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## California Student Aid Commission

 Symposium on Student Debt in California
## Charts and tables ${ }^{1}$

Income and wealth deciles
Each decile represents $10 \%$ of the sample. For example, Decile 1 represents the top $10 \%$ of the income/wealth distribution, and Decile 10 represents the bottom $10 \%$ of the income/wealth distribution.

Table 1. Minimum, median, and maximum for income and wealth deciles

|  | Income (\$000) |  |  | Wealth (\$000) |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Decile | Min | Median | Max | Min | Median | Max |
| $\mathbf{1}$ | $\$ 121.54$ | $\mathbf{\$ 1 6 0 . 5 0}$ | $\$ 425.59$ | $\$ 322.50$ | $\mathbf{\$ 4 9 3 . 8 8}$ | $\$ 2740.82$ |
| $\mathbf{2}$ | 91.54 | $\mathbf{1 0 5 . 2 0}$ | 121.50 | 182.75 | $\mathbf{2 3 6 . 4 0}$ | 322.00 |
| $\mathbf{3}$ | 76.20 | $\mathbf{8 2 . 5 0}$ | 91.50 | 119.20 | $\mathbf{1 4 4 . 5 0}$ | 182.50 |
| $\mathbf{4}$ | 60.01 | $\mathbf{6 9 . 0 0}$ | 76.16 | 79.00 | $\mathbf{9 6 . 9 0}$ | 119.00 |
| $\mathbf{5}$ | 46.50 | $\mathbf{5 5 . 0 0}$ | 60.00 | 51.70 | $\mathbf{6 3 . 7 5}$ | 78.85 |
| $\mathbf{6}$ | 37.50 | $\mathbf{4 1 . 5 0}$ | 46.30 | 29.70 | $\mathbf{4 0 . 3 0}$ | 51.50 |
| $\mathbf{7}$ | 24.30 | $\mathbf{3 1 . 2 0}$ | 37.50 | 16.40 | $\mathbf{2 2 . 2 1}$ | 29.50 |
| $\mathbf{8}$ | 15.01 | $\mathbf{1 9 . 5 0}$ | 24.25 | 6.10 | $\mathbf{9 . 8 0}$ | 16.35 |
| $\mathbf{9}$ | 5.01 | $\mathbf{9 . 5 1}$ | 15.00 | 1.49 | $\mathbf{3 . 5 5}$ | 6.00 |
| $\mathbf{1 0}$ | 0.00 | $\mathbf{2 . 0 0}$ | 5.00 | -935.25 | $\mathbf{- 1 . 5 0}$ | 1.45 |

Differences in college-going outcomes by income and wealth decile

${ }^{1}$ For all data cited: source is Jez calculations from the National Longitudinal Study of Youth (1997); N=8984. Selective colleges are approximately the same as those rated as most and highly selective on the Barron's selectivity index. Estimates of sample composition were made using an NLSY:97 custom weight, which adjusts sampling design and the use of data from more than one round of surveying. Multiple imputation was used to adjust for missing data. Robust standard errors, adjusted for clustering, are used.

—Income ——Wealth
Chart 5. Who attends a 4 -year college


[^0]Chart 4. Who attends college

—Income ——Wealth
Chart 6. Who attends a most or highly selective college

—Income ——Wealth

Race, ethnicity, and college access
Chart 7. Racial and ethnic differences in college access


Wealth, income, and academic achievement in college access

Chart 8. College application rates by academic achievement quartile

*ASVAB is the measure of academic achievement used

Chart 10. Four-year college attendance rate by academic achievement quartile

*ASVAB is the measure of academic achievement used

Chart 9. College attendance rates by academic achievement quartile

*ASVAB is the measure of academic achievement used

Chart 11. Selective college attendance rates by academic achievement quartile

*ASVAB is the measure of academic achievement used


[^0]:    —Income ——Wealth

