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ABSTRACT

This publication contains 17 education "indicators," each telling a different and compelling story about American education. Most of the material comes from the Department of Education's 1986 and 1987 editions of "The Condition of Education." Listed under "outcomes," are the following indicators: (1) reading performance of 9-, 13-, and 17-year-olds; (2) writing performance of 4th, 8th, and 11th graders; (3) college entrance examination scores; (4) high school completion, by race and ethnicity; (5) literacy skills of young adults; and (6) participation of high school graduates in postsecondary education. Listed under "resources" are the following indicators: (7) current expenditures per pupil; (8) pupil/teacher ratios; and (9) average annual salary of public school teachers. Listed under "context" are the following indicators: (10) school enrollment; (11) school enrollment rates for selected age groups; (12) aspects of the home environment and reading performance; (13) student drug and alcohol abuse; (14) teacher job satisfaction; (15) school problems as seen by teachers and the public; (16) public opinion ratings of schools and other institutions; and (17) state high school graduation requirements. A page of text summarizing the data and citing the source and a page of illustrations are provided for each indicator. Appended are 23 tables. (MLF)

Elementary and Secondary Education Indicators in Brief

1987

U.S. Department of Education
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Foreword

Nothing the Federal government does in the field of education is more basic or more important than providing reliable and comprehensive data on the performance of the Nation's schools.

To help with that mission, the U.S. Department of Education's Center for Education Statistics in the Office of Educational Research and Improvement produces a report each year entitled *The Condition of Education.* This volume supplies information on the health and progress of American education.

That large annual publication pulls together data from the Center's own surveys and from information collected by other statistical organizations. The report's scope is broad. It covers, for example, the results of national assessments in reading, math, and science; school enrollment; private school tuition; the results of public opinion surveys on education; international math scores; and information on a variety of topics related to postsecondary education. It is a valuable book, but it dwarfs the phone book!

We seek to provide the American people with better information so they can make more informed decisions on education. This requires that important data also be made available in simpler and more manageable formats. The Department took an important step in this direction in 1982 when it began developing education "indicators," statistically valid measures of the Nation's educational system. Designed to help educators, policymakers, and the public track education's progress (or lack thereof) over time, 20 indicators appeared in the Department's 1985 publication, *Indicators of Education Status and Trends.* Because the concept of indicators was so well received, we included 45 of them in this year's *The Condition of Education.*

This brief report contains just 17 indicators, but they are all related to elementary and secondary education, and they all pertain to topics at the forefront of recent debate on education reform.

Well-informed decisions are the key to better education. As Secretary Bennett says, armed with good information, the American people can be counted upon to fix their own schools. We hope that parents, school board members, school superintendents, teachers, policymakers—everyone who cares about the quality of American education—will find this volume useful as they work toward that goal.

Chester E. Finn, Jr.
Assistant Secretary and
Counselor to the Secretary

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Overview

This publication contains 17 education "indicators," each telling a different and compelling story about American education. An indicator is a statistic about the Nation's educational system revealing something about its performance or health.[1] Indicators provide benchmarks to help educators, policymakers, and the public track education's progress or decline over time, or to compare groups, institutions, States or other areas of the country. Most significantly, indicators provide information that can be used to help develop public education policy.

Elementary and Secondary Education Indicators in Brief, 1987 is the Department's third publication since 1985 to feature indicators. Most of the material comes from the 1986 and 1987 editions of *The Condition of Education.* Like that volume, it contains three types of indicators dealing with education *outcomes, resources,* and *context.*[2]

Outcomes

The best way to measure the effectiveness of the Nation's schools is to assess their outcomes: for example, how well students master school subjects and skills, and how they apply what they learn in their postsecondary education and at work. We have used a variety of data that together reflect the success of our schools. National test data suggest that some outcomes of elementary and secondary schools have recently improved, but that cause for concern still exists.

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[1] Oakes, Jeannie, *Educational Indicators: A Guide for Policymakers,* Center for Policy Research in Education, U.S. Department of Education grant number OERI-6-86-0011, 1986.

[2] One or more supporting tables on each indicator may be found in the appendix. Either *The Condition of Education, 1986 Edition* or *The Condition of Education, 1987 Edition* (forthcoming) contain extensive documentation on these indicators, including sources of data, methodology and, for sample data, standard errors. Comparisons cited in the text based on sample data are statistically significant at the 0.05 level of significance.

Students should be able to read and write English at levels suitable for their age and grade. Data presented in Indicators 1 and 2 reveal that the majority of students tested at certain points in elementary, junior, and senior high school generally have mastered only low-level skills. And the reading performance of 9-, 13-, and 17-year-olds improved between 1971 and 1984. But a large proportion still lack appropriate intermediate reading and writing skills.

College entrance examinations such as the Scholastic Aptitude Tests (SAT) and the American College Testing Program (ACT) are designed to predict how well a student will do in college. Test scores generally declined in the 1970's. While gains have been registered in the last few years, scores on most tests have not yet returned to their earlier levels. See Indicator 3.

Most Americans think finishing high school is essential to function effectively in adult society. Yet 25 percent of 18- and 19-year-olds (the expected age of students at high school graduation) do not have diplomas, though by the age of 25 another 10 percent have acquired them. Completion rates for blacks and Hispanics still lag behind those of whites. These data are discussed in Indicator 4.

Although most young adults complete high school, Indicator 5 shows that sizable numbers do not do well on literacy tasks of even modest complexity, such as interpreting a lengthy newspaper story. In a world economy relying to an increasing extent on rapidly changing production and information technologies, advanced skills are needed in the Nation's workforce.

Postsecondary enrollments have grown 300 percent since 1950. Indicator 6 describes how a majority of U.S. students continues to pursue further training and education upon completing high school. However, more private than public high school graduates do so.

Resources

Funds are required to provide teachers, books, and facilities for schools. However, schools with high per pupil expenditures do not necessarily produce high-achieving students. Excellent education can—and often does—occur in schools with limited resources.

Indicator 7 shows that per pupil expenditures for elementary and secondary schools rose over 50 percent between the 1969–70 and the 1985–86 school years, controlling for inflation. Part of this increase went toward reducing the number of students for which each teacher is responsible. This can be expressed as pupil/teacher ratios or as class size and is discussed in Indicator 8.

Many reformers argue that to attract quality teachers, schools must pay them on a par with other professionals. Indicator 9 shows that teachers' salaries failed to keep pace with inflation in the 1970's. Over the past few years, however, their salaries have grown faster than inflation. Currently, teachers' salaries are increasing more rapidly than the earnings of all college graduates, although teachers' daily rate of pay remains below that of other professionals.

Context

The context within which education takes place can have a marked effect on teaching and learning. Enrollment patterns, student characteristics, the opinions and support of teachers, parents and pupils, and State and local laws all exert an influence.

Enrollment changes may affect many aspects of education, including the number of teachers, administrators, and schools. Indicator 10 suggests that enrollments will increase in the late 1980's and early 1990's. Indicator 11 presents data on the major increase in the proportion of 3- and 4-year-olds in school—from 10 percent to nearly 39 percent in the past 20 years. This rise reflects, in part, increasing percentages of working mothers and shifting attitudes about how best to educate very young children.

A child's home environment may strongly affect learning. Indicator 12 shows that the more children watch television, the less likely they are to read competently, and that children from homes with many reading materials read better than children from homes with few such materials.

Drug and alcohol abuse can impair learning and contribute to discipline problems. Indicator 13 shows the prevalence of student drug and alcohol abuse. Cocaine has become a particularly serious problem. The percent of high school seniors reporting using it in the month before the survey tripled between 1975 and 1985.

What teachers think of their profession may influence whether they remain teachers. Indicator 14 shows that most public school teachers are generally satisfied with teaching as a career.

The perceptions that teachers, parents, and the public hold of schools help shape the content of education. Indicators 15 and 16 portray similarities and differences in these perceptions. For example, teachers think that lack of parental involvement is a much greater problem than does the public. Both teachers and the public cite lack of financial support and lack of discipline as major problems. Public confidence in the schools is only moderate, but is higher than confidence in the media, Congress, labor or big business.

What students learn reflects what they study—and that is often determined by State and local education agency requirements. The education reform movement has spurred States to increase high school graduation requirements in language arts, social studies, mathematics, and science. But Indicator 17 shows that, on average, students have not taken the number and types of courses recommended by various reform groups.

For More Information

Much of these data were drawn from surveys conducted by the Center for Education Statistics, which is part of the Department's Office of Educational Research and Improvement. For further information about these surveys and related publications, including *The Condition of Education, 1986 Edition,* call OERI's toll-free information number (800) 424-1616.

Outcomes

1. Reading Performance of 9-, 13-, and 17-Year-Olds

Students at ages 9, 13, and 17 read better in 1984 than did students at those ages in 1971.

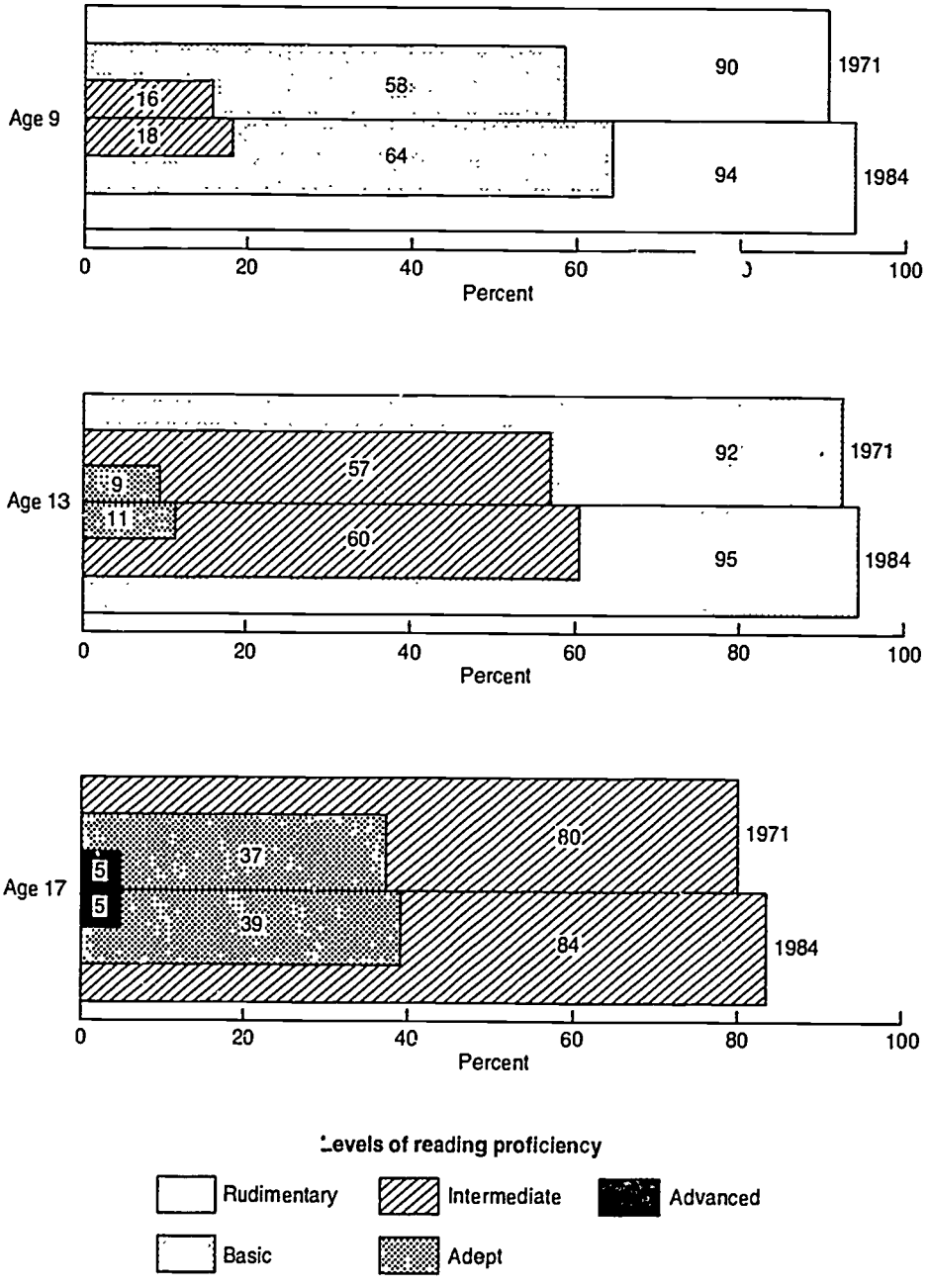
Yet 6 percent of 9-year-olds in 1984 could not do "rudimentary" reading exercises and were in danger of future school failure. Forty percent of 13-year-olds and 16 percent of 17-year-olds had not acquired "intermediate" reading skills and may have had difficulty reading their school lessons.

The majority (61 percent) of 17-year-old students in 1984 were unable to perform at the "adept" level, and few (5 percent) had "advanced" reading skills.

These results are based on evaluations by the National Assessment of Educational Progress (NAEP). In each assessment, NAEP asked students to read passages of fiction and non-fiction and answer questions about them.

SOURCE: National Assessment of Educational Progress, *The Reading Report Card: Progress Toward Excellence in Our Schools* (Report No. 15-R-01), 1985.

Reading proficiency levels of 9-, 13-, and 17-year-old students: 1983-84



Source: National Assessment of Educational Progress, *The Reading Report Card*, 1985.

2. Writing Performance of 4th, 8th, and 11th Graders

On average, American students are unable to write at an "adequate" level, according to a 1984 evaluation of writing skills by the National Assessment of Educational Progress (NAEP).

Writing performance among all races improves between the 4th and 11th grades. However, even in the 11th grade, most students cannot write "adequately."

Writing achievement of Asian and white students is higher than that of black and Hispanic students.

