

DOCUMENT RESUME

ED 453 590

EA 031 035

AUTHOR Nathanson, Jeanne H.
TITLE The Condition of Education 2000 in Brief.
INSTITUTION National Center for Education Statistics (ED), Washington, DC.
REPORT NO NCES-2001-045
PUB DATE 2001-05-00
NOTE 39p.; For the 2000 full report, see ED 437 742.
AVAILABLE FROM ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398. Tel: 877-433-7827 (Toll Free); Fax: 202-512-2250; Web site: <http://nces.ed.gov/pubsearch/>.
PUB TYPE Numerical/Quantitative Data (110) -- Reports - Descriptive (141)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Educational Change; *Educational Practices; Educational Trends; Elementary Secondary Education; National Surveys; Program Evaluation; *School Statistics
IDENTIFIERS *Condition of Education (NCES); Educational Indicators

ABSTRACT

This report is an indicator summary, synthesizing the state of education, monitoring important developments, and showing trends in major aspects of education. It contains a sampling of charts of the 67 indicators in "The Condition of Education 2000." Graphs depict past and projected trends in elementary, secondary, and postsecondary school enrollment; racial-ethnic distribution of public school students; language spoken at home by Hispanic students; high performance in mathematics and science; trends in the achievement gap in reading between white and black students; international comparisons of student performance in mathematics; annual earning of young adults; educational plans; first-time kindergartners' approaches to learning; remediation and degree completion; who is prepared for college; enrollment of students with risk factors; sex differences in graduate/professional enrollment; degrees earned by women; educational attainment; coursetaking in mathematics and science; kindergarten class sizes; student/teacher ratios; instructional environments in Eighth grade mathematics; students' Internet usage; school choice and parental satisfaction; preparation and qualifications of public school teachers; perceived impact of professional development; age of school buildings; distance learning in postsecondary education; services for disabled postsecondary students; before- and after-school care; disparity in public school finance; and financial preparation for postsecondary education. (RT)

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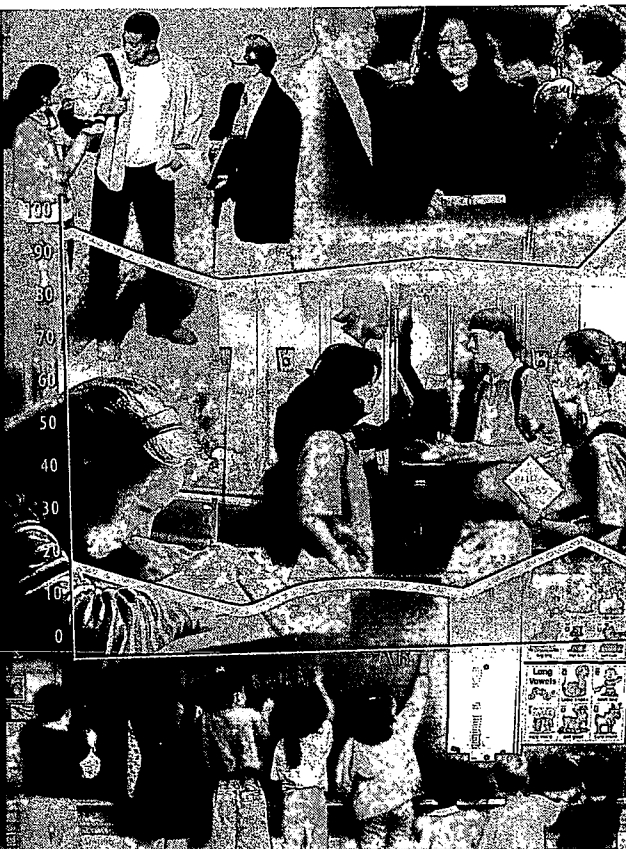
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the condition 2000 of education in Brief

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the
condition 2000
of education
in Brief

U.S. Department of Education

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Secretary

National Center for Education Statistics

Gary W. Phillips
Acting Commissioner

The National Center for Education Statistics (NCES) is the primary federal entity for collecting, analyzing, and reporting data related to education in the United States and other nations. It fulfills a congressional mandate to collect, collate, analyze, and report full and complete statistics on the condition of education in the United States; conduct and publish reports and specialized analyses of the meaning and significance of such statistics; assist state and local education agencies in improving their statistical systems; and review and report on education activities in other countries.

