus or on the campus of a postsecondary institution and do not include schools that offered dual credit courses taught through distance education. The numbers of schools that offered dual credit courses with an academic focus or a career and technical/vocational focus do not sum to all schools that offered dual credit courses taught on a high school campus or on the campus of a postsecondary institution, since many schools offer both academic and career and technical/vocational courses for dual credit. Percentages are based on unrounded numbers. Detail may not sum to totals because of rounding or missing data. For the FRSS study sample, there were 29 cases for which the percent minority enrollment in the school was missing. Those cases were included in the totals and in analyses by other school characteristics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Dual Credit and Exam-Based Courses," FRSS 85, 2003.

Table 6-A. Standard errors for the number and percent of public high schools that offered courses for dual credit at the high school campus or at the campus of a postsecondary institution during the 2002–03 12-month school year, by dual credit course focus and school characteristics: 2003

School characteristic	Total number of schools that offered dual credit courses taught on a high school campus or campus of a postsecondary institution	Schools that offered dual credit courses with:			
		An academic focus		A career and technical/vocational focus	
		Number	Percent	Number	Percent
All public high schools.....	220	250	1.1	230	1.9
Enrollment size					
Less than 500.....	200	210	2.2	190	4.0
500 to 1,199.....	90	100	1.5	110	2.6
1,200 or more.....	100	100	1.2	90	1.9
School locale					
City.....	100	110	2.3	100	4.0
Urban fringe.....	100	110	1.8	80	2.5
Town.....	110	120	1.7	100	3.9
Rural.....	190	200	1.9	160	3.2
Region					
Northeast.....	130	130	1.6	70	3.9
Southeast.....	150	150	2.2	120	3.8
Central.....	200	200	1.5	170	3.0
West.....	200	190	2.1	160	3.4
Percent minority enrollment					
Less than 6 percent.....	150	150	1.5	150	3.3
6 to 20 percent.....	100	110	2.1	110	3.2
21 to 49 percent.....	130	140	2.2	90	3.1
50 percent or more.....	120	120	2.0	110	4.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Dual Credit and Exam-Based Courses," FRSS 85, 2003.

Table 7. Enrollment of public high school students in dual credit courses taught on a high school campus or on the campus of a postsecondary institution during the 2002–03 12-month school year, by dual credit course focus and school characteristics: 2003

School characteristic	Total enrollment in dual credit courses taught on a high school campus or campus of a postsecondary institution	Enrollment in dual credit courses with:	
		An academic focus	A career and technical/ vocational focus
All public high schools.....	1,117,100	718,800	398,300
Enrollment size			
Less than 500.....	163,500	115,400	48,100
500 to 1,199.....	323,900	221,700	102,200
1,200 or more.....	629,700	381,600	248,100
School locale			
City.....	242,400	148,600	93,700
Urban fringe.....	452,200	284,200	168,000
Town.....	191,000	130,500	60,500
Rural.....	231,500	155,500	76,100
Region			
Northeast.....	142,400	100,400	42,000
Southeast.....	184,100	140,400	43,700
Central.....	320,100	196,000	124,100
West.....	470,400	282,000	188,500
Percent minority enrollment			
Less than 6 percent.....	300,400	199,300	101,100
6 to 20 percent.....	369,000	222,600	146,400
21 to 49 percent.....	221,700	159,100	62,500
50 percent or more.....	222,700	134,800	87,900

NOTE: Enrollments include enrollments in dual credit courses taught on a high school campus or the campus of a postsecondary institution but do not include enrollment in courses taught through distance education. Enrollments may include duplicated counts of students, since schools were instructed to count a student enrolled in multiple courses of a particular type for each course in which he or she was enrolled. Detail may not sum to totals because of rounding or missing data. For the FRSS study sample, there were 29 cases for which the percent minority enrollment in the school was missing. Those cases were included in the totals and in analyses by other school characteristics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Dual Credit and Exam-Based Courses," FRSS 85, 2003.

Table 7-A. Standard errors for the enrollment of public high school students in dual credit courses taught on a high school campus or on the campus of a postsecondary institution during the 2002–03 12-month school year, by dual credit course focus and school characteristics: 2003

School characteristic	Total enrollment in dual credit courses taught on a high school campus or campus of a postsecondary institution	Enrollment in dual credit courses with:	
		An academic focus	A career and technical/ vocational focus
All public high schools.....	53,090	37,150	35,390
Enrollment size			
Less than 500.....	13,750	9,980	8,490
500 to 1,199.....	24,070	19,120	12,240
1,200 or more.....	47,080	29,900	30,470
School locale			
City.....	32,950	17,260	24,120
Urban fringe.....	35,990	25,340	26,040
Town.....	20,010	14,570	9,830
Rural.....	16,150	11,470	10,110
Region			
Northeast.....	20,570	13,040	13,040
Southeast.....	18,910	16,490	7,520
Central.....	27,860	18,020	16,580
West.....	47,450	29,050	31,690
Percent minority enrollment			
Less than 6 percent.....	24,070	16,690	14,080
6 to 20 percent.....	35,480	21,970	26,430
21 to 49 percent.....	22,430	18,350	8,380
50 percent or more.....	35,950	23,870	23,520

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Dual Credit and Exam-Based Courses," FRSS 85, 2003.

Table 8. Number and percent of public high schools that offered courses for dual credit during the 2002–03 12-month school year, by dual credit course location, focus, and school characteristics: 2003

School characteristic	Public schools that offered dual credit courses taught on a high school campus ¹				Public schools that offered dual credit courses taught on the campus of a postsecondary institution ²			
	Academic course focus		Career and technical/vocational course focus		Academic course focus		Career and technical/vocational course focus	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All public high schools.....	6,000	83	3,500	49	7,000	92	3,500	46
Enrollment size								
Less than 500.....	2,500	87	1,200	40	2,400	90	1,100	41
500 to 1,199.....	1,900	84	1,100	50	2,300	93	1,200	46
1,200 or more.....	1,600	78	1,200	59	2,300	92	1,300	51
School locale								
City.....	800	80	500	56	1,300	92	600	42
Urban fringe.....	1,400	79	1,000	57	1,900	90	1,000	47
Town.....	1,200	84	800	58	1,100	91	700	57
Rural.....	2,600	86	1,100	37	2,700	92	1,200	42
Region								
Northeast.....	900	88	400	37	900	99	100	13
Southeast.....	1,200	85	600	41	1,500	90	800	49
Central.....	2,000	84	1,100	47	2,400	90	1,300	48
West.....	1,800	79	1,400	60	2,200	92	1,300	54
Percent minority enrollment								
Less than 6 percent.....	2,400	87	1,200	43	2,400	93	1,000	40
6 to 20 percent.....	1,500	81	1,000	53	1,900	92	1,000	51
21 to 49 percent.....	1,200	82	700	50	1,300	91	800	53
50 percent or more.....	800	78	600	55	1,400	90	700	42

¹Percentages are based on the 7,200 public high schools with dual credit courses taught on a high school campus (see table 4). Percentages do not sum to 100 and numbers do not sum to all schools with dual credit courses taught on a high school campus, since many schools offer both academic and career and technical/vocational courses for dual credit.

²Percentages are based on the 7,700 public high schools with dual credit courses taught on the campus of a postsecondary institution (see table 4). Percentages do not sum to 100 and numbers do not sum to all schools with dual credit courses taught on the campus of a postsecondary institution, since many schools offer both academic and career and technical/vocational courses for dual credit.

NOTE: Percentages are based on unrounded numbers. Detail may not sum to totals because of rounding or missing data. For the FRSS study sample, there were 29 cases for which the percent minority enrollment in the school was missing. Those cases were included in the totals and in analyses by other school characteristics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Dual Credit and Exam-Based Courses," FRSS 85, 2003.

Table 8-A. Standard errors for the number and percent of public high schools that offered courses for dual credit during the 2002–03 12-month school year, by dual credit course location, focus, and school characteristics: 2003

School characteristic	Public schools that offered dual credit courses taught on a high school campus				Public schools that offered dual credit courses taught on the campus of a postsecondary institution			
	Academic course focus		Career and technical/vocational course focus		Academic course focus		Career and technical/vocational course focus	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All public high schools.....	240	1.5	190	2.5	240	1.2	200	2.5
Enrollment size								
Less than 500.....	190	2.7	140	4.8	200	3.0	140	5.0
500 to 1,199.....	100	2.8	100	3.6	110	1.6	90	3.2
1,200 or more.....	100	2.8	70	2.2	90	1.3	80	2.5
School locale								
City.....	80	4.3	60	4.7	100	2.4	80	4.2
Urban fringe.....	100	3.3	90	3.6	100	2.2	80	3.5
Town.....	110	3.4	110	4.9	100	2.9	80	5.7
Rural.....	190	2.8	130	3.8	170	2.1	110	3.8
Region								
Northeast.....	110	3.1	60	4.8	100	1.0	40	4.7
Southeast.....	120	2.9	90	5.1	110	2.6	90	4.0
Central.....	160	2.3	140	4.3	180	2.4	130	4.0
West.....	150	2.8	130	4.4	150	1.9	120	4.4
Percent minority enrollment								
Less than 6 percent.....	140	2.4	140	4.4	150	2.5	110	4.2
6 to 20 percent.....	110	3.0	90	4.5	110	2.5	100	3.9
21 to 49 percent.....	120	3.5	80	4.2	120	2.6	70	4.3
50 percent or more.....	100	4.6	80	5.3	110	2.8	90	4.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Dual Credit and Exam-Based Courses," FRSS 85, 2003.