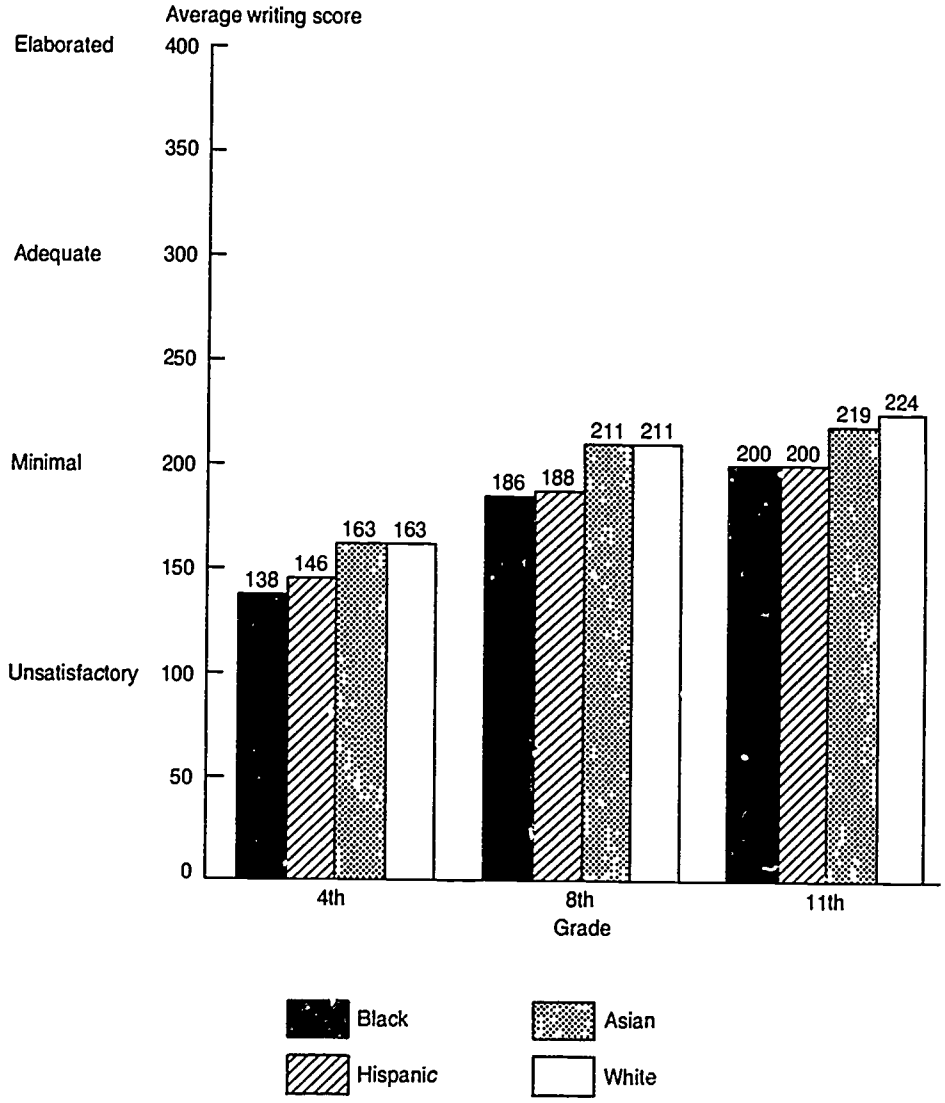
NAEP found that most American students at all three grade levels cannot write "adequately" except in response to the simplest of tasks. This means that students cannot express themselves sufficiently well to ensure that their writing will accomplish the purpose they intend.

NAEP conducted its study by evaluating a nationally representative sample of 4th-, 8th-, and 11th-graders. Judges rated the student writing as "unsatisfactory," "minimal," "adequate" or "elaborated."

Students were assessed on three types of writing: "informational," "persuasive," and "imaginative." A typical informational task was to write a note to a friend explaining how to care for a pet while the writer was away on vacation. An example of a persuasive assignment was to write an argument urging fellow students to adopt a point of view on changing a school rule. Imaginative writing included asking students to compose an adventure story about a flashlight with special powers.

SOURCE: National Assessment of Educational Progress, *The Writing Report Card: Writing Achievement in American Schools, 1984* (Report 15-W-02), 1986.

Writing performance by race/ethnicity: 1984



Source: National Assessment of Educational Progress, *The Writing Report Card*, 1986.

3. College Entrance Examination Scores

Scholastic Aptitude Test (SAT) scores declined 90 points from 1963 to 1980, but in 1982 began to rise. By 1985, the total score for the mathematics and verbal tests combined had risen 16 points, representing a return to 1975 levels. However, no further increase occurred in 1986.

American College Testing (ACT) English scores declined until the mid-1970's and have risen since. The 1986 score represents the highest score in the past 15 years. ACT mathematics scores declined to a low point in 1983 but have since risen.

Students attending private high schools generally score higher than public school students on the ACT and verbal SAT tests. However, scores on the SAT mathematics tests are similar for both public and private high school students.

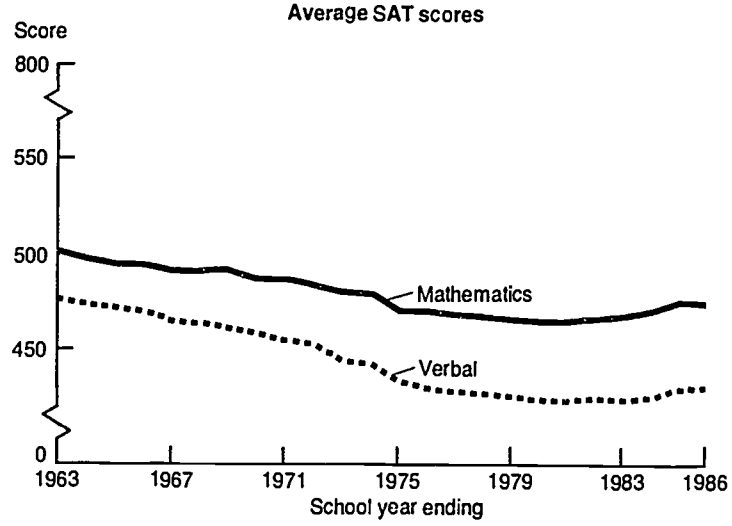
Trends in college entrance examination scores are the outcome of a complex interplay of individual, school, and family factors. A national panel examining the test-score decline suggested the drop occurred partly because schools deemphasized student mastery of verbal and mathematics skills. This deemphasis was reflected in curricuiar changes and lowered academic standards. In addition, in the late 1960's and early 1970's, the proportion of test takers from traditionally lower-scoring groups—especially minority and economically disadvantaged youth—increased.

SOURCES: Advisory Panel on the Scholastic Aptitude Test Score Decline, *On Further Examination*, College Entrance Examination Board, 1977.

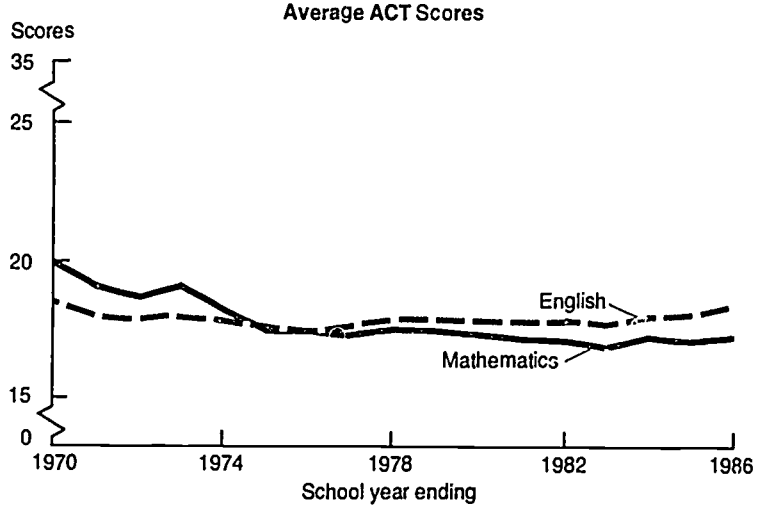
American College Testing Program
—*Reference Norms for Spring [various years] ACT Tested H.S. Graduates;*
—*The High School Profile Report, Normative Data*, various years.

College Entrance Examination Board
—*National Report on College-Bound Seniors*, various years;
—*Profiles, College-Bound Seniors*, various years.

Trends in college entrance examination scores



Source: The College Entrance Examination Board.



Source: The American College Testing Program.

4. High School Completion, by Race and Ethnicity

Almost three-quarters of America's 18- and 19-year-olds have completed high school.

The high school completion rate of blacks, for both 18- to 19- and 20- to 24-year-olds, increased between 1975 and 1985. However, the rates for blacks and Hispanics still lag far behind those of whites.

National data show that the proportion of individuals who have completed high school increases considerably after age 18. In 1985, the proportion of 31- to 34-year-olds who had not completed high school was 13 percent; it was 32 percent for 18-year-olds.

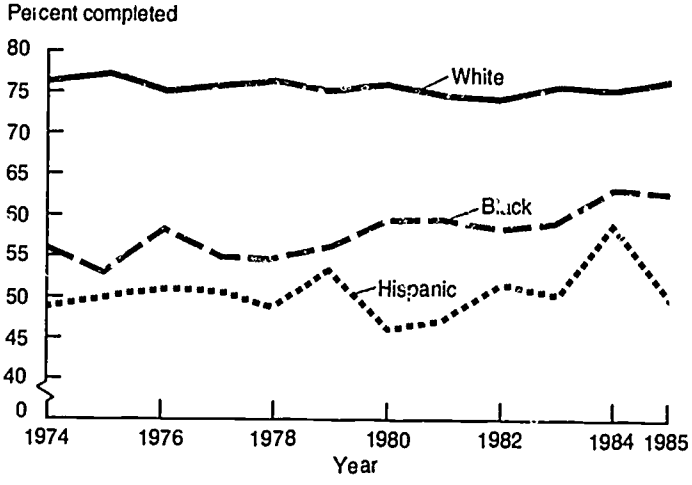
One important measure of this Nation's success in educating its youth is the proportion of its students who complete secondary school. Those who drop out may not obtain sufficient knowledge and skills to function productively in our society.

The public generally expects an 18- or 19-year-old to have a high school diploma or its equivalent. And, indeed, most do. However, many students take longer to complete their high school education. For example, the percentage of 20- to 24-year-olds who have completed their secondary school education is about 10 percentage points greater than for 18- to 19-year-olds.

SOURCES: U.S. Department of Commerce, Bureau of the Census
—"School Enrollment—Social and Economic Characteristics of Students, October [various years]," *Current Population Reports,* Series P-20;
—Current Population Surveys, special tabulations.

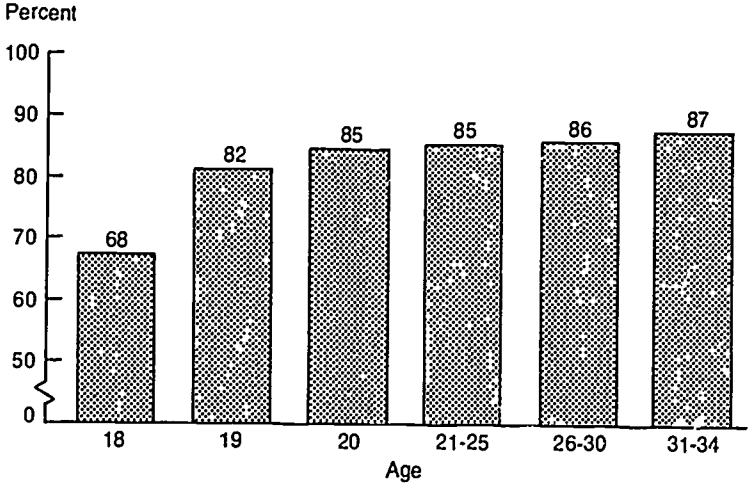
Pallas, A., "School Dropouts in the United States," *The Condition of Education, 1986 Edition,* U.S. Department of Education, Center for Education Statistics, 1987.

A. High school completion rates by race and Hispanic origin, persons age 18-19



Source: Bureau of the Census, Current Population Reports, Series P-20.

B. Proportion of the age groups who have completed high school: 1985



Source: Bureau of the Census, Current Population Survey, October 1985, unpublished tabulations.

5. Literacy Skills of Young Adults

The overwhelming majority of young adults adequately perform simple literacy tasks. Still, large numbers appear unable to do well on tasks of even moderate complexity. Only a small percentage can handle more complex and challenging assignments.

Literacy scores rise with each additional level of education reached.