NCES activities are designed to address high priority education data needs; provide consistent, reliable, complete, and accurate indicators of education status and trends; and report timely, useful, and high quality data to the U.S. Department of Education, the Congress, the states, other education policymakers, practitioners, data users, and the general public.

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Suggested Citation:

U.S. Department of Education, National Center for Education Statistics, *The Condition of Education 2000 in Brief*, Jeanne H. Nathanson, NCES 2001-045, Washington, DC: U.S. Government Printing Office, 2001.

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The following charts are a sample of the 67 indicators contained in *The Condition of Education 2000* and have been sequentially numbered for this publication. The table of contents offers a cross reference between the two publications. The indicator numbers cited in parentheses correspond to the indicators as presented in *The Condition of Education 2000*.

Since 1870, the federal government has been gathering data about students, teachers, schools, and education funding. The U.S. Department of Education's National Center for Education Statistics (NCES) annually publishes a statistical report on the status and progress of education in the United States. *The Condition of Education* includes data and analysis on a wide variety of issues. The indicators in the 2000 edition are in six sections:

- Participation in Education
- Learner Outcomes
- Student Effort and Academic Progress
- Quality of Elementary and Secondary Educational Environments
- The Context of Postsecondary Education
- Societal Support for Learning

The indicators in the publication use data from government and private sources. The publication includes an essay on what students know as they enter school, as well as additional tables and notes related to each indicator.

Until supplies are exhausted, a single copy of *The Condition of Education 2000* (NCES 2000-062) may be obtained at no cost from ED Pubs (1-8/7-4ED-Pubs).

This report, as well as many other NCES products, are also available on the NCES Internet site at <http://nces.ed.gov>.

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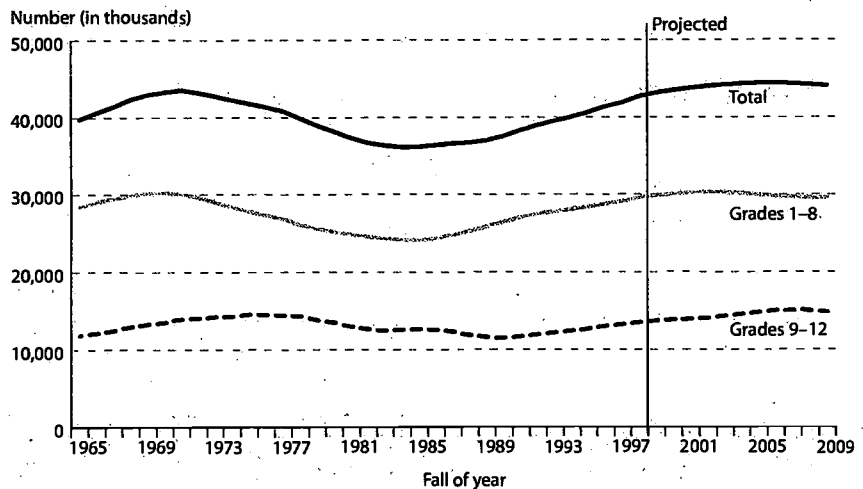
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Past and Projected Elementary and Secondary School Enrollment

After declining during the 1970s and early 1980s, public school enrollment for grades 1–12 increased during the latter part of the 1980s and the 1990s, reaching a projected 43.2 million in 1999. It is projected to be 43.5 million in fall 2000. Public school enrollment for grades 1–12 is projected to continue increasing through the first half of this decade to an all-time high of 44.4 million students in 2006, and then to begin declining slightly.

The regional distribution of students in public schools has changed since the 1970s, with a large increase in the total share of enrollment occurring in the West. Declining shares of enrollment for the Northeast and Midwest are projected through 2009, whereas increases are expected for the West and South. These changes coincide with increased population growth in the West and South compared with other regions.