Table 9. Total enrollment of public high school students in dual credit courses during the 2002–03 12-month school year, by dual credit course location, focus, and school characteristics: 2003

School characteristic	Enrollment in dual credit courses taught on a high school campus		Enrollment in dual credit courses taught on the campus of a postsecondary institution	
	Academic course focus	Career and technical/vocational course focus	Academic course focus	Career and technical/vocational course focus
All public high schools.....	513,400	342,000	205,400	56,300
Enrollment size				
Less than 500.....	85,300	37,000	30,200	11,000
500 to 1,199.....	160,500	85,200	61,200	17,000
1,200 or more.....	267,600	219,800	114,000	28,300
School locale				
City.....	109,000	82,900	39,600	10,800
Urban fringe.....	202,200	150,600	82,000	17,400
Town.....	89,300	45,800	41,200	14,700
Rural.....	112,900	62,700	42,600	13,300
Region				
Northeast.....	87,800	41,700	12,600	400
Southeast.....	98,000	30,900	42,500	12,800
Central.....	136,800	103,000	59,100	21,100
West.....	190,800	166,500	91,200	22,000
Percent minority enrollment				
Less than 6 percent.....	152,600	85,500	46,700	15,600
6 to 20 percent.....	153,800	127,800	68,700	18,600
21 to 49 percent.....	102,000	49,300	57,100	13,300
50 percent or more.....	102,000	79,100	32,800	8,800

NOTE: Enrollments may include duplicated counts of students, since schools were instructed to count a student enrolled in multiple courses of a particular type for each course in which he or she was enrolled. Detail may not sum to totals because of rounding or missing data. For the FRSS study sample, there were 29 cases for which the percent minority enrollment in the school was missing. Those cases were included in the totals and in analyses by other school characteristics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Dual Credit and Exam-Based Courses," FRSS 85, 2003.

Table 9-A. Standard errors for the total enrollment of public high school students in dual credit courses during the 2002–03 12-month school year, by dual credit course location, focus, and school characteristics: 2003

School characteristic	Enrollment in dual credit courses taught on a high school campus		Enrollment in dual credit courses taught on the campus of a postsecondary institution	
	Academic course focus	Career and technical/vocational course focus	Academic course focus	Career and technical/vocational course focus
All public high schools.....	34,770	36,220	16,040	5,090
Enrollment size				
Less than 500	8,160	7,020	5,410	2,980
500 to 1,199	16,570	11,940	8,860	2,740
1,200 or more	27,750	30,600	11,410	3,120
School locale				
City	15,720	23,710	4,660	2,420
Urban fringe	23,570	26,120	11,600	2,400
Town	13,430	8,570	8,180	3,450
Rural	10,530	9,820	4,960	2,210
Region				
Northeast.....	12,820	13,050	2,310	160
Southeast.....	15,830	6,440	6,670	2,450
Central.....	15,870	15,770	7,060	3,750
West.....	25,510	31,500	13,050	3,030
Percent minority enrollment				
Less than 6 percent.....	14,890	13,120	7,890	3,390
6 to 20 percent.....	18,820	26,220	10,900	2,950
21 to 49 percent.....	14,230	7,690	9,360	2,410
50 percent or more	23,020	23,730	3,950	2,240

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Dual Credit and Exam-Based Courses," FRSS 85, 2003.

Table 10. Percent of public high schools that offered courses for dual credit during the 2002–03 12-month school year indicating that some of the dual credit courses were part of a sequence of courses, by dual credit course location, focus, and school characteristics: 2003

School characteristic	Dual credit courses taught on a high school campus		Dual credit courses taught on the campus of a postsecondary institution	
	Academic course focus ¹	Career and technical/vocational course focus ²	Academic course focus ³	Career and technical/vocational course focus ⁴
All public high schools	53	72	53	72
Enrollment size				
Less than 500.....	51	69	47	65
500 to 1,199.....	54	74	60	76
1,200 or more	55	74	54	73
School locale				
City.....	42	68	46	78
Urban fringe	55	75	60	69
Town	59	78	51	74
Rural.....	52	67	54	70
Region				
Northeast	65	73	51	71
Southeast	50	73	59	81
Central.....	47	66	51	73
West	55	77	53	65
Percent minority enrollment				
Less than 6 percent	58	69	53	65
6 to 20 percent	49	74	59	76
21 to 49 percent	48	70	50	73
50 percent or more.....	54	78	52	73

¹Percentages are based on the 6,000 public high schools that offered academic courses for dual credit taught on a high school campus (see table 8).

²Percentages are based on the 3,500 public high schools that offered career and technical/vocational courses for dual credit taught on a high school campus (see table 8).

³Percentages are based on the 7,000 public high schools that offered academic courses for dual credit taught on the campus of a postsecondary institution (see table 8).

⁴Percentages are based on the 3,500 public high schools that offered career and technical/vocational courses for dual credit taught on the campus of a postsecondary institution (see table 8).

NOTE: Percentages are based on unrounded numbers.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Dual Credit and Exam-Based Courses," FRSS 85, 2003.

Table 10-A. Standard errors for the percent of public high schools that offered courses for dual credit during the 2002–03 12-month school year indicating that some of the dual credit courses were part of a sequence of courses, by dual credit course location, focus, and school characteristics: 2003

School characteristic	Dual credit courses taught on a high school campus		Dual credit courses taught on the campus of a postsecondary institution	
	Academic course focus	Career and technical/vocational course focus	Academic course focus	Career and technical/vocational course focus
All public high schools	2.5	2.4	2.1	2.8
Enrollment size				
Less than 500.....	4.7	6.5	5.3	6.6
500 to 1,199.....	3.6	3.7	3.2	4.5
1,200 or more	3.6	3.3	2.8	3.1
School locale				
City.....	6.8	5.0	5.0	5.6
Urban fringe	3.6	3.7	2.9	4.2
Town	4.8	4.9	5.2	5.8
Rural.....	4.7	5.7	3.9	5.1
Region				
Northeast	5.4	6.4	4.9	16.0
Southeast	5.5	5.4	4.2	4.9
Central.....	4.8	5.3	3.9	4.8
West	4.5	4.4	4.0	4.9
Percent minority enrollment				
Less than 6 percent	4.3	4.9	4.1	5.5
6 to 20 percent	4.6	4.8	4.1	5.1
21 to 49 percent	5.5	5.2	4.1	5.9
50 percent or more.....	5.9	4.9	4.2	6.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Dual Credit and Exam-Based Courses," FRSS 85, 2003.

Table 11. Percent of public high schools that offered courses for dual credit during the 2002–03 12-month school year indicating that some of the dual credit courses were cafeteria style, by dual credit course location, focus, and school characteristics: 2003

School characteristic	Dual credit courses taught on a high school campus		Dual credit courses taught on the campus of a postsecondary institution	
	Academic course focus ¹	Career and technical/vocational course focus ²	Academic course focus ³	Career and technical/vocational course focus ⁴
All public high schools	35	41	68	59
Enrollment size				
Less than 500.....	30	34	69	51
500 to 1,199.....	36	44	66	64
1,200 or more	39	45	71	61
School locale				
City.....	33	29	65	63
Urban fringe	40	50	74	61
Town	35	44	69	63
Rural.....	32	36	65	53
Region				
Northeast	31	46	63	100
Southeast	30	25	64	58
Central.....	42	42	74	55
West	31	45	67	59
Percent minority enrollment				
Less than 6 percent	35	43	72	62
6 to 20 percent	40	48	71	63
21 to 49 percent	28	31	60	50
50 percent or more.....	33	40	68	59

¹Percentages are based on the 6,000 public high schools that offered academic courses for dual credit taught on a high school campus (see table 8).

²Percentages are based on the 3,500 public high schools that offered career and technical/vocational courses for dual credit taught on a high school campus (see table 8).

³Percentages are based on the 7,000 public high schools that offered academic courses for dual credit taught on the campus of a postsecondary institution (see table 8).