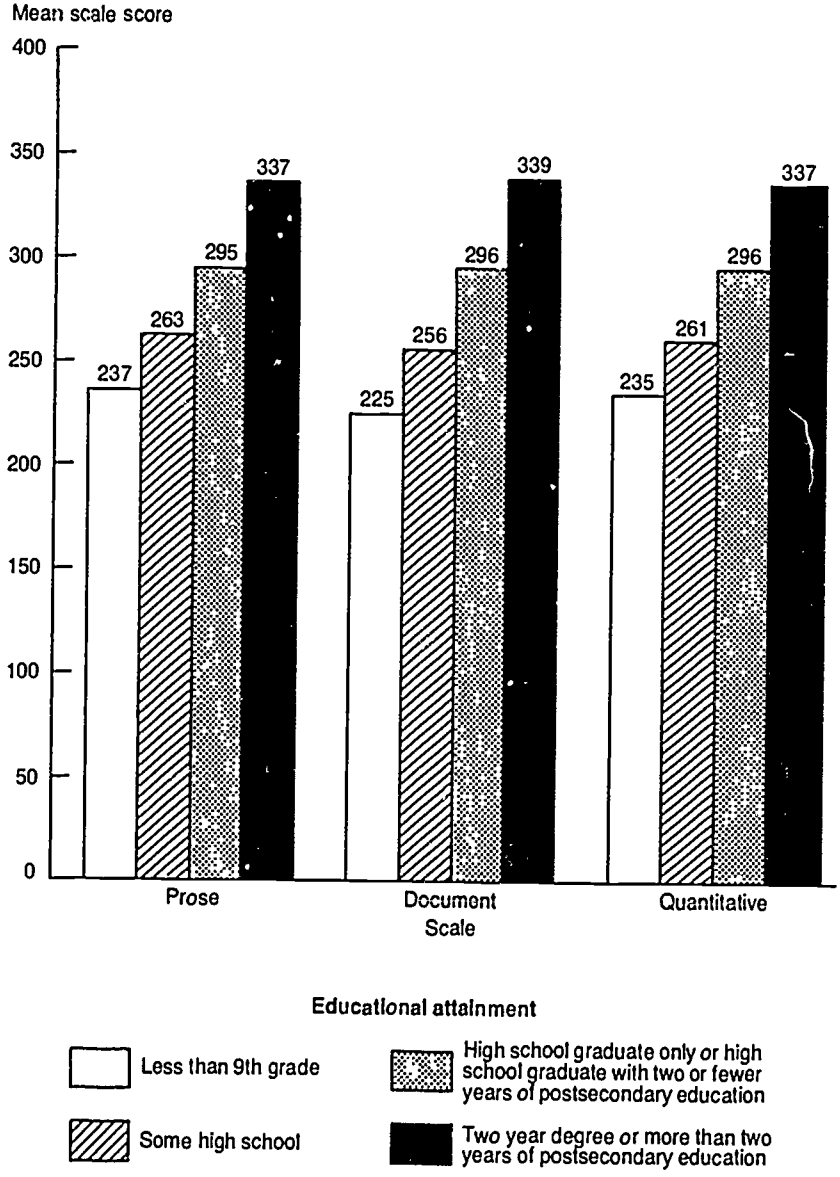
In 1985, the National Assessment of Educational Progress (NAEP) evaluated the literacy skills of 21- to 25-year-olds. The study clearly demonstrates that while a serious literacy problem exists, "illiteracy" is not a problem for the overwhelming majority of young adults. Almost all young adults are able to perform basic tasks, such as writing a simple description of the type of job they would like or matching money-saving coupons to a shopping list.

However, only a small portion do well on more complex tasks. For example, only 2 out of 5 could follow directions to travel from one location to another using a map. Only about 1 in 4 could interpret a lengthy feature story in a newspaper or write a letter to state that an error had been made in billing. And only 1 out of 5 could use a bus schedule to select an appropriate bus for departures and arrivals.

SOURCES: Kirsch, I., and Jungeblut, A. *Literacy: Profiles of America's Young Adults* (Report No. 16-PL-02), National Assessment of Educational Progress, 1986.

National Assessment of Educational Progress, Young Adult Literacy, 1985, unpublished data.

A literacy profile of young adults: 1985



Source: Kirsch, I. and Jungeblut, A., *Literacy Profiles of America's Young Adults*, 1986.

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6. Participation of High School Graduates in Postsecondary Education

Over 50 percent of high school graduates pursue further training and education immediately after high school. Nearly two-thirds attend a postsecondary institution within 4 years of graduation.

More than two-thirds of private high school graduates and nearly one-half of public school graduates begin postsecondary education immediately after high school.

College attendance has grown considerably in the past 35 years. Since 1950, enrollment has increased more than 300 percent, while the number of institutions has increased almost 80 perce .

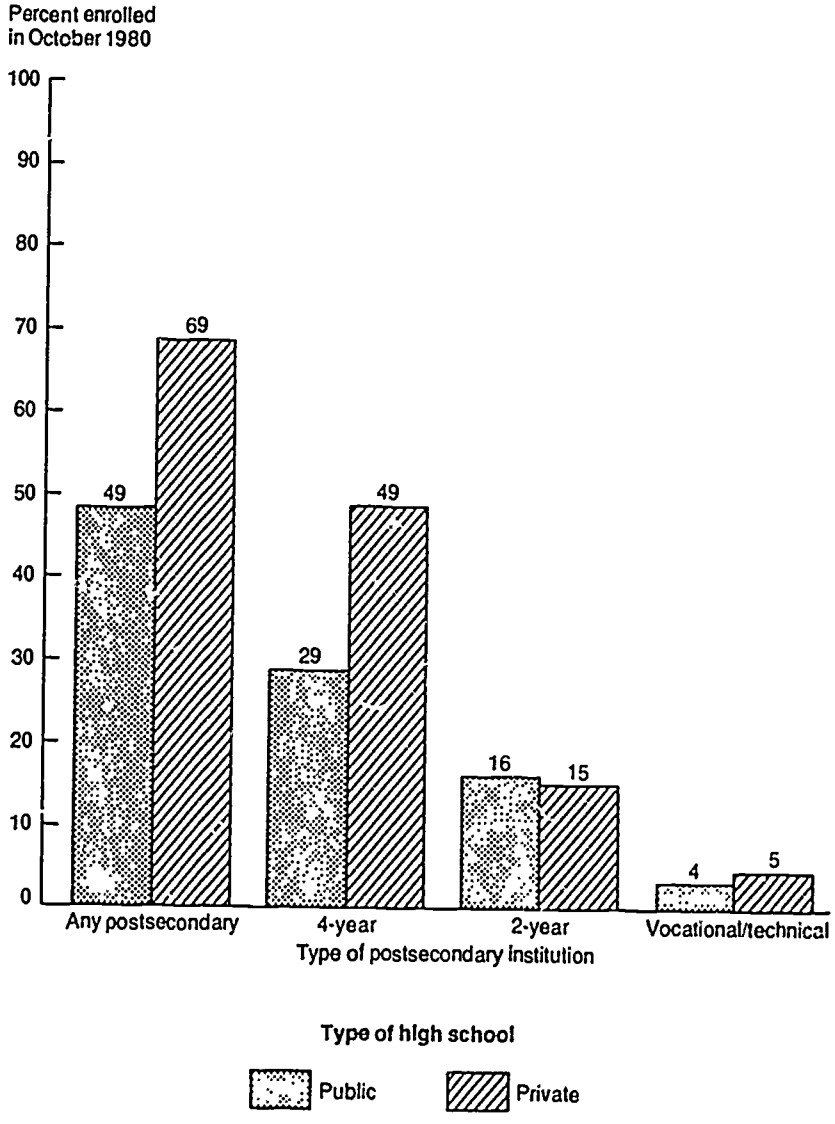
As recently as the late 1970's, a larger percentage of men enrolled in higher education than women. By 1985, enrollment rates for men and women had about evened out. But college attendance rates among racial and ethnic groups still differed substantially. Young blacks and Hispanics were less apt than whites to participate in postsecondary educatic n for two reasons: smaller percentages graduated from high school, and lower proportions of those who did graduate enrolled in college.

While students from both public and private high schools attend postsecondary schools in large numbers, attendance rates are much higher for graduates of private schools.

SOURCES: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Survey, 1985, unpublished tabulations.

Kaufman, P., "Growth in Higher Education Enrollment: 1978 to 1985," *The Condition of Education, 1986 Edition,* U.S. Department of Educa'ion, Center for Education Statistics, 1987.

Postsecondary enrollment rates for 1980 high school graduates



Source: Center for Education Statistics, High School and Beyond Survey.

Resources

7. Current Expenditures per Pupil

The average per pupil current expenditures in public elementary and secondary schools in the 1985–86 school year were $3,677.

Education spending per pupil has risen substantially in the past 17 years. Between the 1969–70 and 1985–86 school years, expenditures per pupil jumped 351 percent in current dollars. In constant dollars, the rise was 56 percent. From year to year, the increase was about 10 percent in current dollars, nearly 3 percent in constant dollars.

The spending rise between the 1982–83 and 1985–86 school years was 24 percent in current dollars (12 percent in constant dollars). During this period, there were annual increases of about 7 percent (4 percent in constant dollars).

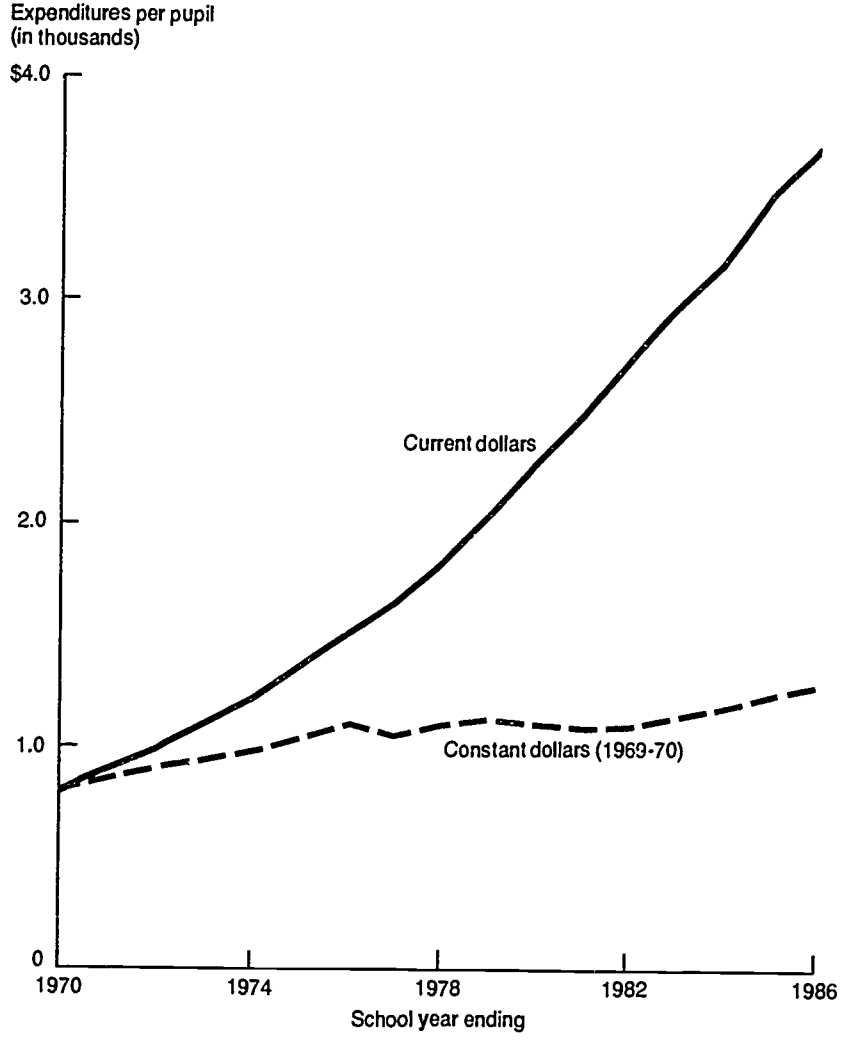
Current expenditures per pupil are a frequently used gauge of the amount of resources being directed toward education in public schools. Another measure is total expenditures per pupil, a figure that includes capital outlay, interest on school debt, as well as current expenditures. Total expenditures per pupil for 1985–86 were estimated to be $4,051.

These expenditure measures are based on State reports of expenditures and pupil counts. However, States do not measure these terms identically. Moreover, national expenditure measures provide no information about individual school district expenditures, the quality or type of resources purchased, or their impact on learning.

SOURCES: U.S. Department of Education, Center for Education Statistics
—*Digest of Education Statistics, 1985–86,* 1986;
—Common Core of Data, unpublished tabulations.

National Education Association, *Estimates of School Statistics: 1985–86,* April 1986, copyrighted.

Current expenditures per pupil



Source: Center for Education Statistics, *Digest of Education Statistics, 1985-86.*

8. Pupil/Teacher Ratios

The ratio of pupils to teachers in public schools at the elementary level has dropped nearly one-third from 1959–60 (29 pupils per teacher) to 1985–86 (20 pupils per teacher).

At the secondary level, the ratio in public schools has fallen nearly 30 percent from 1959–60 (22 pupils per teacher) to 1985–86 (16 pupils per teacher).

For the 1985–86 school year, pupil/teacher ratios are slightly lower in private schools (17 to 1) than in public schools (18 to 1).

Classroom teachers are perhaps the most critical resource in our education system. They determine the nature of the classroom instruction provided to students in the Nation's schools. Relationships between the number of pupils and the number of teachers may be expressed as pupil/teacher ratios or in terms of class size.

The pupil/teacher ratios described here are based on the total number of pupils enrolled and the number of "full-time-equivalent" teachers, including those who do not have regular classroom assignments, such as art, music and special education teachers. But pupil/teacher ratios do not reflect the educational services provided by noninstructional staff, such as counselors and librarians.

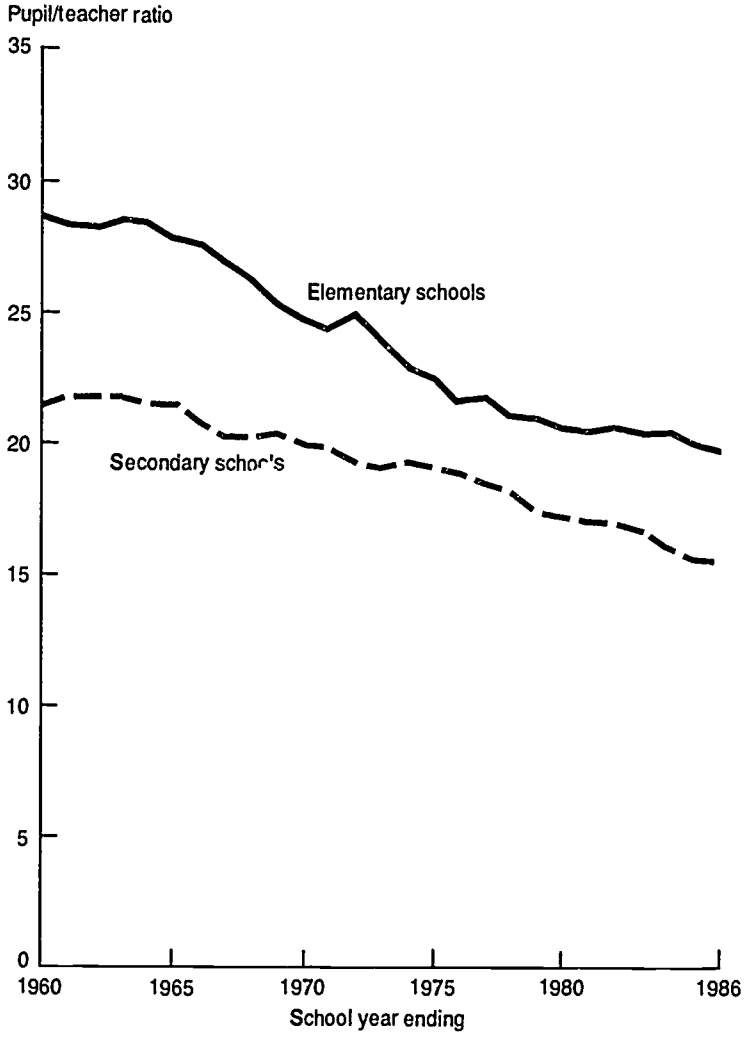
The class size measure is based on reports from classroom teachers in public schools about the number of students in their classes. Pupil/teacher ratios have tended to be lower than average class size.