SCHOOL ENROLLMENT: Public elementary and secondary school enrollment, by grade level: Fall 1965–2009

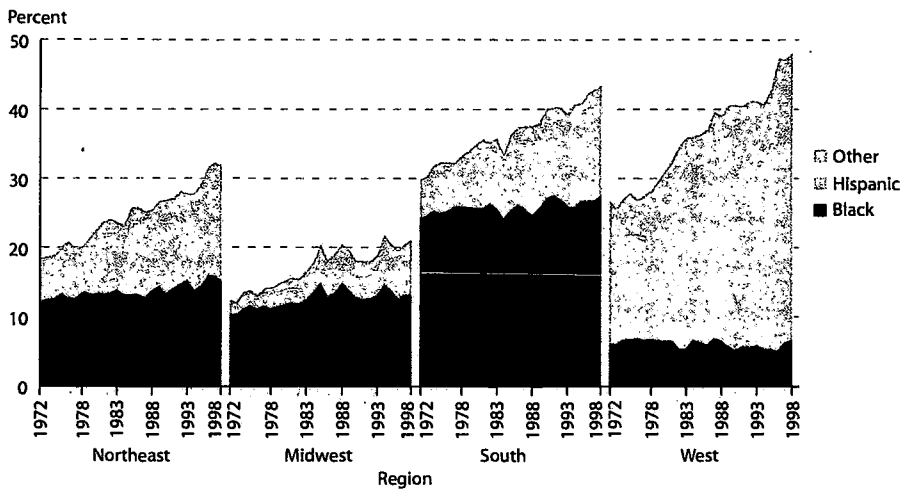


SOURCE: U.S. Department of Education, NCES. Common Core of Data, various years, and *Projections of Education Statistics to 2009* (NCES 1999-038), 1999.

Racial-Ethnic Distribution of Public School Students

In 1998, 37 percent of public school students enrolled in grades 1–12 were considered to be part of a minority group, an increase of 15 percentage points from 1972. This increase was largely due to the growth in the proportion of students who were Hispanic. In 1998, black and Hispanic students accounted for 17 and 15 percent of the public school enrollment, up 2 and 9 percentage points, respectively, from 1972. The percentage of students from other racial-ethnic groups also increased, from 1 percent in 1972 to 5 percent in 1998.

ENROLLMENT: Percentage of public school students enrolled in grades 1–12 who were minorities, by region: October 1972–98



NOTE: Data not available for 1979 and 1980. In 1994, the methodology for the Current Population Survey (CPS) was changed and weights were adjusted.

SOURCE: U.S. Department of Commerce, Bureau of the Census. October Current Population Surveys, 1972–98.



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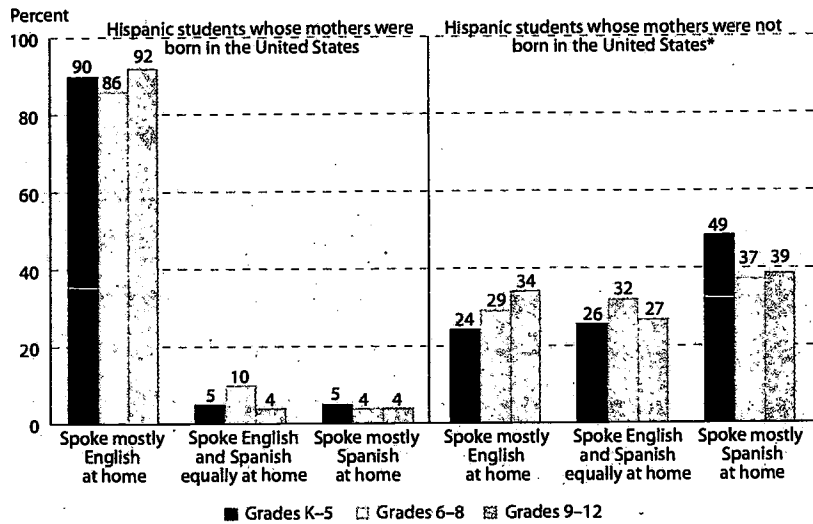
Language Spoken at Home by Hispanic Students

In 1999, 57 percent of Hispanic students in grades K–12 spoke mostly English at home, 25 percent spoke mostly Spanish, and 17 percent spoke English and Spanish equally. Hispanic students who were enrolled in grades K–5 were more likely than those enrolled in higher grades (6–8 or 9–12) to speak mostly Spanish at home (28 versus 21 and 22 percent, respectively).

While over half of Hispanic students spoke mostly English at home, language usage varied according to their mothers' place of birth. Nearly 90 percent of the students whose mothers were born in the United States spoke mostly English at home, while 28 percent of the students whose mothers were not U.S. born did so.