⁴Percentages are based on the 3,500 public high schools that offered career and technical/vocational courses for dual credit taught on the campus of a postsecondary institution (see table 8).

NOTE: Percentages are based on unrounded numbers.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Dual Credit and Exam-Based Courses," FRSS 85, 2003.

Table 11-A. Standard errors for the percent of public high schools that offered courses for dual credit during the 2002–03 12-month school year indicating that some of the dual credit courses were cafeteria style, by dual credit course location, focus, and school characteristics: 2003

School characteristic	Dual credit courses taught on a high school campus		Dual credit courses taught on the campus of a postsecondary institution	
	Academic course focus	Career and technical/vocational course focus	Academic course focus	Career and technical/vocational course focus
All public high schools	2.1	2.9	2.4	3.5
Enrollment size				
Less than 500.....	4.1	7.1	4.8	8.2
500 to 1,199.....	4.0	4.4	3.6	4.6
1,200 or more	3.4	3.6	2.7	4.1
School locale				
City.....	5.0	5.6	4.0	7.6
Urban fringe	4.1	4.8	3.4	4.9
Town	4.8	5.0	5.4	6.4
Rural.....	3.8	5.9	3.5	6.0
Region				
Northeast	5.2	8.6	6.1	†
Southeast	4.8	6.0	5.2	5.8
Central.....	3.9	5.6	3.6	5.1
West	4.5	4.8	4.2	5.8
Percent minority enrollment				
Less than 6 percent	3.6	5.0	3.5	5.8
6 to 20 percent	4.8	5.2	4.0	6.7
21 to 49 percent	3.4	5.5	5.8	5.6
50 percent or more.....	5.1	6.3	3.9	7.6

† Not applicable; estimate of standard error is not derived because it is based on an estimate of 100 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Dual Credit and Exam-Based Courses," FRSS 85, 2003.

Table 12. Percentage distribution of public high schools that offered courses for dual credit taught on the campus of a high school during the 2002–03 12-month school year indicating who the instructors were for the dual credit course, by dual credit course focus and school characteristics: 2003

School characteristic	Academic course focus ¹			Career and technical/vocational course focus ²		
	High school instructors only	Postsecondary instructors only	Both high school and postsecondary instructors	High school instructors only	Postsecondary instructors only	Both high school and postsecondary instructors
All public high schools.....	64	11	24	76	12	12
Enrollment size						
Less than 500.....	61	12	28	73	20	7
500 to 1,199.....	68	12	19	80	7	13
1,200 or more.....	66	9	25	76	8	16
School locale						
City.....	67	11	22	74	7	18
Urban fringe.....	70	11	19	83	7	10
Town.....	60	6	33	72	10	18
Rural.....	62	14	24	74	19	7
Region						
Northeast.....	83	‡	15	93	‡	‡
Southeast.....	46	22	33	63	20	17
Central.....	70	7	22	79	8	13
West.....	61	13	26	75	14	11
Percent minority enrollment						
Less than 6 percent.....	71	7	22	78	9	13
6 to 20 percent.....	67	9	23	84	7!	9
21 to 49 percent.....	51	22	27	69	18	13
50 percent or more.....	63	9	28	66	17	17

! Interpret data with caution. The coefficient of variation is greater than 50 percent.

‡ Reporting standards not met. Too few cases for a reliable estimate.

¹Percentages are based on the 6,000 public high schools that offered academic courses for dual credit taught on a high school campus (see table 8).

²Percentages are based on the 3,500 public high schools that offered career and technical/vocational courses for dual credit taught on a high school campus (see table 8).

NOTE: Percentages are based on unrounded numbers. Detail may not sum to totals because of rounding or missing data. For the FRSS study sample, there were 29 cases for which the percent minority enrollment in the school was missing. Those cases were included in the totals and in analyses by other school characteristics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Dual Credit and Exam-Based Courses," FRSS 85, 2003.

Table 12-A. Standard errors for the percentage distribution of public high schools that offered courses for dual credit taught on the campus of a high school during the 2002–03 12-month school year indicating who the instructors were for the dual credit course, by dual credit course focus and school characteristics: 2003

School characteristic	Academic course focus			Career and technical/vocational course focus		
	High school instructors only	Postsecondary instructors only	Both high school and postsecondary instructors	High school instructors only	Postsecondary instructors only	Both high school and postsecondary instructors
All public high schools.....	2.3	1.5	2.2	2.1	1.8	1.8
Enrollment size						
Less than 500	4.7	3.0	4.4	5.7	5.0	3.4
500 to 1,199	2.9	2.6	3.0	4.2	2.4	3.3
1,200 or more.....	2.7	2.0	2.7	3.4	2.2	3.4
School locale						
City	5.1	3.4	4.9	5.1	3.2	4.7
Urban fringe.....	4.5	2.8	3.2	4.2	2.5	2.8
Town.....	4.9	2.6	4.9	4.9	3.7	4.8
Rural	4.4	2.6	3.9	5.0	4.6	3.0
Region						
Northeast.....	4.5	‡	4.1	4.3	‡	‡
Southeast.....	5.2	3.8	4.5	7.2	4.8	5.5
Central.....	4.2	2.2	4.1	4.5	3.4	3.8
West.....	4.3	3.4	3.5	4.0	3.6	2.4
Percent minority enrollment						
Less than 6 percent.....	3.9	1.9	3.6	4.2	3.4	3.4
6 to 20 percent.....	4.9	3.0	4.4	4.3	3.8	2.7
21 to 49 percent.....	4.7	4.1	4.8	5.6	5.4	3.7
50 percent or more	6.1	3.1	5.4	5.9	4.8	6.0

‡ Reporting standards not met. Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “Dual Credit and Exam-Based Courses,” FRSS 85, 2003.

Table 13. Percentage distribution of public high schools that offered courses for dual credit taught on the campus of a postsecondary institution during the 2002–03 12-month school year indicating the most common student composition, by dual credit course focus and school characteristics: 2003

School characteristic	Academic course focus ¹		Career and technical/vocational course focus ²	
	High school students only	Both high school and postsecondary students	High school students only	Both high school and postsecondary students
All public high schools.....	18	82	22	78
Enrollment size				
Less than 500	20	80	23	77
500 to 1,199	19	81	22	78
1,200 or more	14	86	21	79
School locale				
City	13	87	13	87
Urban fringe	16	84	17	83
Town	25	75	33	67
Rural	18	82	23	77
Region				
Northeast.....	23	77	‡	84
Southeast.....	18	82	26	74
Central.....	14	86	20	80
West.....	19	81	21	79
Percent minority enrollment				
Less than 6 percent.....	22	78	29	71
6 to 20 percent.....	13	87	17	83
21 to 49 percent.....	20	80	26	74
50 percent or more	15	85	14	86

‡ Reporting standards not met. Too few cases for a reliable estimate.

¹Percentages are based on the 7,000 public high schools that offered academic courses for dual credit taught on the campus of a postsecondary institution (see table 8).

²Percentages are based on the 3,500 public high schools that offered career and technical/vocational courses for dual credit taught on the campus of a postsecondary institution (see table 8).

NOTE: Percentages are based on unrounded numbers. Detail may not sum to totals because of rounding or missing data. For the FRSS study sample, there were 29 cases for which the percent minority enrollment in the school was missing. Those cases were included in the totals and in analyses by other school characteristics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “Dual Credit and Exam-Based Courses,” FRSS 85, 2003.

Table 13-A. Standard errors for the percentage distribution of public high schools that offered courses for dual credit taught on the campus of a postsecondary institution during the 2002–03 12-month school year indicating the most common student composition, by dual credit course focus and school characteristics: 2003

School characteristic	Academic course focus		Career and technical/vocational course focus	
	High school students only	Both high school and postsecondary students	High school students only	Both high school and postsecondary students
All public high schools.....	1.6	1.6	2.4	2.4
Enrollment size				
Less than 500	3.9	3.9	4.8	4.8
500 to 1,199	2.3	2.3	3.6	3.6
1,200 or more	2.2	2.2	3.3	3.3
School locale				
City	2.6	2.6	3.5	3.5
Urban fringe	2.7	2.7	3.3	3.3
Town	5.1	5.1	6.2	6.2
Rural	3.2	3.2	4.9	4.9
Region				
Northeast.....	4.9	4.9	‡	10.2
Southeast.....	3.4	3.4	4.8	4.8
Central.....	2.8	2.8	4.1	4.1
West.....	3.4	3.4	3.9	3.9
Percent minority enrollment				
Less than 6 percent.....	3.6	3.6	5.1	5.1
6 to 20 percent.....	2.3	2.3	3.8	3.8
21 to 49 percent.....	3.9	3.9	5.0	5.0
50 percent or more	3.0	3.0	3.6	3.6

‡ Reporting standards not met. Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Dual Credit and Exam-Based Courses," FRSS 85, 2003.