For example, teachers reported in 1980 that their average class size was 25 pupils at the elementary level and 23 at the secondary level. However, the public school pupil/teacher ratios reported for that year were 21 to 1 and 17 to 1, respectively. But both pupil/teacher ratios and class size have declined over time.

SOURCES: U.S. Department of Education
- —National Center for Education Statistics, *Statistics of Public Elementary and Secondary Day Schools*, various years;
- —Center for Education Statistics, *Digest of Education Statistics, 1987* (forthcoming);
- —Center for Education Statistics, *E.D. Tabs—The National Survey of Private Schools, 1985–86: Early Tabulations*, October 1986.

National Education Association, *Status of the American Public School Teacher, 1980–81*, 1982, copyrighted.

Trends in pupil/teacher ratios in public schools, by level



Source: Center for Education Statistics, *Statistics of Public Elementary and Secondary Day Schools.*

9. Average Annual Salary of Public School Teachers

The national average for teacher salaries in 1985–86 was $25,313. All States and the District of Columbia reported increases in average salaries over the previous year.

The average annual salary of public school teachers, when adjusted for inflation, declined in the 1970's but has risen slightly since then.

During the 1970's, beginning teacher salaries were lower than those of most other fields requiring a bachelor's degree. Furthermore, teacher salaries increased more slowly during that period than earnings for other full-time workers.

Many States have recently boosted salaries in order to attract more and better teachers. Between 1980–81 and 1985–86, teacher salaries increased 43 percent in current dollars and 14 percent in constant 1985–86 dollars. Among all workers with 4 or more years of college, the increase was 26 percent in current dollars and 10 percent in 1985–86 dollars during that 5-year period.

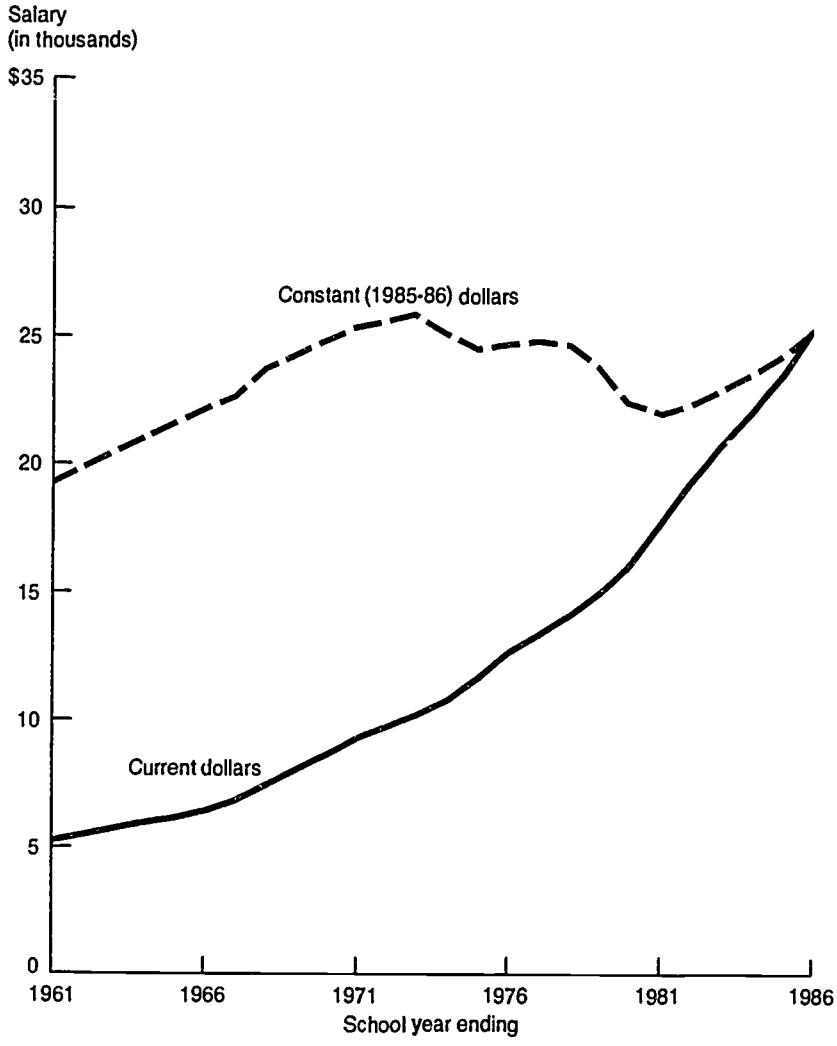
The daily pay rate for public school teachers in 1984–85 was $127. For all workers with 4 or more years of college, the 1984 daily earnings rate was $131.

NOTE: Teacher salaries do not include other earnings.

SOURCES: National Education Association, *Estimates of School Statistics 1985–86*, 1986, copyrighted, and unpublished tabulations.

For computing daily pay rates, the Center for Education Statistics used a methodology developed by C. Emily Feistritzer in *Profile of Teachers in the U.S.*, National Center for Education Information, 1986.

Average annual salary of teachers in public schools



Source: National Education Association, *Estimates of School Statistics, 1985-86.*

Context

10. School Enrollment

Student enrollment in public and private schools, kindergarten through 12th grade (K-12), was 44.7 million in October 1985.

Both public and private school enrollments declined by 14 percent from 1970 to 1985.

The proportion of students enrolled in private schools in grades K-12 rose from approximately 10 percent in 1979 to about 11 percent in 1985.

Elementary and secondary school enrollments declined throughout the 1970's and early 1980's as the post-war baby-boom generation moved through and out of the education system. As that generation's children attend schools in greater numbers, enrollments will increase in the second half of the 1980's and the early 1990's. Enrollments are expected to decline once again in the late 1990's.

The proportion of all students in grades K-12 enrolled in private schools was 10.9 percent in 1970 and 1985, but between those years it varied considerably.[1] The proportion of private school students declined in the first half of the 1970's, largely reflecting declines in Catholic school enrollments. The proportion of private school students has risen since 1979 as the number of private school students stabilized, while the number of public school students continued to decline.[2]

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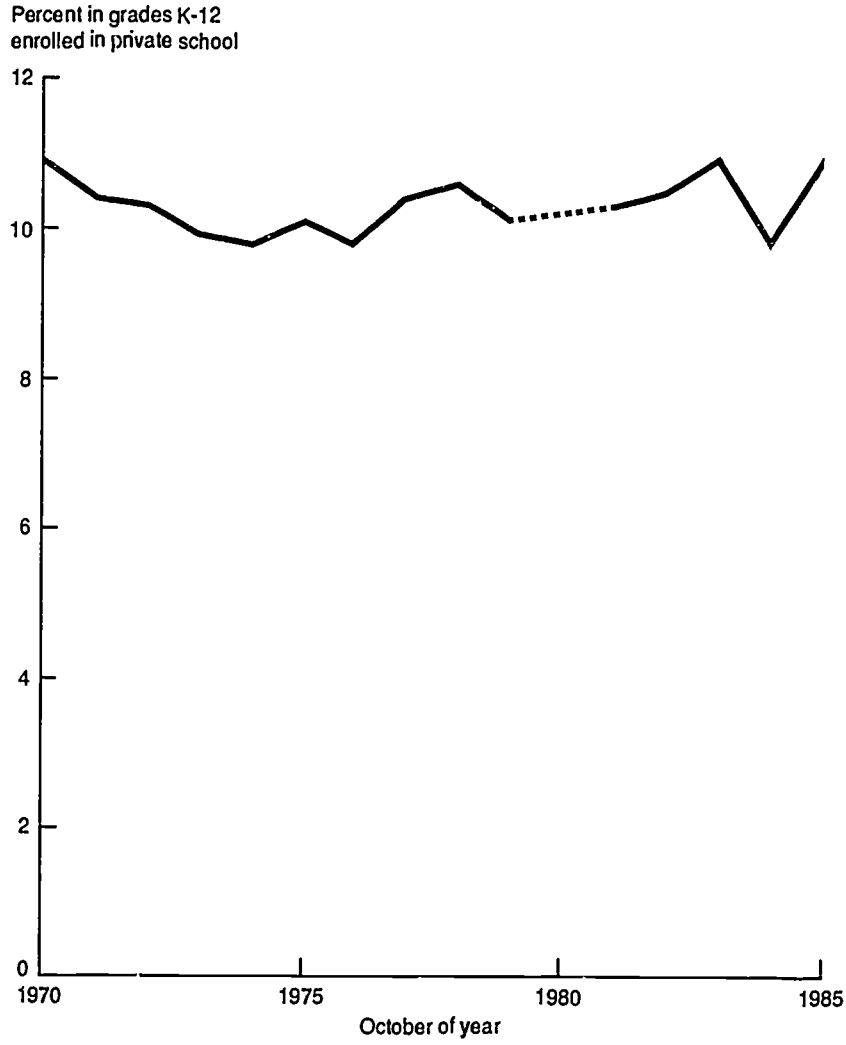
[1] Recent Center for Education Statistics data indicate a higher proportion of private school students enrolled in 1985 than Bureau of the Census data, 12 rather than 11 percent; a comparable CES figure is not available for 1970.

[2] An unexplained drop occurred in the number and proportion of private school students in 1984, according to the Bureau of the Census. However, the 1984 data appear to be an anomaly, since the 1985 figures for private school students are very similar to those for 1983 and are consistent with the trend for 1979 to 1983.

SOURCES: U.S. Department of Commerce, Bureau of the Census, "School Enrollment—Social and Economic Characteristics of Students: October 1985," *Current Population Reports*, Series P-20, No. 409, 1986.

U.S. Department of Education, Center of Education Statistics, *E.D. Tabs—The National Survey of Private Schools, 1985–86: Early Tabulations*, October 1986.

Private elementary and secondary school enrollment as a proportion of total enrollment



Note: Data for 1980 not available.

Source: U.S. Department of Commerce, Bureau of the Census, *Private School Enrollment, Tuition, and Enrollment Trends: October 1979; School Enrollment — Social and Economic Characteristics of Students: October 1985.*

11. School Enrollment Rates for Selected Age Groups

The most significant changes in school enrollment rates in the last 20 years have been for 3- and 4-year-olds. From about 10 percent enrolled in the mid-1960's, the proportion reached nearly 39 percent in 1985.

Among 5- and 6-year-old children, about 96 percent were enrolled in school in 1985. The greatest increase occurred between 1964 and 1974.

Why such a dramatic rise in the proportion of very young children attending school?

A major factor appears to be the increase of women in the work force who have children. Greater enthusiasm for early childhood education may also be a factor. In addition, nursery school and kindergarten classes are more widely available than ever before.

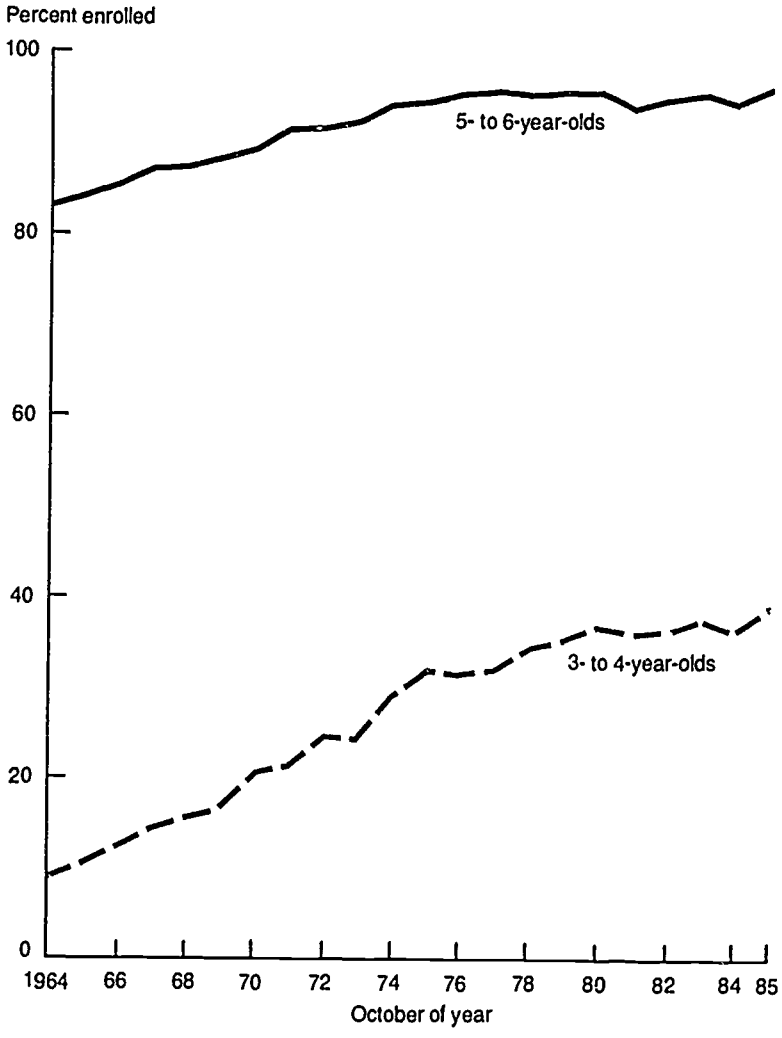
The consistently high enrollment rates of 16- to 17-year-olds may reflect both compulsory school attendance laws in some States and the high value society places on obtaining a high school education. School enrollment rates of 16- and 17-year-old youths have remained about 90 percent since the mid-1960's.