Hispanic students who spoke mostly Spanish at home had parents who had less education than those who spoke mostly English at home.

LANGUAGE SPOKEN AT HOME: Percentage of Hispanic students who spoke English or Spanish at home, by mother's place of birth and grade level: 1999



* Information is not available for Hispanic students who did not live with their mothers.

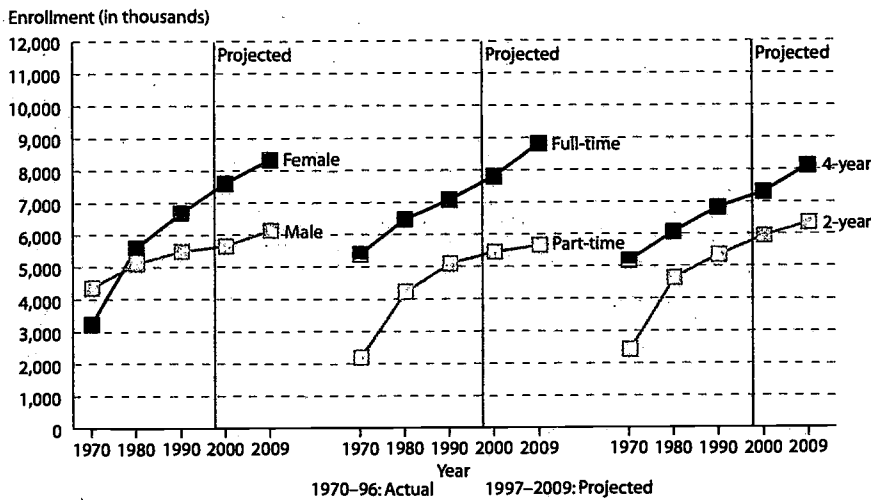
SOURCE: U.S. Department of Education, NCES. National Household Education Survey (NHES), 1999 (Parent Interview Component).

Past and Projected Postsecondary Enrollments

In the 1970s, part-time enrollment increased at a faster rate than did full-time enrollment, but the majority of students were still enrolled full time. More students attend 4-year institutions than 2-year institutions. Four-year enrollment has consistently increased over the past three decades and is expected to increase at a rate at least one and one-half times the rate of 2-year enrollment in the next decade.

The total number of women enrolled in degree-granting 2- and 4-year postsecondary institutions exceeded the number of men enrolled by 1980. The number and proportion of students in higher education who are women are projected to reach new highs in the next decade.

POSTSECONDARY ENROLLMENT: Total undergraduate enrollment in degree-granting 2- and 4-year postsecondary education institutions, with projections, by sex, enrollment status, and level: Fall 1970–2009



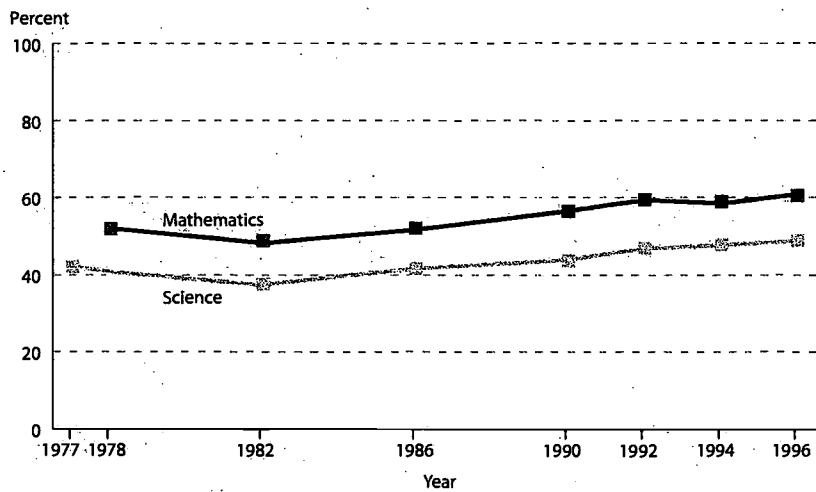
SOURCE: U.S. Department of Education, NCES. *Digest of Education Statistics 1998* (NCES 1999-036), 1999, *Digest of Education Statistics 1999* (NCES 2000-031), 2000, and *Projections of Education Statistics to 2009* (NCES 1999-038), 1999.