Table 14. Percent of public high schools that offered courses for dual credit during the 2002–03 12-month school year indicating how students are awarded postsecondary credit, by dual credit course location, focus, and school characteristics: 2003

School characteristic	Taught on a high school campus						Taught on the campus of a postsecondary institution					
	Academic focus ¹			Career and technical/ vocational focus ²			Academic focus ³			Career and technical/ vocational focus ⁴		
	Credit awarded immediately	Credit held in escrow	Other	Credit awarded immediately	Credit held in escrow	Other	Credit awarded immediately	Credit held in escrow	Other	Credit awarded immediately	Credit held in escrow	Other
All public high schools.....	86	15	3	61	41	4	91	10	2	86	18	1!
Enrollment size												
Less than 500.....	87	14	3!	64	37	†	89	12	3!	89	16	†
500 to 1,199.....	86	16	2	62	37	5	93	8	†	89	16	†
1,200 or more.....	85	17	4	57	48	4	90	10	2	81	22	2!
School locale												
City.....	85	14	3!	66	47	7!	94	6	2!	79	25	1!
Urban fringe.....	80	20	5	53	46	6	86	15	2	83	24	†
Town.....	87	16	†	66	39	#	92	8	†	90	11	#
Rural.....	89	13	3!	63	35	†	91	9	2!	90	14	†
Region												
Northeast.....	80	17	5	56	34	13	89	11	3!	100	#	#
Southeast.....	91	15	4	69	37	†	90	9	2!	85	18	†
Central.....	86	15	3!	63	38	†	87	13	3!	87	19	†
West.....	86	16	1!	57	47	3	95	7	†	85	19	†
Percent minority enrollment												
Less than 6 percent.....	86	15	2!	63	38	†	90	12	2!	87	13	3!
6 to 20 percent.....	88	16	4!	63	41	5	89	12	2	87	22	†
21 to 49 percent.....	84	13	5	56	40	5	92	6	2!	85	18	#
50 percent or more.....	87	16	†	63	48	†	91	9	†	85	18	#

Rounds to zero.

! Interpret data with caution. The coefficient of variation is greater than 50 percent.

† Reporting standards not met. Too few cases for a reliable estimate.

¹Percentages are based on the 6,000 public high schools that offered academic courses for dual credit taught on a high school campus (see table 8).

²Percentages are based on the 3,500 public high schools that offered career and technical/vocational courses for dual credit taught on a high school campus (see table 8).

³Percentages are based on the 7,000 public high schools that offered academic courses for dual credit taught on the campus of a postsecondary institution (see table 8).

⁴Percentages are based on the 3,500 public high schools that offered career and technical/vocational courses for dual credit taught on the campus of a postsecondary institution (see table 8).

NOTE: Percentages are based on unrounded numbers. Percents do not sum to 100 because schools could choose more than one category of postsecondary credit award.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Dual Credit and Exam-Based Courses," FRSS 85, 2003.

Table 14-A. Standard errors for the percent of public high schools that offered courses for dual credit during the 2002–03 12-month school year indicating how students are awarded postsecondary credit, by dual credit course location, focus, and school characteristics: 2003

School characteristic	Taught on a high school campus						Taught on the campus of a postsecondary institution					
	Academic focus			Career and technical/ vocational focus			Academic focus			Career and technical/ vocational focus		
	Credit awarded immediately	Credit held in escrow	Other	Credit awarded immediately	Credit held in escrow	Other	Credit awarded immediately	Credit held in escrow	Other	Credit awarded immediately	Credit held in escrow	Other
All public high schools.....	2.0	1.8	1.0	2.7	2.5	1.0	1.3	1.4	0.6	2.3	2.2	0.7
Enrollment size												
Less than 500	3.5	3.3	2.0	5.7	5.8	‡	3.6	3.3	1.7	4.3	5.3	‡
500 to 1,199	2.5	2.7	1.1	4.5	4.6	2.3	1.7	2.0	‡	3.4	3.2	‡
1,200 or more.....	2.4	2.5	1.2	4.0	3.2	1.8	1.8	1.9	0.8	3.1	3.0	1.0
School locale												
City	3.9	3.8	1.9	5.0	6.0	3.5	1.8	2.0	1.0	6.7	6.8	1.2
Urban fringe.....	2.8	2.9	1.6	4.2	4.1	2.2	2.3	2.4	0.9	3.6	3.9	‡
Town.....	3.8	4.1	‡	5.7	5.3	†	2.6	2.9	‡	3.8	3.9	†
Rural	3.2	2.9	1.8	6.5	6.3	‡	2.5	2.5	1.2	3.5	4.1	‡
Region												
Northeast.....	4.9	4.9	2.3	8.5	8.1	5.5	3.5	3.8	1.5	†	†	†
Southeast.....	2.6	3.6	1.9	6.6	7.0	‡	2.9	2.6	1.2	4.0	4.4	‡
Central.....	3.6	2.9	1.8	5.3	5.4	‡	2.3	2.6	1.6	4.2	5.0	‡
West.....	3.1	2.9	0.7	5.2	5.0	1.5	1.5	1.8	‡	3.1	3.3	‡
Percent minority enrollment												
Less than 6 percent.....	3.1	2.9	1.2	5.7	5.7	‡	2.1	2.5	0.9	4.4	5.1	1.9
6 to 20 percent.....	3.2	3.4	2.4	5.3	5.5	2.3	2.9	3.1	1.0	3.4	4.4	‡
21 to 49 percent.....	3.9	3.5	2.0	6.2	6.0	2.4	1.9	1.7	1.4	3.5	4.1	†
50 percent or more	4.1	4.1	‡	7.1	7.1	‡	2.9	2.3	‡	5.3	4.9	†

† Not applicable; estimate of standard error is not derived because it is based on an estimate of 0 percent or 100 percent.

‡ Reporting standards not met. Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Dual Credit and Exam-Based Courses," FRSS 85, 2003.

Table 15. Percentage distribution of public high schools that offered courses for dual credit during the 2002–03 12-month school year indicating whether their school has established requirements that students must meet in order to enroll in courses for dual credit, by school requirements: 2003

School requirement	Yes	No	Don't know
School has established requirements to enroll in dual credit courses ¹	62	38	†
School requirements ²			
Grade level	84	16	‡
Minimum GPA	48	52	#
Teacher recommendation	42	58	‡
Minimum score on standardized tests	31	68	#
Other ³	28	67	5

† Not applicable. Option was not available in the survey.

Rounds to zero.

‡ Reporting standards not met. Too few cases for a reliable estimate.

¹Percentages are based on the 11,700 public high schools that offered courses for dual credit (see table 1).

²Percentages are based on the 7,300 schools with established requirements to enroll in dual credit courses.

³Other school requirements provided by respondents included attendance, course prerequisites, and class ranking.

NOTE: Percentages are based on unrounded numbers. Detail may not sum to totals because of rounding and not reporting where there are too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Dual Credit and Exam-Based Courses," FRSS 85, 2003.

Table 15-A. Standard errors for the percentage distribution of public high schools that offered courses for dual credit during the 2002–03 12-month school year indicating whether their school has established requirements that students must meet in order to enroll in courses for dual credit, by school requirements: 2003

School requirement	Yes	No	Don't know
School has established requirements to enroll in dual credit courses	2.1	2.1	†
School requirements			
Grade level	1.6	1.6	‡
Minimum GPA	2.4	2.3	0.2
Teacher recommendation	1.9	1.8	‡
Minimum score on standardized tests	2.2	2.2	0.2
Other	2.0	2.2	1.1

† Not applicable. Option was not available in the survey.

‡ Reporting standards not met. Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Dual Credit and Exam-Based Courses," FRSS 85, 2003.

Table 16. Percent of public high schools that offered dual credit courses during the 2002–03 12-month school year with various requirements that students must meet in order to enroll in courses for dual credit, by school characteristics: 2003

School characteristic	School has requirements for dual credit course enrollment ¹	School requirements ²				
		Grade level	Minimum GPA	Teacher recommendation	Minimum score on standardized tests	Other ³
All public high schools.....	62	84	48	42	31	28
Enrollment size						
Less than 500.....	60	89	47	39	33	22
500 to 1,199.....	62	85	49	43	30	32
1,200 or more.....	65	78	47	44	31	31
School locale						
City.....	69	85	48	52	27	32
Urban fringe.....	56	78	48	48	29	29
Town.....	68	86	44	37	29	34
Rural.....	61	86	48	36	35	22
Region						
Northeast.....	70	83	48	69	22	32
Southeast.....	70	84	60	37	42	24
Central.....	55	83	43	32	27	34
West.....	61	86	43	42	33	22
Percent minority enrollment						
Less than 6 percent.....	57	84	45	37	31	30
6 to 20 percent.....	62	81	47	43	29	26
21 to 49 percent.....	70	87	50	42	35	23
50 percent or more.....	64	86	50	49	32	31

¹Percentages are based on the 11,700 public high schools that offered courses for dual credit (see table 1).