But a substantial number of 16- and 17-year-olds do not complete high school by the time they are 18 or 19. In October 1985, 74.5 percent of 18- to 19-year-olds had finishod high school. Another 11.2 percent were still enrolled in school below the college level. Seven to 8 percent of youth leave school between the age groups of 16–17 and 18–19 without graduating.

SOURCES: Pendleton, A., "Preschool Enrollment: Trends and Implications," *The Condition of Education, 1986 Edition*, U.S. Department of Education, Center for Education Statistics, 1987.

U.S. Department of Commerce, Bureau of the Census, "School Enrollment — Social and Economic Characteristics of Students, October [various years]," *Current Population Reports*, Series P-20; and unpublished tabulations.

School enrollment rates of young children



Source: U.S. Bureau of the Census, Current Population Reports, Series P-20.

12. Aspects of the Home Environment and Reading Performance

Students from homes with lots of reading materials who watch little TV read much better than students from homes with few reading materials who watch a great deal of TV.

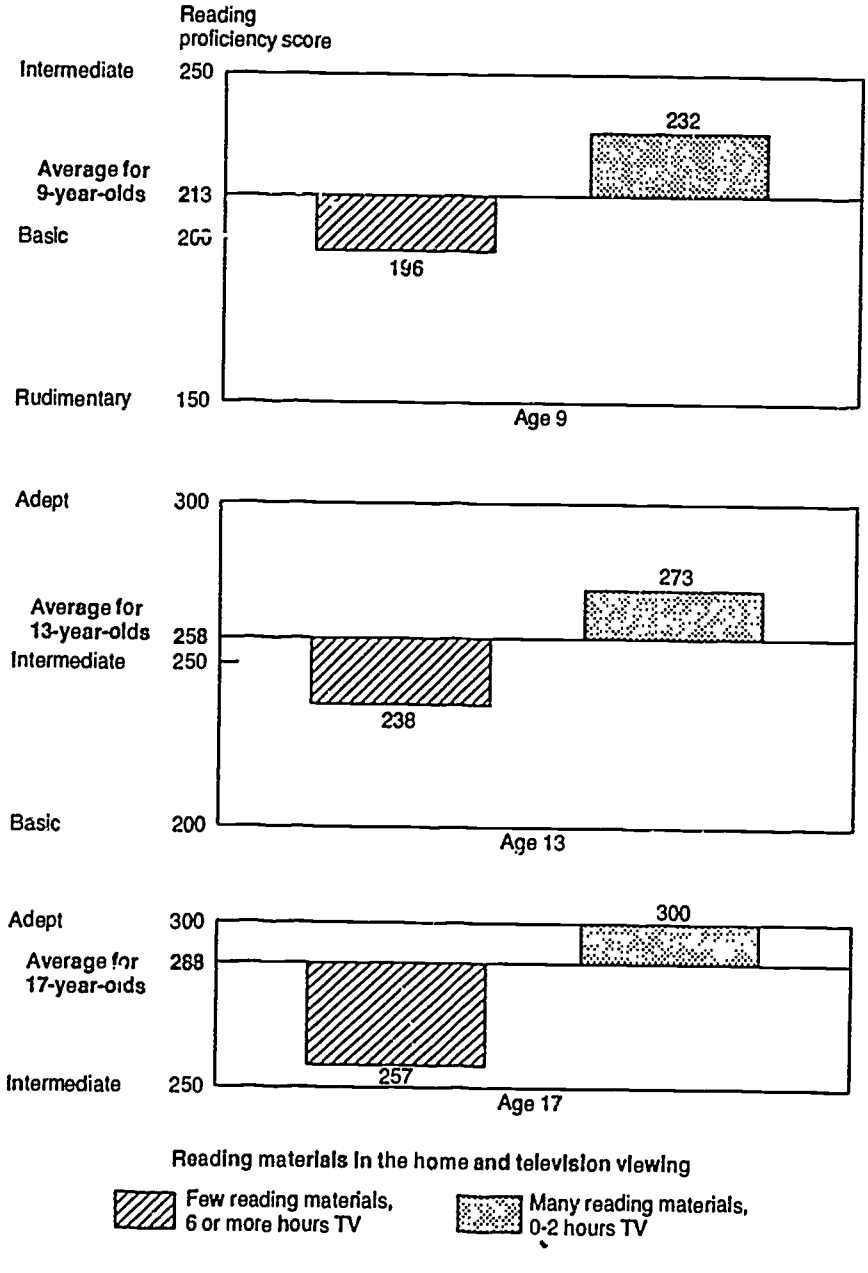
Students who watch no more than 2 hours of television a day read at above-average levels for their age group, a study by the National Assessment of Educational Progress (NAEP) shows.

But 6 or more hours a day spent in front of the screen is correlated with lower reading proficiency for all three age groups studied: 9-, 13-, and 17-year-olds. According to the study, it is unlikely that TV viewing lowers reading proficiency—poor readers may simply choose to watch more television instead of reading a book. Indeed, further analysis revealed that students who spend long hours watching TV tend to reside in homes with few reading materials.

The study found that the number of children who watch a great deal of TV is increasing, while the availability of reading materials in their homes is decreasing. This may reflect a national trend toward less use of printed material and more reliance on other media, such as television, to obtain information or occupy leisure time.

SOURCES: National Assessment of Educational Progress, *The Reading Report Card, Progress Toward Excellence In Our Schools* (Report 15-R-01), 1985; and 1983–84 Assessment of Reading, special tabulations, 1986.

Home environment and reading proficiency: 1983-84



Source: National Assessment of Educational Progress, 1983-84 Assessment of Reading, special tabulations.

13. S. dent Drug and Alcohol Abuse

Six out of 10 (61 percent) high school students in the Class of 1985 had experimented at some point during their lives with an illegal drug.

Cocaine use among high school seniors has more than tripled since 1975. In 1985, almost 1 out of every 15 high school seniors reported using cocaine in the month before the survey.

While alcohol use has declined slightly over the decade, rates remain high. Nearly two in every three seniors reported using alcohol in the month preceding the survey.

Drug and alcohol abuse by American students is an important education concern, because it is so widespread and has health- and life-threatening consequences.

An annual survey by the National Institute on Drug Abuse, begun in 1975, asks high school seniors to identify how much they use various legal and illegal substances. It shows that a student's acquaintance with such substances generally begins in adolescence and, increasingly, at even younger ages. For many substances, usage continues and increases into adulthood.

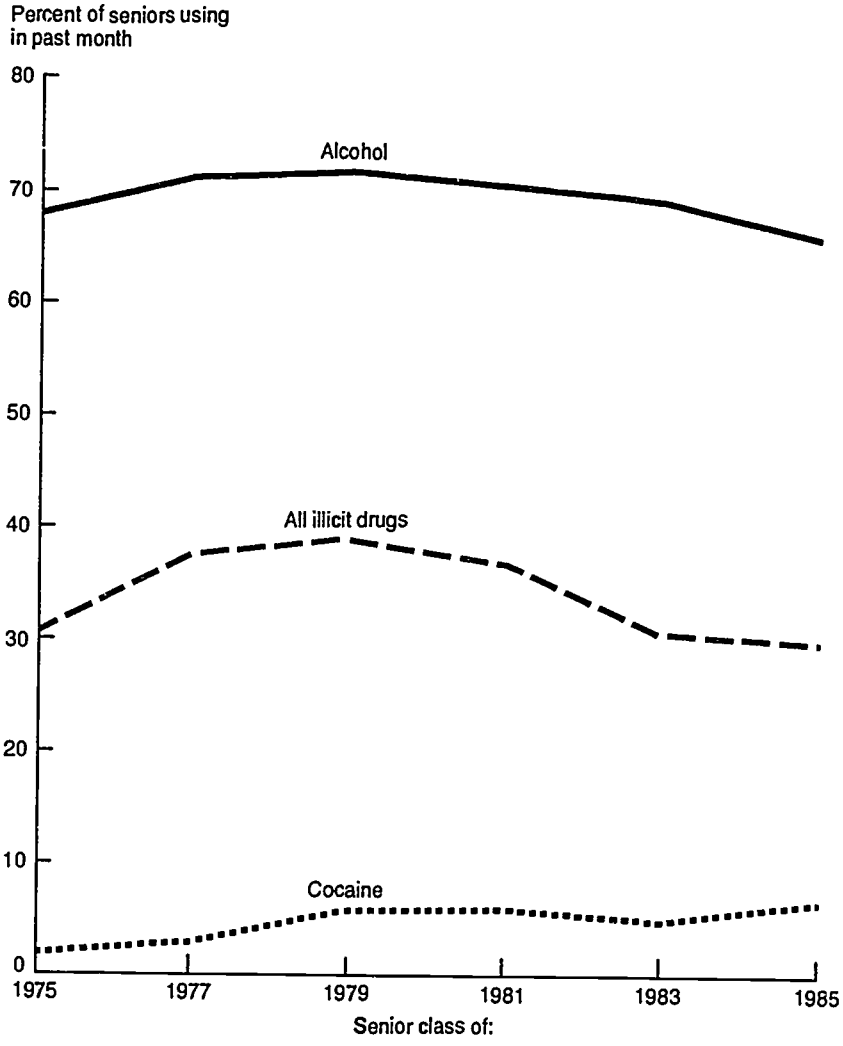
Learning is a thinking process, and drugs—whether sedatives, hallucinogens or stimulants—interfere with thinking and lower academic achievement.

Nationally, millions of dollars are spent to combat drug abuse and related crimes and to rehabilitate individuals who have become chemically dependent.

SOURCES: Johnston, L.D., O'Malley, P.M., and Bachman, J.G., *Drug Use Among American High School Students, College Students, and Other Young Adults,* U.S. Department of Health and Human Services, Alcohol, Drug Abuse, and Mental Health Administration, National Institute on Drug Abuse (#86-1450), 1986.

U.S. Department of Education, *Schools Without Drugs,* 1986.

Trends in the use of selected licit and illicit substances by high school seniors



Source: National Institute on Drug Abuse, *Drug Use Among American High School Students, College Students, and Other Young Adults*, 1986.

14. Teacher Job Satisfaction

Teachers in suburbs, small towns, and rural areas are more satisfied with teaching as a career than teachers in urban areas.

A recent survey of American teachers reveals that teacher job satisfaction does not vary by level taught. However, female teachers are more satisfied with teaching as a career than male teachers.

A number of studies have also documented that teachers have mixed feelings about their work and profession. One survey conducted in June 1985 found that 79 percent of public school teachers were somewhat satisfied or very satisfied with teaching as a career, while 21 percent expressed some degree of dissatisfaction.

On the other hand, the same survey conducted a year earlier showed the majority (53 percent) of public school teachers would not advise a young person to pursue a career in teaching. Only 47 percent felt respected as a teacher in today's society.

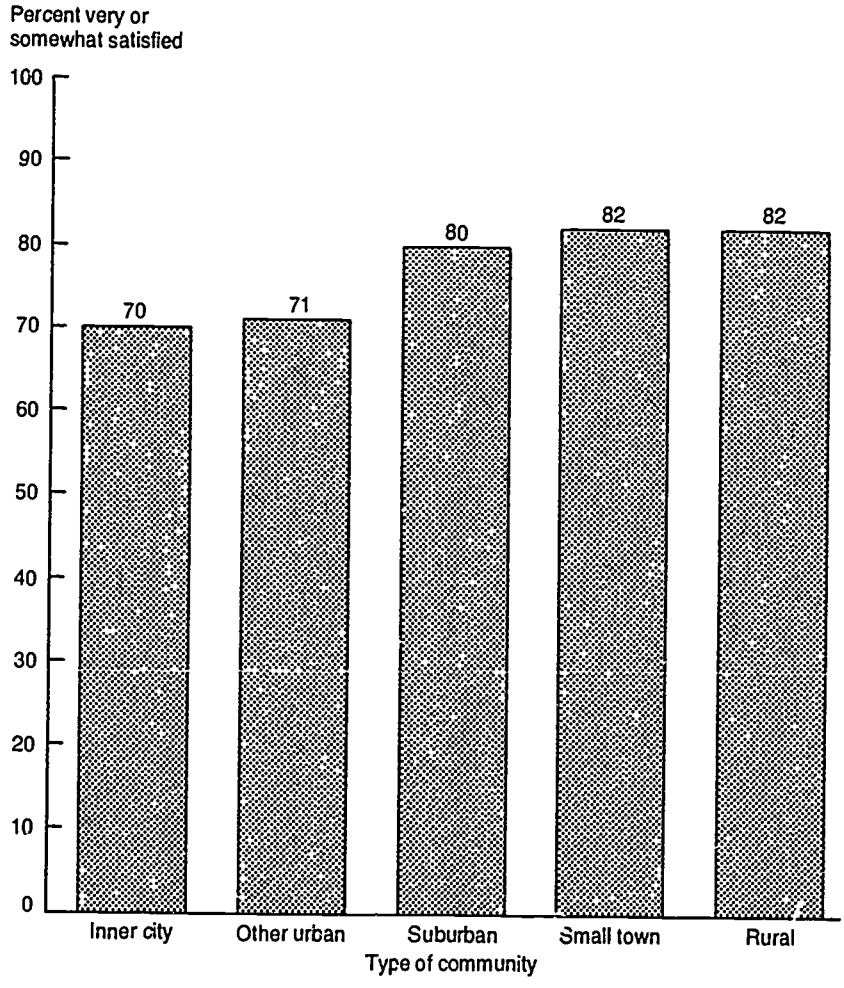
SOURCES: Metropolitan Life Insurance Co. and Louis Harris and Associates, *The American Teacher, 1985*, 1985.

"How Teachers Grade Our Schools," *Parade*, December 1, 1985.

National Education Association
—*Status of the American School Teacher*, December 1981;
—*Nationwide Teacher Opinion Poll*, 1981, 1982, and 1983.

Feistritzer, C.E., *Profile of Teachers in the U.S.*, National Center for Education Information, 1986.

Satisfaction with teaching as a career: 1985



Source: Metropolitan Life Insurance Company and Louis Harris and Associates, *The American Teacher, 1985.*

15. School Problems as Seen by Teachers and the Public

Nearly a third of all teachers thought that lack of parental interest was a major problem facing the public schools. But only 5 percent of the general public shared that view.

The public cited lack of discipline as the number one problem facing schools; however, it ranked only fourth among teachers' concerns.

The public was more than three times as likely as teachers to feel that drug use was a major problem in the public schools.

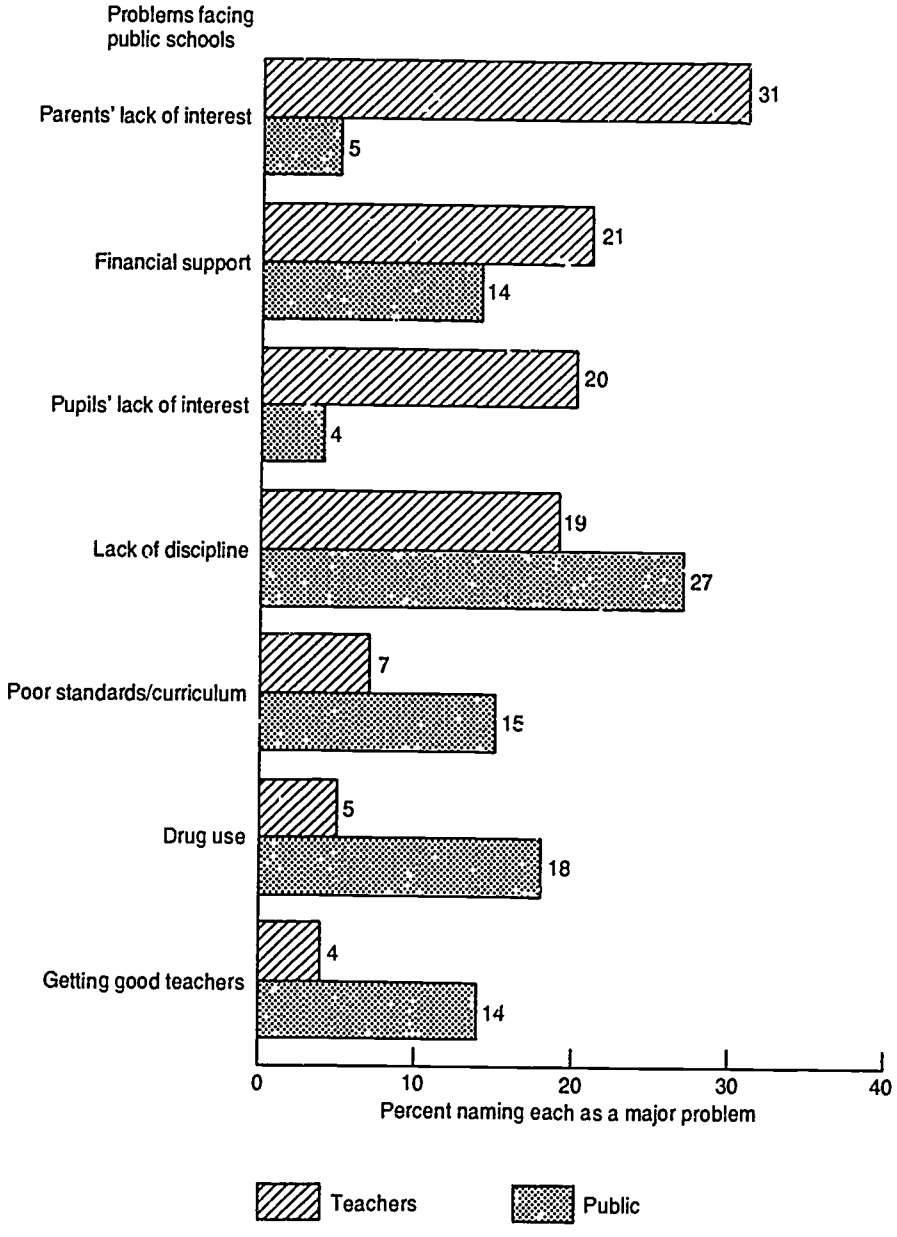
Gallup polls in 1984 found that the opinions of teachers and the public about schools often differ. The polls asked, "What do you think are the biggest problems with which the public schools in this community must deal?"

Results indicate that the problem most cited by teachers, "parents' lack of interest," was one of the problems least cited by the public. But more than three times as many members of the public as teachers thought that "difficulty of getting good teachers" was a major problem.

The public and teachers agreed that "lack of discipline" and "lack of proper financial support" were major concerns. But even here, differences existed. Nineteen percent of all teachers and 27 percent of the U.S. public considered lack of discipline *to* be a big problem. Twenty-one percent of the teachers and 14 percent of the public cited lack of financial support as a key problem. And while 18 percent of the public saw drug use to be a major problem, only 5 percent of the teachers did.

SOURCE: "The Gallup Poll of Teachers' Attitudes Toward the Public Schools," *Phi Delta Kappan*, October 1984.

Teachers' and the public's perceptions of the biggest problems facing public schools: 1984



Source: "The Gallup Poll of Teachers' Attitudes Toward the Public Schools," *Phi Delta Kappan*, 1984.

16. Public Opinion Ratings of Schools and Other Institutions

Participants in the annual Gallup poll on education gave public schools in their own community higher marks than public schools nationally: a "C-plus" for local schools but only a "C" for schools nationwide.

The public's confidence in schools as well as other institutions slipped during the late 1970's and early 1980's but has strengthened since then.

The annual Gallup Poll of the Public's Attitudes Toward the Public Schools has become a kind of national barometer, closely watched and debated each year by educators and policymakers across the Nation. Since 1977, the poll has asked respondents their opinion of the schools in their community and, since 1981, has also asked respondents to rate the Nation's schools in general.

Not surprisingly, the schools of which the public has the greatest knowledge, the local schools, have consistently had higher marks than schools in general. Still, the public only rates local schools with an average grade of "C-plus."

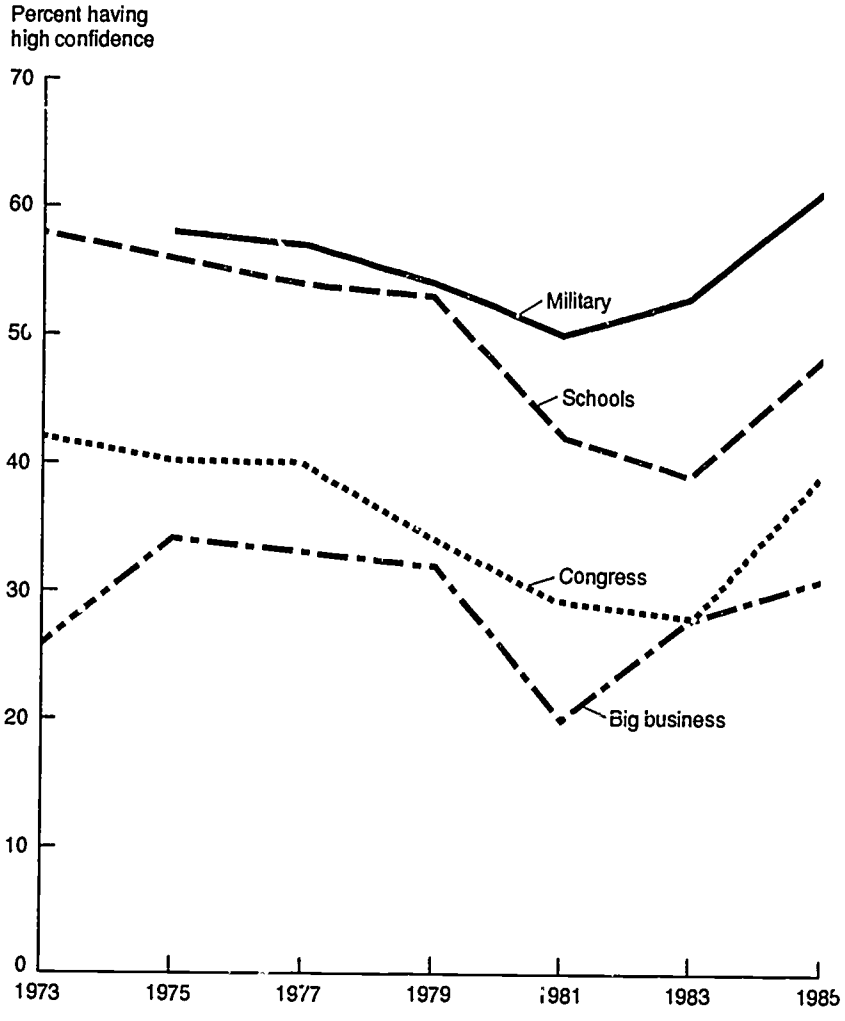
Seen in the context of the public's attitude toward other institutions, the schools have not fared badly, ranking just above the median in the ratings of the listed institutions. The percentage reporting substantial confidence in these institutions in 1985 appears below:

Church or organized religion	66 percent
Military	61 percent
U.S. Supreme Court	56 percent
Banks and banking	51 percent
Public schools	48 percent
Congress	39 percent
Newspapers	35 percent
Big business	31 percent
Television	29 percent
Organized labor	28 percent

SOURCES: "The 18th Annual Gallup Poll of the Public's Attitudes Toward The Public Schools," *Phi Delta Kappan*, September 1986.

George Gallup, Inc., "Confidence in Institutions Trend," *The Gallup Report*, July 1985.

The public's confidence in selected institutions



Source: "Confidence in Institutions Trend," *The Gallup Report*, 1985.

17. State High School Graduation Requirements

After 20 years of stability, the number of Carnegie units in math and science required by the States for high school graduation increased sharply since 1980.

Graduation requirements for social studies and language arts have also increased since 1980—but at a slower rate.

A major recommendation of the National Commission on Excellence in Education was that State and local high school graduation requirements be strengthened. The commission's landmark report, *A Nation at Risk,* urged that the typical high school curriculum contain five "New Basics"—4 years of English, 3 years each of math, science and social studies, and a half-year of computer science. The report also recommended 2 years of foreign language study for college-bound students.

A research analysis of student performance indicated that, in general, students who complete the "New Basics" achieve at higher levels than comparable students with a less rigorous high school curriculum. However, an examination of transcripts from a national sample of graduating seniors in 1982 revealed they fell well short of the "New Basics" standard. These seniors took almost half their coursework in other subject areas.

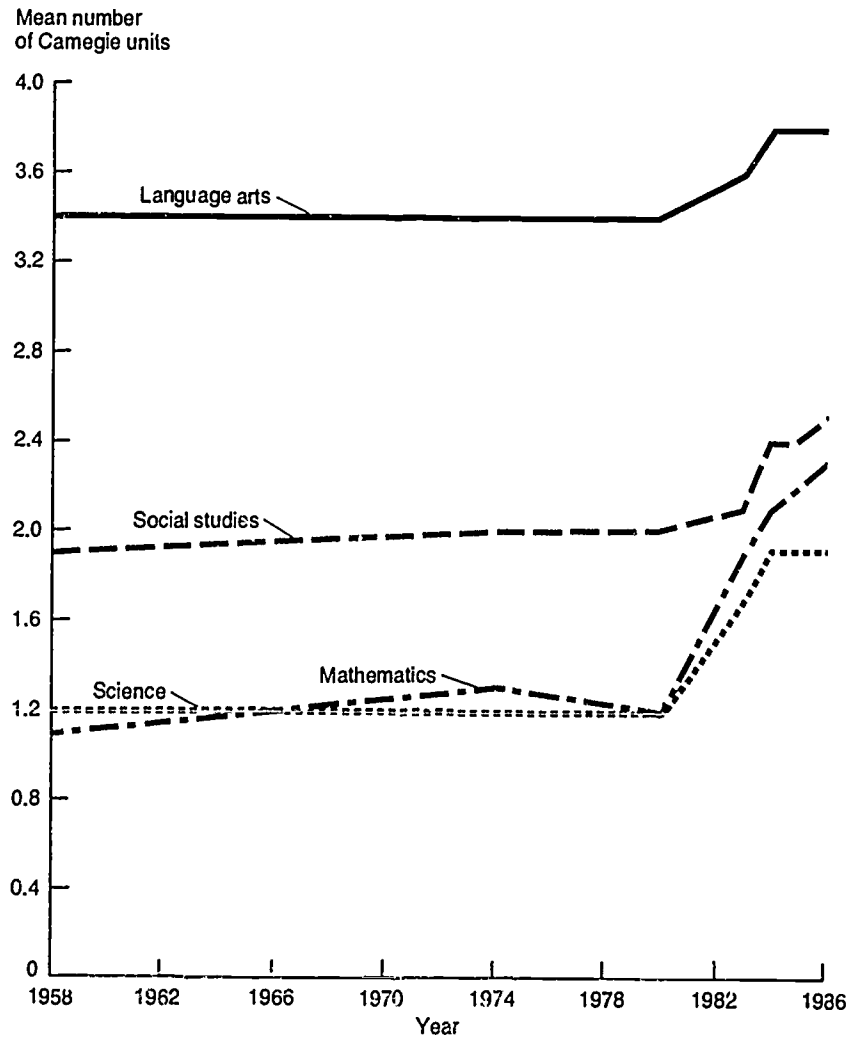
Less than 4 percent of graduates planning to attend college had taken all the recommended courses, although 23 percent had met the requirements in English, mathematics, science, and social studies. A much smaller proportion of graduates with no plans for college had met these requirements. Only 13 percent took the necessary number of courses in the four basic subjects.

Reforms could change this situation. Even before the commission issued its report, States had begun raising their requirements. The report helped create a climate of public opinion in which States could more easily enact their education agendas. In 1986, 49 States required a minimum number of Carnegie units for high school graduation. Of those States, 39 had increased requirements since 1980.