²Percentages are based on the 7,300 schools with established requirements that students must meet to enroll in courses for dual credit. Percentages do not sum to 100 because schools could have multiple requirements.

³Other school requirements provided by respondents included attendance, course prerequisites, and class ranking.

NOTE: Percentages are based on unrounded numbers.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “Dual Credit and Exam-Based Courses,” FRSS 85, 2003.

Table 16-A. Standard errors for the percent of public high schools that offered dual credit courses during the 2002–03 12-month school year with various requirements that students must meet in order to enroll in courses for dual credit, by school characteristics: 2003

School characteristic	School has requirements for dual credit course enrollment	School requirements				
		Grade level	Minimum GPA	Teacher recommendation	Minimum score on standardized tests	Other
All public high schools.....	2.1	1.6	2.4	1.9	2.2	2.0
Enrollment size						
Less than 500.....	3.3	2.6	4.4	3.8	4.0	3.2
500 to 1,199.....	2.7	2.5	3.1	3.2	3.4	3.6
1,200 or more.....	2.7	2.7	3.1	3.3	2.6	2.7
School locale						
City.....	3.6	3.1	5.0	5.8	4.1	4.8
Urban fringe.....	3.2	2.8	3.8	3.2	3.7	3.1
Town.....	3.9	3.2	5.0	4.9	4.9	4.3
Rural.....	3.2	2.7	3.8	3.2	3.5	3.0
Region						
Northeast.....	3.5	3.5	4.3	5.0	4.6	5.2
Southeast.....	2.9	3.1	5.3	3.9	4.5	3.5
Central.....	3.5	3.2	4.0	2.8	3.8	4.0
West.....	3.2	2.5	4.0	4.6	4.0	3.3
Percent minority enrollment						
Less than 6 percent.....	3.2	2.9	3.4	3.4	3.7	3.6
6 to 20 percent.....	3.5	2.9	5.0	3.9	4.4	3.8
21 to 49 percent.....	2.9	3.4	4.6	4.7	5.1	4.7
50 percent or more.....	4.1	3.0	4.8	4.6	4.8	4.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Dual Credit and Exam-Based Courses," FRSS 85, 2003.

Table 17. Estimates and standard errors for figures 1–6: 2003

Item	Estimate	Standard error
Figure 1. Percentage distribution of public high schools by whether they offered dual credit and/or exam-based courses and the number of types of these courses offered during the 2002–03 12-month school year: 2003		
Do not offer any dual credit or exam-based courses	13	1.1
1 type only.....	36	1.4
2 types	50	1.3
3 types	2	0.3
Figure 2. Percentage distribution of enrollment in courses for dual credit, by course location: 2003		
Enrollments in courses taught on a high school campus.....	74	1.8
Enrollments in courses taught on the campus of a postsecondary institution.....	23	1.8
Enrollments in courses taught through distance education	4	0.4
Figure 3. Percentage distribution of enrollment in courses for dual credit taught on a high school campus or on the campus of a postsecondary institution, by educational focus of those courses: 2003		
Enrollments in courses with an academic focus	64	2.3
Enrollments in courses with a career and technical/vocational focus	36	2.3
Figure 4. Percentage distribution of enrollment in courses for dual credit, by course location and educational focus: 2003		
Enrollment in academic courses taught on a high school campus	46	2.2
Enrollment in career and technical/vocational courses taught on a high school campus	31	2.4
Enrollment in academic courses taught on the campus of a postsecondary institution	18	1.5
Enrollment in career and technical/vocational courses taught on the campus of a postsecondary institution	5	0.5
Figure 5. Percent of public high schools that offered courses for dual credit during the 2002–03 12-month school year indicating whether postsecondary credit was awarded immediately or held in escrow, by dual credit course location and focus: 2003		
Academic courses taught on a high school campus: credit immediate	86	2.0
Academic courses taught on a high school campus: credit held in escrow	15	1.8
Career and technical/vocational courses taught on a high school campus: credit immediate.....	61	2.7
Career and technical/vocational courses taught on a high school campus: credit held in escrow .	41	2.5
Academic courses taught on the campus of a postsecondary institution: credit immediate	91	1.3
Academic courses taught on the campus of a postsecondary institution: credit held in escrow ...	10	1.4
Career and technical/vocational courses taught on the campus of a postsecondary institution: credit immediate.....	86	2.3
Career and technical/vocational courses taught on the campus of a postsecondary institution: credit held in escrow	18	2.2

See notes at end of table.

Table 17. Estimates and standard errors for figures 1-6: 2003—Continued

Item	Estimate	Standard error
Figure 6. Percent of public high schools reporting established requirements that students must meet in order to enroll in courses for dual credit: 2003		
Grade level	84	1.6
Minimum GPA.....	48	2.4
Teacher recommendation	42	1.9
Minimum score on standardized tests.....	31	2.2
Other reason	28	2.0

NOTE: Percentages are based on unrounded numbers. Detail may not sum to totals because of rounding or missing data. For the FRSS study sample, there were 29 cases for which the percent minority enrollment in the school was missing. Those cases were included in the totals and in analyses by other school characteristics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “Dual Credit and Exam-Based Courses,” FRSS 85, 2003.

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Appendix A
Technical Notes

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Technical Notes

Fast Response Survey System

The Fast Response Survey System (FRSS) was established in 1975 by the National Center for Education Statistics (NCES), U.S. Department of Education. FRSS is designed to collect issue-oriented data within a relatively short time frame. FRSS collects data from state education agencies, local education agencies, public and private elementary and secondary schools, public school teachers, and public libraries. To ensure minimal burden on respondents, the surveys are generally limited to three pages of questions, with a response burden of about 30 minutes per respondent. Sample sizes are relatively small (usually about 1,000 to 1,500 respondents per survey) so that data collection can be completed quickly. Data are weighted to produce national estimates of the sampled education sector. The sample size permits limited breakouts by classification variables. However, as the number of categories within the classification variables increases, the sample size within categories decreases, which results in larger sampling errors for the breakouts by classification variables.

Sample Design

The sample for the FRSS survey on dual credit and exam-based courses consisted of 1,499 regular public secondary schools in the 50 states and the District of Columbia. It was selected from the 2001–02 NCES Common Core of Data (CCD) Public School Universe file, which was the most current file available at the time of selection. The sampling frame included 17,059 regular secondary schools. For the purposes of the study, a secondary school was defined as a school with a grade 11 or 12. Excluded from the sampling frame were schools with a highest grade lower than 11, along with special education, vocational, and alternative/other schools, schools outside the 50 states and the District of Columbia, and schools with zero or missing enrollment.

The public school sampling frame was stratified by enrollment size (less than 300, 300 to 499, 500 to 999, 1,000 to 1,499, and 1,500 or more) and minority enrollment of the school (less than 6 percent, 6 to 20 percent, 21 to 49 percent, and 50 percent or more). Schools in the frame were then sorted by type of locale (city, urban fringe, town, rural) and region (Northeast, Southeast, Central, West) to induce additional implicit stratification. These variables are defined in more detail in the “Definitions of Analysis Variables” section of this report.

Data Collection and Response Rates

Questionnaires and cover letters for the study were mailed to the principal of each sampled school in mid-September 2003. The letter introduced the study and requested that the questionnaire be completed by the school's director of guidance counseling or other staff member who is most knowledgeable about the school's dual credit, Advanced Placement, and International Baccalaureate courses. Respondents were offered the option of completing the survey via the web or by mail. Telephone followup for survey nonresponse and data clarification was initiated in early October 2003 and completed in early January 2004.

To calculate response rates, NCES uses standard formulas established by the American Association of Public Opinion Research.¹ Thus, unit response rates (RRU) are calculated as the ratio of the weighted number of completed interviews (I) to the weighted number of in-scope sample cases. There are a number of different categories of cases that compose the total number of in-scope cases:

- I = weighted number of completed interviews;
- R = weighted number of refused interview cases;
- O = weighted number of eligible sample units not responding for reasons other than refusal;
- NC = weighted number of noncontacted sample units known to be eligible;
- U = weighted number of sample units of unknown eligibility, with no interview; and
- e = estimated proportion of sample units of unknown eligibility that are eligible.