Most of the change occurred in mathematics and science. Not only did the average number of required courses go up, but between 1980 and 1985, the number of States making those requirements rose from 35 to 45.

While the State role in establishing requirements has grown in recent years, the responsibility for implementing the requirements has remained at the local level. Many States have strong traditions of local control in education, and local requirements vary from and may even surpass State requirements.

Trends in state-required Carnegie units, by subject



Source: Education Commission of the States, *Clearinghouse Notes.*

TEXT SOURCES: Education Commission of the States, Department of Research and Information, *Clearinghouse Notes,* various years.

U.S. Department of Education
—National Commission on Excellence in Education, *A Nation at Risk,* 1983;
—National Center for Education Statistics, *How Well Do High School Graduates of Today Meet the Curriculum Standards of the National Commission on Excellence?* (NCES 82-223), 1983.

Alexander, K.L., and Pallas, A.M., "Curriculum Reform and School Performance: An Evaluation of the 'New Basics,'" *American Journal of Education,* August 1984.

Tables

Table 1.—Percent of 9-, 13-, and 17-year-old students at or above the five reading proficiency levels: 1971–84

Reading level	Age	1971	1975	1980	1984
				Percent	
Rudimentary	9	90.4	93.3	94.4	93.9
(150)	13	99.7	99.6	99.8	99.8
	17	99.7	99.9	99.9	100.0
Basic	9	58.3	61.7	65.1	64.2
(200)	13	92.3	92.8	94.3	94.5
	17	96.6	97.5	97.9	98.6
Intermediate	9	15.6	14.0	17.0	18.1
(250)	13	57.0	57.5	59.3	60.3
	17	80.0	82.0	82.8	83.6
Adept	9	1.1	.7	.8	1.0
(300)	13	9.3	9.7	10.9	11.3
	17	37.2	36.1	34.8	39.2
Advanced	9	.0	.0	.0	.0
(350)	13	.2	.2	.3	.3
	17	4.9	3.5	3.1	4.9

NOTE.—*The NAEP reading scale* is based on multiple-choice exercises similar in content and length to traditional tests of reading achievement.

The reading proficiency levels reported here are:

Rudimentary (150)—The ability to carry out simple, discrete reading tasks.

Basic (200)—The ability to understand specific or sequentially related information.

Intermediate (250)—The ability to search for specific information, interrelate ideas, and make generalizations.

Adept (300)—The ability to find, understand, summarize, and explain relatively complicated information.

Advanced (350)—The ability to synthesize and learn from specialized reading materials.

SOURCE. The National Assessment of Educational Progress, *The Reading Report Card, Progress Toward Excellence in Our Schools* (Report No. 15-R-01), 1985.

Table 2.—Average writing achievement scores of 4th, 8th, and 11th grade students, by race/ethnicity: 1984

Race/ethnicity	Grade		
	4	8	11
Total	158	205	219
Black	138	186	200
Hispanic	146	188	200
Asian	163	211	219
White	163	211	224

NOTE:—Writing was evaluated by students' success in accomplishing the specific goal of each writing assignment. Papers were judged to be:

Unsatisfactory—Failed to reflect a basic understanding of the informative, persuasive, or imaginative purpose of the writing.

Minimal—Recognized the elements needed to complete the task but were not managed well enough to insure the intended effect of the writing that resulted.

Adequate—Included those features critical to accomplishing the underlying purpose and were likely to have the intended effect.

Elaborated—Went beyond the merely adequate, reflecting higher level of coherence and elaboration that is highly desirable, if not absolutely necessary.

When illegible or otherwise unscorable, papers were *not rated*. The Average Response Method (ARM) scores presented above are based on the following scale:

—a performance of all *not rateable* responses equivalent to 0;
—an average of *unsatisfactory* responses equivalent to 100;
—an average of *minimal* responses equivalent to 200;
—an average of *adequate* responses equivalent to 300;
—all *elaborated* responses being 400.

SOURCE: National Assessment of Educational Progress, *The Writing Report Card, Writing Achievement in American Schools, 1984* (Report 15-W-02), 1986.

Table 3a.—Scholastic Aptitude Test scores: School year ending 1963–86

Year	Verbal	Mathematics	Total	Year	Verbal	Mathematics	Total
1963	478	502	980	1975	434	472	906
1964	475	498	973	1976	431	472	903
1965	473	496	969	1977	429	470	899
1966	471	496	967	1978	429	468	897
1967	466	492	958	1979	427	467	894
1968	466	492	958	1980	424	466	890
1969	463	493	956	1981	424	466	890
1970	460	488	948	1982	426	467	893
1971	455	488	943	1983	425	468	893
1972	453	484	937	1984	426	471	897
1973	445	481	926	1985	431	475	906
1974	444	480	924	1986	431	475	906

SOURCE: College Entrance Examination Board, *National Report: College-Bound Seniors*, various years.

Table 3b.—American College Testing scores: School year ending 1970–86

Year	English	Mathematics	Social studies	Natural sciences	Composite
1970	18.5	20.0	19.7	20.6	19.9
1971	18.0	19.1	18.7	20.5	19.2
1972	17.9	18.8	18.6	20.6	19.1
1973	18.1	19.1	18.3	20.8	19.2
1974	17.9	18.3	18.1	20.8	18.9
1975	17.7	17.6	17.4	21.1	18.6
1976	17.5	17.5	17.0	20.8	18.3
1977	17.7	17.4	17.3	20.9	18.4
1978	17.9	17.5	17.1	20.9	18.5
1979	17.9	17.5	17.2	21.1	18.6
1980	17.9	17.4	17.2	21.1	18.5
1981	17.8	17.3	17.2	21.0	18.5
1982	17.9	17.2	17.3	20.8	18.4
1983	17.8	16.9	17.1	20.9	18.3
1984	18.1	17.3	17.3	21.0	18.5
1985	18.1	17.2	17.4	21.2	18.6
1986	18.5	17.3	17.6	21.4	18.8

SOURCE: The American College Testing Program, *The High School Profile Report, Normative Data*, various years.

Table 3c.—American College Testing (ACT) and Scholastic Aptitude Test (SAT) scores, by control of high school: School year ending 1981–85

School year and control	English (verbal)*	Mathematics	Social studies	Natural sciences	Composite
		Average ACT scores			
1981–82					
Public	17.6	17.1	17.2	20.8	18.4
Private	18.7	17.6	18.0	21.2	19.0
Catholic	18.6	17.9	18.2	21.2	19.1
1982–83					
Public	17.7	16.9	17.0	20.9	18.2
Private	18.7	17.4	17.8	21.2	18.9
Catholic	18.7	17.7	18.1	21.3	19.1
1984–85					
Public	18.0	17.0	17.2	21.0	18.4
Private	18.8	17.4	17.8	21.3	18.9
Catholic	18.9	17.8	18.1	21.4	19.2
		Median SAT scores			
1980–81					
Public	420	467	–	–	–
Private	431	466	–	–	–
1981–82					
Public	423	469	–	–	–
Private	437	468	–	–	–
1982–83					
Public	421	467	–	–	–
Private	435	467	–	–	–
1983–84					
Public	423	469	–	–	–
Private	437	469	–	–	–
1984–85					
Public	427	475	–	–	–
Private	441	474	–	–	–

–Not applicable.

*"English" is the ACT designation; "verbal" the SAT designation.

SOURCES: American College Testing Program, *Reference Norms for Spring [various years] ACT Tested H.S. Graduates,* various years; and College Entrance Examination Board, *Profiles, College-Bound Seniors,* various years.

Table 4a.—Persons 18–19 and 20–24 years old who completed high school, by race/ethnicity: 1974–85

Year	18–19-year-olds				20–24-year-olds			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic
	Percent of age group				Percent of age group			
1974	73.4	76.2	55.8	48.9	83.9	85.6	72.5	59.0
1975	73.7	77.0	52.8	50.0	83.9	85.9	70.5	61.3
1976	73.1	75.4	58.2	50.9	83.7	85.4	71.9	58.0
1977	72.9	75.7	54.9	50.7	83.7	85.1	73.4	56.6
1978	73.5	76.3	54.9	48.9	83.7	85.2	73.5	58.7
1979	72.8	75.3	56.4	53.7	83.2	84.9	71.8	55.8
1980	73.7	76.1	59.3	46.1	83.8	85.1	74.3	57.1
1981	72.5	74.8	59.6	47.2	83.7	85.0	75.7	59.3
1982	72.0	74.5	58.2	51.7	84.1	85.4	76.2	60.2
1983	72.7	75.6	59.1	50.3	83.3	84.6	75.8	56.6
1984	73.3	75.5	63.0	58.3	84.6	85.7	79.3	60.7
1985	74.6	76.7	62.8	49.8	85.3	86.0	80.8	67.4

NOTE:—Asians are not included in the analysis because they are not identifiable from the October Current Population Survey data tapes.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *School Enrollment—Social and Economic Characteristics of Students* (Current Population Reports, Series P-20), October of various years; Current Population Surveys, unpublished tabulations.

Table 4b.—Proportion of population who have completed high school, by age: October 1985

Age	Percent
18	67.6
19	81.5
20	84.7
21 to 25	85.4
26 to 30	85.8
31 to 34	87.4

SOURCE:—U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October 1985, unpublished tabulations.

Table 5.—Average proficiency scores on the National Assessment of Educational Progress prose, document, and quantitative literacy scales, by educational attainment: 1985

Education level	Prose	Document	Quantitative
Less than 9th grade	237.4	225.3	234.9
Some high school	262.9	256.3	261.2
High school graduate only or high school graduate with 2 years or less of postsecondary education	295.3	295.5	295.8
2-year degree or more than 2 years of post-secondary education	336.8	339.4	336.8

NOTE:—The score indicating difficulty level designates that point on the scale at which the individual has an 80 percent probability of responding correctly to tasks at that level. Scale definitions and task examples follow:

Prose comprehension—The knowledge and skills needed to understand and use information from texts such as editorials, news stories, and poems.
- Score of 200: writing a simple description of the type of job one would like to have;
- Score of 300: locating information in a news article or almanac;
- Score of 350: synthesizing the main argument from a lengthy newspaper editorial.

Document literacy—The knowledge and skills required to locate and use information.
- Score of 200: matching money-saving coupons to a shopping list of several items;
- Score of 300: following directions to travel from one location to another using a map;
- Score of 350: using a bus schedule to select the appropriate bus for given departures and arrivals.

Quantitative literacy—The knowledge and skills needed to apply the arithmetic operations of addition, subtraction, multiplication, and division, either alone or sequentially.
- Score of 200: totaling two entries on a bank deposit slip;
- Score of 300: entering deposits and checks and balancing a checkbook;
- Score of 350: determining the amount of tip in a restaurant given the percentage of the bill.

SOURCES: Kirsch, I. and Jungeblut, A. *Literacy: Profiles of America's Young Adults* (National Assessment of Educational Progress, Report No. 16-PL-02). Princeton, N.J.: Educational Testing Service, 1986; and National Assessment of Educational Progress, Young Adult Literacy, 1985, unpublished data.

Table 6a.—Postsecondary enrollment rates for 1980 high school graduates, by control of high school and type of institution

Type of institution	High school graduates		
	All graduates	Public school	Private school
	Percent enrolled in October 1980		
Total	50.6	48.5	68.9
4-year	30.9	28.9	48.9
2-year	16.0	16.1	15.1
Vocational/technical	3.6	3.5	4.9
	Percent enrolled by February 1984		
Ever attended*	65.8	63.7	84.4
4-year	45.2	42.4	69.6
2-year	27.9	28.3	24.4
Vocational/technical	7.6	7.4	10.2

*Represents the percentage of 1980 graduates who had enrolled in any type of postsecondary institution by February 1984. Since some students attended more than one type of institution during the period, e.g., initially enrolling in a 2-year institution and then transferring to a 4-year school, the sum of the subgroups is greater than the proportion "ever" attending.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond, 1985, unpublished tabulations.

Table 6b.—Education status of 18- to 24-year-olds, by race/ethnicity: 1978–85

Race/ethnicity and year	Education status		
	High school graduates	Enrolled in college	High school graduates enrolled in college
	Percent		
White			
1985	83.6	28.7	34.4
1984	83.0	28.0	33.7
1983	82.2	27.0	32.9
1982	82.4	27.2	33.1
1981	82.2	26.7	32.5
1980	82.6	26.2	31.8
1979	82.1	25.6	31.2
1978	82.6	25.7	31.1
Black			
1985	75.6	19.8	26.1
1984	74.7	20.4	27.2
1983	70.9	19.2	27.0
1982	70.9	19.8	28.0
1981	70.9	19.9	28.0
1980	69.7	19.2	27.6
1979	67.1	19.8	29.5
1978	67.8	20.1	29.7
Hispanic*			
1985	62.9	16.9	26.9
1984	60.1	17.9	29.9
1983	54.8	17.2	31.4
1982	57.6	16.8	29.2
1981	55.8	16.7	29.9
1980	54.1	16.1	29.8
1979	55.2	16.6	30.2
1978	55.9	15.2	27.2

*Hispanics may be of any race.

Source: U.S Department of Commerce, Bureau of the Census, *School Enrollment—Social and Economic Characteristics of Students: October [various years] (Advance Report).*

Table 7.—Current expenditures[1] per pupil in average daily attendance in public elementary and secondary schools: Selected years, 1969–70 through 1985–86

School year	Current dollars	Constant dollars (adjusted to 1969–70 purchasing power)[2]
1969–70	$816	$816
1971–72	990	909
1973–74	1,207	977
1975–76	1,504	1,097
1976–77	1,638	1,054
1977–78	1,823	1,099
1978–79	2,021	1,114
1979–80	2,272	1,105
1980–81	2,487	1,085
1981–82[3]	2,726	1,094
1982–83[3]	2,955	1,137
1983–84	3,173	1,177
1984–85[4]	3,449	1,232
1985–86[4]	3,677	1,276

[1] Includes day school expenditures only; excludes current expenditures for other programs. Based on pupils in average daily attendance in public elementary and secondary schools.