The unit response rate represents a composite of the components:

$$RRU = \frac{I}{I + R + O + NC + e(U)}$$

Of the 1,499 schools in the sample, 11 were found to be ineligible for the survey because they did not have an 11th or 12th grade. Another 21 were found to be ineligible because the school was closed or did not meet some other criteria for inclusion in the sample (e.g., it was an alternative school). This left a total of 1,467 eligible schools in the sample. Completed questionnaires were received from 1,353 schools, or 92 percent of the eligible schools (table A-1). The weighted response rate was also

¹ See American Association of Public Opinion Research standard calculation (see American Association for Public Opinion Research (AAPOR), *Standard Definitions: Final Dispositions of Case Codes and Outcome Rates for Surveys* (Ann Arbor, MI: AAPOR, 2000). Note that for this survey, there were no sampled units with unknown eligibility.

92 percent. The weighted number of eligible institutions in the survey represent the estimated universe of regular secondary schools in the 50 states and the District of Columbia (table A-1). The estimated number of schools in the survey universe decreased from the 17,059 schools in the CCD sampling frame to an estimated 16,483 because some of the schools were determined to be ineligible for the FRSS survey during data collection.

Imputation for Item Nonresponse

Although item nonresponse for key items was very low, missing data were imputed for the 39 items listed in table A-2.² The missing items included both numerical data such as counts of enrollments in Advanced Placement courses, as well as categorical data such as whether there were any requirements that students must meet in order to enroll in courses for dual credit. The missing data were imputed using a “hot-deck” approach to obtain a “donor” school from which the imputed values were derived. Under the hot-deck approach, a donor school that matched selected characteristics of the school with missing data (the recipient school) was identified. The matching characteristics included enrollment size class, and type of locale. Once a donor was found, it was used to derive the imputed values for the school with missing data. For categorical items, the imputed value was simply the corresponding value from the donor school. For numerical items, the imputed value was calculated by taking the donor’s response for that item (e.g., enrollment in Advanced Placement courses) and dividing that number by the total number of students enrolled in the donor school. This ratio was then multiplied by the total number of students enrolled in the recipient school to provide an imputed value. All missing items for a given school were imputed from the same donor whenever possible.

² Per NCES standards, all missing questionnaire data are imputed.

Table A-1. Number and percent of public high schools in the study, and the estimated number and percent in the nation, for the total sample and for schools that offered courses for dual credit in 2002–03, by school characteristics: 2003

School characteristic	Total sample				Offered courses for dual credit			
	Respondents (unweighted)		National estimates (weighted)		Respondents (unweighted)		National estimates (weighted)	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All public high schools.....	1,353	100	16,480	100	1,016	100	11,750	100
Enrollment size								
Less than 500.....	365	27	7,450	45	236	23	4,690	40
500 to 1,199.....	470	35	4,960	30	355	35	3,730	32
1,200 or more.....	518	38	4,080	25	425	42	3,330	28
School locale								
City.....	269	21	2,740	17	193	19	1,790	15
Urban fringe.....	428	33	4,150	25	325	32	3,060	26
Town.....	198	15	2,360	14	164	16	1,870	16
Rural.....	458	30	7,240	44	334	33	5,030	43
Region								
Northeast.....	254	19	2,760	17	152	15	1,610	14
Southeast.....	317	23	3,510	21	233	23	2,410	21
Central.....	385	28	5,160	31	328	32	4,140	35
West.....	397	29	5,060	31	303	30	3,590	31
Percent minority enrollment								
Less than 6 percent.....	398	30	5,640	35	316	32	4,290	37
6 to 20 percent.....	335	25	3,770	23	269	27	2,950	25
21 to 49 percent.....	290	22	3,170	20	223	22	2,300	20
50 percent or more.....	301	23	3,610	22	195	19	2,100	18

NOTE: Detail may not sum to totals because of rounding or missing data. For the FRSS study sample, there were 29 cases for which the percent minority enrollment in the school was missing. Those cases were included in the totals and in analyses by other school characteristics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Dual Credit and Exam-Based Courses," FRSS 85, 2003.

Table A-2. Number of cases with imputed data in the study sample, and number of cases with imputed data the sample represents, by questionnaire items: 2003

Questionnaire item	Respondent sample (unweighted)	National estimate (weighted)
2. Number enrolled in Advanced Placement courses	23	214
8. School has requirements that students must meet in order to enroll in courses for dual credit	1	16
9a. School has requirement that students must have teacher recommendation to enroll in courses for dual credit	1	16
9b. School has requirement that students must be in specific grade level to enroll in courses for dual credit	1	16
9c. School has requirement that students must meet a minimum GPA to enroll in courses for dual credit	1	16
9d. School has requirement that students must meet minimum score on standardized test to enroll in courses for dual credit	2	32
9e. School has some other requirement that students must meet in order to enroll in courses for dual credit	1	16
10. Students took courses for dual credit taught primarily through distance education	1	9
11. Number enrolled in dual credit courses taught through distance education	6	69
13b. Students took courses for dual credit on a high school campus with a career and technical/vocational focus	1	8
14a. Number enrolled in courses for dual credit on high school campus with an academic focus	2	15
14b. Number enrolled in courses for dual credit on high school campus with a career and technical/vocational focus	7	55
15b. Career and technical/vocational courses on high school campus were part of a sequence of courses	1	8
16a. Academic courses for dual credit on high school campus were cafeteria style	1	15
16b. Career and technical/vocational courses for dual credit on high school campus were cafeteria style	2	23
17b. Instructors of the courses for dual credit on high school campus with a career and technical/vocational focus	3	42
18a1. Academic courses for dual credit that offered postsecondary credit immediately upon completion of courses	1	11
18a2. Academic courses for dual credit that offered postsecondary credit in escrow	1	11
18b1. Career and technical courses for dual credit that offered postsecondary credit immediately upon completion of courses	2	19
18b2. Career and technical courses for dual credit that offered postsecondary credit in escrow	2	19
18b3. Career and technical courses for dual credit that offered postsecondary credit in some other way	1	8
20b. Students took courses for dual credit with a career and technical/vocational focus on campus of postsecondary institution	1	8
21a. Number enrolled in courses for dual credit on campus of postsecondary institution with an academic focus	14	118
21b. Number enrolled in courses for dual credit on campus of postsecondary institution with a career and technical/vocational focus	10	75
22a. Academic courses for dual credit on campus of a postsecondary institution were part of a sequence of courses	4	30
22b. Career and technical/vocational courses for dual credit on campus of postsecondary institution were part of a sequence of courses	3	25
23a. Academic courses for dual credit on campus of a postsecondary institution were cafeteria style	1	7
23b. Career and technical/vocational courses for dual credit on campus of a postsecondary institution were cafeteria style	3	25
24a. Student composition in academic courses for dual credit on campus of a postsecondary institution	3	37
24b. Student composition in career and technical/vocational courses for dual credit on campus of a postsecondary institution	4	38
25a1. Academic courses for dual credit that offered postsecondary credit immediately upon completion of courses	3	24
25a2. Academic courses for dual credit that offered postsecondary credit in escrow	3	24
25a3. Academic courses for dual credit that offered postsecondary credit in some other way	3	24
25b1. Career and technical courses for dual credit that offered postsecondary credit immediately upon completion of courses	3	25
25b2. Career and technical courses for dual credit that offered postsecondary credit in escrow	3	25
25b3. Career and technical courses for dual credit that offered postsecondary credit in some other way	3	25

NOTE: Data were imputed using hot-deck imputation procedures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Dual Credit and Exam-Based Courses," FRSS 85, 2003.

Data Reliability

While the “Dual Credit and Exam-Based Courses” survey was designed to account for sampling error and to minimize nonsampling error, estimates produced from the data collected are subject to both types of error. Sampling error occurs because the data are collected from a sample rather than a census of the population and nonsampling errors are errors made during the collection and processing of the data.

Sampling Errors

The responses were weighted to produce national estimates (see table A-1). The weights were designed to adjust for the variable probabilities of selection and differential nonresponse. The findings in this report are estimates based on the sample selected and, consequently, are subject to sampling variability. General sampling theory was used to estimate the sampling variability of the estimates and to test for statistically significant differences between estimates.

The standard error is a measure of the variability of an estimate due to sampling. It indicates the variability of a sample estimate that would be obtained from all possible samples of a given design and size. Standard errors are used as a measure of the precision expected from a particular sample. If all possible samples were surveyed under similar conditions, intervals of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the true population parameter being estimated in about 95 percent of the samples. This is a 95 percent confidence interval. For example, the estimated percentage of public high schools offering courses for dual credit is 71.3 percent, and the standard error is 1.4 percent (see tables 1 and 1a). The 95 percent confidence interval for the statistic extends from $[71.3 - (1.4 \times 1.96)]$ to $[71.3 + (1.4 \times 1.96)]$, or from 68.6 to 74.0 percent. The 1.96 is the *critical value* for a statistical test at the 0.05 significance level (where 0.05 indicates the 5 percent of all possible samples that would be outside the range of the confidence interval).