[2] Based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, adjusted from calendar years to school years.

[3] Data updated since the previous *Indicators* publication.

[4] Estimated.

SOURCES: U.S. Department of Education, Center for Education Statistics, *Digest of Education Statistics, 1985–86* and Common Core of Data, unpublished tabulations. Estimates for 1984–85 and 1985–86 school years are from National Education Association, *Estimates of School Statistics: 1985–86,* April 1986, copyrighted.

Table 8.—Trends in pupil/teacher ratios in public elementary and secondary schools: Selected years, 1959–60 through 1985–86

Year	Total	Elementary*	Secondary*
1959–60	26.0	28.7	21.5
1961–62	25.6	28.3	21.7
1963–64	25.5	28.4	21.5
1965–66	24.7	27.6	20.8
1967–68	23.7	26.3	20.3
1969–70	22.7	24.8	20.0
1971–72	22.3	24.9	19.3
1973–74	21.3	23.0	19.3
1975–76	20.4	21.7	18.8
1977–78	19.7	21.1	18.2
1979–80	19.1	20.6	17.2
1980–81	19.0	20.5	17.1
1981–82	18.9	20.6	16.9
1982–83	18.8	20.5	16.7
1983–84	18.5	20.5	16.0
1984–85	18.1	20.1	15.6
1985–86	17.9	19.7	15.5

*In 1971 and subsequent years, the data by level were estimated by prorating the numbers of elementary and secondary teachers reported separately by the National Education Association to Center for Statistics totals.

SOURCE: U.S. Department of Education, Center for Education Statistics, *Statistics of Public Elementary and Secondary Day Schools*, various years; and unpublished tabulations.

Table 9.—Estimated average annual salaries of classroom teachers in public elementary and secondary schools, by level: 1960–61 through 1985–86

School year	Current dollars			Constant (1985–86) dollars*		
	All teachers	Elementary teachers	Secondary teachers	All teachers	Elementary teachers	Secondary teachers
1960–61	$5,275	$5,075	$5,543	$19,286	$18,555	$20,266
1961–62	5,515	5,340	5,775	19,958	19,325	20,899
1963–64	5,995	5,805	6,266	21,140	20,470	22,096
1965–66	6,485	6,279	6,761	22,099	21,397	23,040
1967–68	7,423	7,208	7,692	23,744	23,056	24,605
1969–70	8,635	8,412	8,891	24,878	24,236	25,616
1971–72	9,705	9,424	10,031	25,665	24,921	26,527
1973–74	10,778	10,507	11,077	25,146	24,514	25,844
1975–76	12,600	12,280	12,937	24,718	24,090	25,379
1977–78	14,198	13,845	14,603	24,668	24,055	25,372
1979–80	15,970	15,569	16,459	22,386	21,824	23,071
1980–81	17,644	17,230	18,142	22,169	21,649	22,794
1981–82	19,274	18,853	19,805	22,284	21,797	22,898
1982–83	20,700	20,207	21,322	22,946	22,400	23,636
1983–84	21,918	21,456	22,554	23,432	22,938	24,112
1984–85	23,595	23,201	24,225	24,280	23,875	24,929
1985–86	25,313	24,781	26,033	25,313	24,781	26,033

*Based on the Consumer Price Index, prepared by the U.S. Department of Labor, Bureau of Labor Statistics.

NOTE:—Data for some recent years have been revised slightly since originally published.

SOURCE: National Education Association, *Estimates of School Statistics, 1985–86*, 1986, copyrighted; and unpublished tabulations.

Table 10.—School enrollment trends, by control: 1970 1985

October of year	K–12 enrollment (in thousands)			Private school enrollment as a percentage of total K–12 enrollment
	Total	Public	Private	
1970	51,848	46,193	5,655	10.9
1971	51,953	46,575	5,378	10.4
1972	50,546	45,343	5,203	10.3
1973	49,890	44,945	4,945	9.9
1974	49,825	44,958	4,867	9.8
1975	49,522	44,521	5,001	10.1
1976	49,006	44,202	4,804	9.8
1977	48,178	43,153	5,025	10.4
1978	46,954	41,976	4,978	10.6
1979	46,006	41,343	4,663	10.1
1980	45,181	–	–	–
1981	45,598	40,897	4,701	10.3
1982	44,834	40,132	4,702	10.5
1983	44,569	39,701	4,868	10.9
1984	44,099	39,793	4,306	9.8
1985	44,660	39,788	4,872	10.9

–Not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *School Enrollment—Social and Economic Characteristics of Students: October 1985 (Advance Report)* (Current Population Reports, Series P-20, No. 409), 1986.

Table 11.—School enrollment rates, by selected age groups: 1964–85

Year	3- to 4-year-olds	5- to 6-year-olds	16- to 17-year-olds
		Percent enrolled	
1964	9.5	83.3	87.7
1965	10.6	84.4	87.4
1966	12.5	85.1	88.5
1967	14.2	87.4	88.8
1968	15.7	87.6	90.2
1969	16.1	88.4	89.7
1970	20.5	89.5	90.0
1971	21.2	91.6	90.2
1972	24.4	91.7	88.9
1973	24.2	92.5	88.3
1974	28.8	94.2	87.9
1975	31.5	94.7	89.0
1976	31.3	95.5	89.1
1977	32.0	95.8	88.9
1978	34.2	95.3	89.1
1979	35.1	95.8	89.2
1980	36.7	95.7	89.0
1981	36.0	94.0	90.6
1982	36.4	95.0	90.6
1983	37.5	95.4	91.7
1984	36.3	94.5	91.5
1985	38.9	96.1	91.7

SOURCE. U.S. Department of Commerce, Bureau of the Census, *School Enrollment—Social and Economic Characteristics of Students* (Current Population Reports, Series P-20), various years; and unpublished tabulations.

Table 12.—Average reading proficiency of 9-, 13-, and 17-year-old students, by amount of reading materials in the home and television viewing time: 1983–84

Age and hours of television viewed per day	Overall score	Amount of reading materials in the home	
		Few	Many
	Average reading proficiency scale scores		
9-year-olds	213	–	–
0–2 hours	–	206	232
6+ hours	–	196	210
13-year-olds	258	–	–
0–2 hours	–	247	273
6+ hours	–	238	253
17-year-olds	288	–	–
0–2 hours	–	273	300
6+ hours	–	257	277

–Not applicable

NOTE:—See table 1 for description of NAEP reading scale.

SOURCE: National Assessment of Educational Progress, 1983–84 Assessment of Reading, 1986, special tabulations.

Table 13.—Trends in the use of drugs and alcohol by high school seniors: Selected years, 1975 through 1985

Substance used	Class of:					
	1975	1977	1979	1981	1983	1985
	Percent ever used					
All illicit drugs*	55.2	61.6	65.1	65.6	62.9	60.6
Cocaine	9.0	10.8	15.4	16.5	16.2	17.3
Alcohol	90.4	92.5	93.0	92.6	92.6	92.2
	Percent who used in the last 12 months					
All illicit drugs*	45.0	51.1	54.2	52.1	47.4	46.3
Cocaine	5.6	7.2	12.0	12.4	11.4	13.1
Alcohol	84.8	87.0	88.1	87.0	87.3	85.6
	Percent who used in the last 30 days					
All illicit drugs*	30.7	37.6	39.0	36.9	30.5	29.7
Cocaine	1.9	2.9	5.7	5.8	4.9	6.7
Alcohol	68.2	71.2	71.8	70.7	69.4	65.9

*Includes marijuana, hallucinogens, cocaine, and heroin, other opiates, stimulants, sedatives, or tranquilizers not under a doctor's orders. About 75 percent of these users reported smoking marijuana.

SOURCE: Johnston, L.D., O'Malley, P.M., and Bachman, J.G., *Drug Use Among American High School Students, College Students, and Other Young Adults,* U.S. Department of Health and Human Services, Alcohol, Drug Abuse and Mental Health Administration, National Institute on Drug Abuse (#86-1450), 1986.

Table 14.—Teachers' satisfaction with teaching as a career: 1985

Item	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
		Percent		
Total	44	35	16	5
Region				
East	42	37	16	5
Midwest	53	34	10	3
South	37	36	20	6
West	46	33	18	3
Type of community				
Inner city	40	30	19	11
Other urban	36	35	23	6
Suburban	45	35	16	3
Small town	46	36	14	4
Rural	45	37	13	4
Level of school				
Elementary	49	32	14	3
Junior high	37	39	17	7
High school	37	39	19	6
Sex				
Male	34	40	18	8
Female	48	33	15	3

SOURCE: Metropolitan Life Insurance Company and Louis Harris and Associates, *The American Teacher, 1985*, 1985.

Table 15.—Major problems facing the public schools, according to teachers and the general public: 1984

Problem	Teachers			U.S. public
	All teachers	Elementary	High school	
	Percent			
Parents' lack of interest/support	31	35	26	5
Lack of proper financial support	21	20	21	14
Pupils' lack of interest/truancy	20	17	23	4
Lack of discipline	19	20	18	27
Problems with administration	10	8	12	3
Poor curriculum/poor standards	7	7	7	15
Use of drugs	5	3	6	18
Low teacher salaries	5	5	5	4
Difficulty getting good teachers	4	3	4	14
Large schools/overcrowding	4	5	2	4
Teachers' lack of interest	4	5	4	5
Integration/busing	2	2	2	6

NOTE:—Fewer than 5 percent listed any other one problem as major.

SOURCE: George Gallup, Inc., "The Gallup Poll of Teachers' Attitudes Toward the Public Schools," *Phi Delta Kappan*, October 1984 and January 1985.

Table 16a.—The public's grading of public schools: 1977–86

Year	Grade for local schools							Grade for Nation's schools						
	A	B	C	D	F	Don't know	Average grade*	A	B	C	D	F	Don't know	Average grade*
	Percent							Percent						
1977	11	26	28	11	5	19	2.33	–	–	–	–	–	–	–
1978	9	27	30	11	8	15	2.21	–	–	–	–	–	–	–
1979	8	26	30	11	7	18	2.21	–	–	–	–	–	–	–
1980	10	25	29	12	6	18	2.26	–	–	–	–	–	–	–
1981	9	27	34	13	7	10	2.20	2	18	43	15	6	16	1.94
1982	8	29	33	14	5	11	2.24	2	20	44	15	4	15	2.01
1983	6	25	32	13	7	17	2.12	2	17	38	16	6	21	1.91
1984	10	32	35	11	4	8	2.36	2	23	49	11	4	11	2.09
1985	9	34	30	10	4	13	2.39	3	24	43	12	3	15	2.14
1986	11	30	28	11	5	15	2.36	3	25	41	10	5	16	2.13

–Not asked.

*Average based on a scale where A=4, B=3, C=2, D=1, F=0.

SOURCE: George Gallup, Inc., "The 18th Annual Gallup Poll of the Public's Attitudes Toward the Public Schools," *Phi Delta Kappan,* September 1986.

Table 16b.—Percent of the public having a "great deal" or "quite a lot" of confidence in selected institutions: Selected years, 1973–85

Institution	1973	1975	1977	1979	1981	1983	1985
Church	66	68	65	65	64	62	66
Military	–	58	57	54	50	53	61
Supreme Court	44	49	46	45	46	42	56
Banks	–	–	–	60	46	51	51
Schools	58	–	54	53	42	39	48
Congress	42	40	40	34	29	28	39
Newspapers	39	–	–	51	35	28	35
Big business	26	34	33	32	20	28	31
Television	37	–	–	38	25	25	29
Labor	30	38	39	36	28	26	28

–Not asked.

SOURCE: George Gallup, Inc., "Confidence in Institutions Trend," *The Gallup Report,* July 1985.

Table 17a.—Trends in State-required Carnegie units for high school graduation, for language arts, social studies, mathematics, and science: Selected years, 1958 through 1986

Year	Language arts		Social studies	
	States requiring courses	Average units required	States requiring courses	Average units required
1958	37	3.4	44	1.9
1974	40	3.4	45	2.0
1980	39	3.4	42	2.0
1983	41	3.6	44	2.1
1984	45	3.8	49	2.4
1985	45	3.8	49	2.4
1986	45	3.8	49	2.5

Year	Mathematics		Science	
	States requiring courses	Average units required	States requiring courses	Average units required
1958	31	1.1	31	1.2
1974	36	1.3	35	1.2
1980	35	1.2	35	1.2
1983	38	1.9	38	1.7
1984	44	2.1	44	1.9
1985	45	2.2	45	1.9
1986	45	2.3	45	1.9

SOURCE: Education Commission of the States, Department of Research and Information, *Clearinghouse Notes*, various years.

Table 17b.—Average credits earned by 1982 high school graduates, by subject area and number of "New Basics" credits recommended by the National Commission on Excellence in Education

Subject	Average number of credits earned	Number of credits recommended
English	3.6	4.0
Mathematics	2.5	3.0
Physical and life science	1.8	3.0
Social studies	2.6	3.0
Computer science	(1)	.5
Foreign languages	1.0	2.0
"New Basics" subtotal	11.5	15.5
Business	1.7	–
Trade and industry	.9	–
Home economics	.7	–
Arts	1.4	–
Personal[2]	2.8	–
Other[3]	2.0	–
Total	21.0	–

–Not applicable

[1] Because of the small number of students who had taken a course in computer science, that subject is included in "other."

[2] Includes basic skills, citizenship/civic activities, health-related activities, interpersonal skills, leisure and recreational activities, and personal awareness.

[3] Includes agriculture, architecture and environmental design, area and ethnic studies, communications, computer and information sciences, consumer, personal and miscellaneous services, education, engineering, health, industrial arts, law, liberal/general studies, library and archival sciences, military sciences; multi-interdisciplinary studies, parks and recreation, philosophy, religion and theology, psychology, public affairs and protective services, special vocational education programs, and exceptional student education.

SOURCE: National Center for Education Statistics, High School and Beyond Transcripts Survey, 1982, unpublished tabulations.

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