Because the data from the FRSS dual credit and exam-based courses survey were collected using a complex sampling design, the variances of the estimates from this survey (e.g., estimates of proportions) are typically different from what would be expected from data collected with a simple random sample. Not taking the complex sample design into account can lead to an underestimation of the standard errors associated with such estimates. To generate accurate standard errors for the estimates in this report, standard errors were computed using a technique known as jackknife replication. As with any replication method, jackknife replication involves constructing a number of subsamples (replicates) from

the full sample and computing the statistic of interest for each replicate. The mean square error of the replicate estimates around the full sample estimate provides an estimate of the variance of the statistic. To construct the replications, 50 stratified subsamples of the full sample were created and then dropped 1 at a time to define 50 jackknife replicates. A computer program (WesVar) was used to calculate the estimates of standard errors. WesVar is a stand-alone Windows application that computes sampling errors from complex samples for a wide variety of statistics (totals, percents, ratios, log-odds ratios, general functions of estimates in tables, linear regression parameters, and logistic regression parameters).

For non-ordered variables (e.g., region), *t*-tests were used to test comparisons among the categories of the variable. However, when comparing percentage or ratio estimates across a family of three or more ordered categories (e.g., categories defined by school enrollment size), regression analyses were used to test for trends rather than a series of paired comparisons. For percentages, the analyses involved fitting models in WesVar with the ordered categories as the independent variable and the (dichotomous) outcome of interest (e.g., whether or not the school offered courses for dual credit) as the dependent variable. For testing the overall significance, an analysis of variance (ANOVA) model was fitted by treating the categories of the independent variables as nominal categories. For the trend test, a simple linear regression model was used with the categories of the independent variable as an ordinal quantitative variable. In both cases, tests of significance were performed using an adjusted Wald *F*-test.³ The test is applicable to data collected through complex sample surveys and is analogous to *F* tests in standard regression analysis. A test was considered significant if the *p*-value associated with the statistic was less than 0.05.

Nonsampling Errors

Nonsampling error is the term used to describe variations in the estimates that may be caused by population coverage limitations and data collection, processing, and reporting procedures. The sources of nonsampling errors are typically problems like unit and item nonresponse, differences in respondents' interpretations of the meaning of questions, response differences related to the particular time the survey was conducted, and mistakes made during data preparation. It is difficult to identify and estimate either the amount of nonsampling error or the bias caused by this error. To minimize the potential for nonsampling error, this study used a variety of procedures, including a pretest of the questionnaire with directors of guidance counselors or other people at the school who were deemed to be the most knowledgeable about the school's dual credit, AP, and IB courses. The pretest provided the opportunity

³ Westat, *WesVar 4.0 User's Guide* (Rockville, MD: Author, 2000), C-21.

to check for consistency of interpretation of questions and definitions and to eliminate ambiguous items. The questionnaire and instructions were also extensively reviewed by NCES and the data requester at the Office of Vocational and Adult Education. In addition, manual and machine editing of the questionnaire responses were conducted to check the data for accuracy and consistency. Cases with missing or inconsistent items were recontacted by telephone to resolve problems. Data were keyed with 100 percent verification for surveys received by mail, fax, or telephone.

Definitions of Analysis Variables

Enrollment Size – This variable indicates the total number of students enrolled in the school based on data from the 2001–02 CCD. The variable was collapsed into the following three categories:

- Less than 500 students (small)**
- 500 to 1,199 students (medium)**
- 1,200 or more students (large)**

School locale – This variable indicates the type of community in which the school is located, as defined in the 2001–02 CCD (which uses definitions based on U.S. Census Bureau classifications). This variable was based on the eight-category locale variable from CCD, recoded into a four-category analysis variable for this report. Large and midsize cities were coded as city, the urban fringes of large and midsize cities were coded as urban fringe, large and small towns were coded as town, and rural areas outside and inside Metropolitan Statistical Areas (MSAs) were coded as rural. The categories are described in more detail below.

City – A large or midsize central city of a Consolidated Metropolitan Statistical Area (CMSA) or Metropolitan Statistical Area (MSA).

Urban fringe – Any incorporated place, Census-designated place, or non-place territory within a CMSA or MSA of a large or midsize city, and defined as urban by the Census Bureau.

Town – Any incorporated place or Census-designated place with a population greater than or equal to 2,500 and located outside a CMSA or MSA.

Rural – Any incorporated place, Census-designated place, or non-place territory defined as rural by the Census Bureau.

Region – This variable classifies schools into one of the four geographic regions used by the Bureau of Economic Analysis of the U.S. Department of Commerce, the National Assessment of Educational Progress, and the National Education Association. Data were obtained from the 2001–02 CCD School Universe file. The geographic regions are:

Northeast – Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont

Southeast – Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia

Central – Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin

West – Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, and Wyoming

Percent Minority Enrollment – This variable indicates the percentage of students enrolled in the school whose race or ethnicity is classified as one of the following: American Indian or Alaska Native, Asian or Pacific Islander, non-Hispanic Black, or Hispanic, based on data in the 2001–02 CCD School Universe file. Data on this variable were missing for 29 schools; schools with missing data were excluded from all analyses by percent minority enrollment. The percent minority enrollment variable was collapsed into the following four categories:

Less than 6 percent minority

6 to 20 percent minority

21 to 49 percent minority

50 percent or more minority

It is important to note that many of these school characteristics may be related to each other. For example, school enrollment size and locale are related, with city schools typically being larger than rural schools. Other relationships between these analysis variables may exist. However, this E.D. TAB report focuses on bivariate relationships between the analysis variables and questionnaire variables rather than more complex analyses.

Contact Information

For more information about the survey, contact Bernie Greene, Early Childhood, International, and Crosscutting Studies Division, National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, 1990 K Street NW, Washington, DC 20006, e-mail: Bernard.Greene@ed.gov; telephone (202) 502-7348.

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Appendix B
Questionnaire

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U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS
WASHINGTON, D.C. 20006-5651

O.M.B. APPROVED
No.: 1850-0733

**DUAL CREDIT AND EXAM-BASED COURSES
FAST RESPONSE SURVEY SYSTEM**

This survey is authorized by law (P.L. 103-382). While participation in this survey is voluntary, your cooperation is critical to make the results of this survey comprehensive, accurate, and timely.

Definition of Dual Credit and Exam-Based Courses

This survey includes questions about several different types of courses that are sometimes found in secondary schools: dual credit courses (postsecondary options), and exam-based courses (advanced placement (AP) courses, and International Baccalaureate (IB) courses). These are defined for this survey as follows:

- **AP courses** are defined as courses that follow the content and curricular goals as described in the AP Course Description booklets, developed and published by the College Board. A qualifying score on an AP exam may give the student college credit or advanced standing in a college in the subject area in which the course/exam was taken.
- **IB courses** compose a 2-year liberal arts curriculum that leads to a diploma and meets the requirements established by the International Baccalaureate program. Students taking these courses are in grades 11 and 12 and must meet all requirements and pass examinations in each subject area in order to receive the IB diploma. In some schools, students who are not seeking the IB diploma are allowed to take individual IB courses.
- **Dual credit** is defined for this survey as a course or program where high school students can earn both high school and postsecondary credits *for the same courses*. Postsecondary institutions include public and private 2- or 4-year colleges or universities, community colleges, and technical or vocational schools. Credits may be earned either immediately upon course completion or "in escrow" upon postsecondary enrollment at a specific institution. The dual credit options must either be legislated by your state or have an articulated or formal written agreement between your school and a postsecondary institution. These might include courses with an academic focus or courses with a career and technical focus.

The time frame for this survey is the 2002-03 12-month school year. This includes courses during the summer of 2002 or the summer of 2003, depending upon how records are kept at your school.

This survey is designed to be completed by the person(s) most knowledgeable about your school's AP, IB, and dual credit courses. This is often the director of school guidance counselors.

IF ABOVE INFORMATION IS INCORRECT, PLEASE MAKE CORRECTIONS DIRECTLY ON LABEL.

Name of person completing form: _____ Telephone: _____

Title/position: _____ E-mail: _____

Best days and times to reach you (in case of questions): _____

THANK YOU. PLEASE KEEP A COPY OF THIS SURVEY FOR YOUR RECORDS.

PLEASE RETURN COMPLETED FORM TO:

WESTAT
Attention: 7166.31 - Waits
1650 Research Boulevard
Rockville, Maryland 20850

IF YOU HAVE ANY QUESTIONS, CONTACT:

Tiffany Waits
800-937-8281, ext. 3829 or 301-294-3829
Fax: 800-254-0984
E-mail: TiffanyWaits@westat.com

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information is 1850-0733. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collected. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: National Center for Education Statistics, 1990 K Street, N.W., Washington, D.C. 20006.

I. Advanced Placement and International Baccalaureate Courses

1. During the 2002–03 12-month school year, did your school offer any **Advanced Placement (AP) courses** (as defined on the front of this questionnaire)?
 Yes..... 1 No..... 2 (Skip to question 3.)
2. During the 2002–03 12-month school year, what was the total number of enrollments in AP courses at your school? (Enrollments may include duplicated counts of students, i.e., a student should be counted for each AP course in which he/she was enrolled.) _____ Enrollments
3. During the 2002–03 12-month school year, did your school offer the **International Baccalaureate (IB) program** (as defined on the front of this questionnaire)?
 Yes 1 No 2 (Skip to question 5.)
4. During the 2002–03 12-month school year, what was the total number of enrollments in the IB courses at your school? (Enrollments may include duplicated counts of students, i.e., a student should be counted for each IB course in which he/she was enrolled. Include all students who took IB courses, regardless of whether or not they were seeking the IB diploma.) _____ Enrollments

II. Courses for Dual Credit

5. During the 2002–03 12-month school year, did your students take any courses for which they could earn dual credit (as defined on the front of this questionnaire) with any postsecondary institutions? (Include public and private 2-year and 4-year colleges and universities, community colleges, and technical or vocational schools.)
 Yes 1 No 2 (Stop. Complete respondent section on front and return questionnaire.)
6. During the 2002–03 12-month school year, were any aspects of the courses for dual credit (e.g., entrance requirements, maximum number of credits) determined by any state legislation or policy?
 Yes 1 No 2 (Skip to question 8.) Don't know..... 3 (Skip to question 8.)
7. Does the state legislation or policy on courses for dual credit determine any of the following? (Circle one on each line.)

	Yes	No	Don't know
a. Student eligibility/entrance requirements for enrollment in courses taken for dual credit	1	2	3
b. Maximum number of courses students can take for dual credit per semester or academic year	1	2	3
c. Tuition and/or fees students pay to participate in courses for dual credit	1	2	3
d. Tuition and/or fees districts pay for students to participate in courses for dual credit	1	2	3
e. Requirements students must meet in order to continue taking courses for dual credit.....	1	2	3
f. Types of courses students can take for dual credit	1	2	3
g. How postsecondary credit is awarded to students taking courses for dual credit.....	1	2	3
h. Qualifications of high school teachers who teach courses offered for dual credit.....	1	2	3

8. Not including any state or specific postsecondary entrance requirements, has your school established any requirements that students must meet in order to enroll in courses for dual credit?
 Yes..... 1 No..... 2 (Skip to question 10.)
9. Has your school established any of the following requirements that students must meet in order to enroll in courses for dual credit? (Circle one on each line.)

	Yes	No	Don't know
a. Teacher recommendation.....	1	2	3
b. Grade level (for example, only juniors or seniors are allowed to take courses for dual credit)	1	2	3
c. Minimum GPA.....	1	2	3
d. Minimum score on standardized tests	1	2	3
e. Other (specify).....	1	2	3

Courses for Dual Credit Taught Through Distance Education

10. During the 2002–03 12-month school year, did your students take any courses for dual credit that were **taught primarily through distance education**? (Include any dual credit courses where the students and teachers are separated by location. Courses can be offered through audio, video, or Internet or other computer technologies.)
 Yes..... 1 No..... 2 (Skip to question 12.)

11. During the 2002–03 12-month school year, what was the total number of high school enrollments in dual credit courses that were taught through distance education? (*Enrollments may include duplicated counts; i.e., a high school student should be counted for each course in which he/she was enrolled for dual credit. Include only students from your school.*) _____ Enrollments

Courses for Dual Credit Taught on Your High School Campus

12. During the 2002–03 12-month school year, did your students take courses for dual credit that were **taught on your high school campus**?

Yes..... 1 No..... 2 (*Skip to question 19.*)

Please answer the following questions about courses for dual credit with an academic focus and those with a career and technical/vocational focus that were **taught on your high school campus** during the 2002–03 12-month school year. *Do not include distance education courses.* If your students did not take any courses for dual credit with an academic focus or with a career and technical/vocational focus at your high school, circle “2” for “No” in the appropriate column in question 13 below and leave the rest of that column blank.

- Courses with an **academic** focus are those such as English, history, and foreign languages.
- Courses with a **career and technical/vocational** focus are those such as computer maintenance technology and automotive technology.

Courses for dual credit TAUGHT ON YOUR HIGH SCHOOL CAMPUS 2002–03 12-month school year	Course focus	
	Academic	Career and technical/vocational
13. During the 2002–03 12-month school year, did your students take any courses for dual credit with this course focus that were taught on your high school campus? 1 = Yes 2 = No (<i>If “2” is circled, leave the rest of that column blank.</i>)	1 2	1 2
14. During the 2002–03 12-month school year, what was the total number of high school enrollments in courses for dual credit that were taught on your high school campus? (<i>Enrollments may include duplicated counts; i.e., a high school student should be counted for each course in which he/she was enrolled for dual credit.</i>)	Number of enrollments _____	Number of enrollments _____
15. Were any of the courses for dual credit part of a <i>sequence of courses</i> (i.e., students take a series of courses in a specific content area, for example, math, history, nursing, or automotive technology), for which they receive both high school and postsecondary credit? 1 = Yes 2 = No	1 2	1 2
16. Were any of the courses for dual credit “cafeteria style” (i.e., students can select individual courses from a wide range of courses for which prerequisites are met)? 1 = Yes 2 = No	1 2	1 2
17. Who were the instructors of the courses for dual credit that were taught at your school? (<i>Circle one.</i>) 1 = Both high school and postsecondary instructors 2 = High school instructors only 3 = Postsecondary instructors only	1 2 3	1 2 3
18. Were students awarded postsecondary credit immediately upon completion of courses, or were students offered “credit in escrow,” meaning that they must enroll in a specific postsecondary institution after high school graduation in order to receive the credit? (<i>Circle all that apply.</i>) 1 = Immediately upon completion of courses 2 = Credit in escrow 3 = Other (<i>specify</i>) _____	1 2 3	1 2 3

Courses for Dual Credit Taught on the Campus of a Postsecondary Institution

19. During the 2002–03 12-month school year, did your students take courses for dual credit that were **taught on the campus of a postsecondary institution**? (Include public and private 2-year and 4-year colleges and universities, community colleges, and technical or vocational schools.)

Yes..... 1 No..... 2 (Stop. Complete respondent section on front and return questionnaire.)

Please answer the following questions about courses for dual credit with an academic focus and those with a career and technical/vocational focus that were **taught on the campus of a postsecondary institution** during the 2002–03 12-month school year. Do not include distance education courses. If your students did not take any courses for dual credit with an academic focus or with a career and technical/vocational focus at a postsecondary institution, circle a “2” for “No” in the appropriate column in question 20 below and leave the rest of that column blank.

- Courses with an **academic** focus are those such as English, history, and foreign language.
- Courses with a **career and technical/vocational** focus are those such as computer maintenance technology and automotive technology.

Courses for dual credit TAUGHT ON THE CAMPUS OF A POSTSECONDARY INSTITUTION 2002–03 12-month school year	Course focus	
	Academic	Career and technical/vocational
20. During the 2002–03 12-month school year, did your students take any courses for dual credit with this course focus that were taught on the campus of a postsecondary institution? 1 = Yes 2 = No (If “2” is circled, leave the rest of that column blank.)	1 2	1 2
21. During the 2002–03 12-month school year, what was the total number of high school enrollments in dual credit courses that were taught at a postsecondary institution? (Enrollments may include duplicated counts; i.e., a high school student should be counted for each course in which he/she was enrolled for dual credit.)	Number of enrollments _____	Number of enrollments _____
22. Were any of the courses for dual credit part of a <i>sequence of courses</i> (i.e., students take a series of courses in a specific content area, for example, math, history, nursing, or automotive technology), for which they receive both high school and postsecondary credit? 1 = Yes 2 = No	1 2	1 2
23. Were any of the courses for dual credit “cafeteria style” (i.e., students can select individual courses from a wide range of courses for which prerequisites are met)? 1 = Yes 2 = No	1 2	1 2
24. What was the most common student composition for the courses for dual credit taught on the campus of a postsecondary institution? (Circle one.) 1 = Only high school students 2 = High school and postsecondary students	1 2	1 2
25. Were students awarded postsecondary credit immediately upon completion of courses, or were students offered “credit in escrow,” meaning they must enroll in a specific postsecondary institution after high school graduation in order to receive the credit? (Circle all that apply.) 1 = Immediately upon completion of courses 2 = Credit in escrow 3 = Other (specify) _____	1 2 3	1 2 3

Thank you. Please keep a copy for your records.