High Performance in Mathematics and Science

For both mathematics and science performance as assessed by the National Assessment of Educational Progress (NAEP), a greater percentage of 17-year-old students scored at or above 300 in 1996 than in 1978 (for mathematics) or 1977 (for science). For mathematics, the percentage of students scoring at or above 300 remained stable from 1978 to 1982, was greater in 1990 than in 1982, and remained stable again between 1990 and 1996. For science, the percentage of students scoring at 300 or above decreased between 1977 and 1982, but then increased between 1982 and 1996.

Trends in high mathematics performance were slightly different for females than males. In 1978, males were slightly more likely than females to score at or above 300 on the mathematics assessments; in 1996, males and females were as likely to score at or above 300.

HIGH PERFORMANCE: Percentage of 17-year-old students scoring at or above 300 on the NAEP mathematics and science assessments: 1977-96



SOURCE: U.S. Department of Education, NCES, *NAEP 1999 Trends in Academic Progress* (NCES 2000-469), 2000.

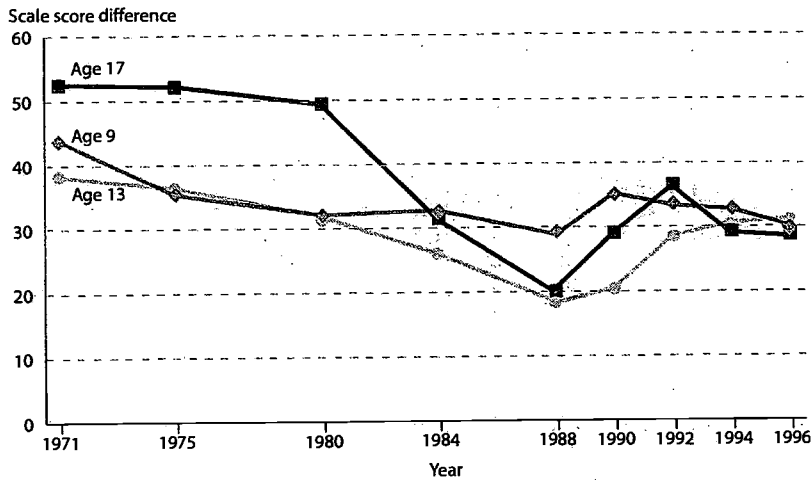
Academic Outcomes

Trends in the Achievement Gap in Reading Between White and Black Students

Since 1971, black 9-, 13-, and 17-year-olds have had lower reading scores on the National Assessment of Educational Progress (NAEP), on average, than those of their white peers. However, the average difference between black and white students' scores has changed over time. There has been an overall narrowing in this achievement gap since 1971, most of which is due to decreases that occurred before 1988.

One indication of the meaning of these score changes for the achievement of black students is that in 1971 the average reading score of black 17-year-olds (239) was below that of white 13-year-olds (261). By 1988 the average reading score of black 17-year-olds (274) was between that of white 17-year-olds (295) and white 13-year-olds (261).

READING ACHIEVEMENT GAP: Difference in average reading performance of 9-, 13-, and 17-year-old white and black students: 1971-96



SOURCE: U.S. Department of Education, NCES. *NAEP 1999 Trends in Academic Progress* (NCES 2000-469), 2000.

International Comparisons of Student Performance in Mathematics

On the Third International Mathematics and Science Study (TIMSS) conducted in 1995, U.S. students at the 4th-grade level scored, on average, above the international average in mathematics, performed above their peers in 12 countries, and scored lower than their peers in 7 countries in mathematics.

Both 8th- and 12th-grade students in the United States scored below the international averages in mathematics. Of the 41 nations participating at the 8th-grade level, the average student in the United States scored higher than their peers in 7 countries and was outperformed by students in 20 countries. Of the 21 nations participating at the final year of secondary school level, U.S. students scored, on average, below the average student in 14 other countries and above the average student in 2 other countries.

Sex gaps in mathematics performance were apparent in some of the participating countries. In the United States, males and females scored similarly at all three grade levels. Female students did not score higher than male students at any grade level in any country.

MATHEMATICS PERFORMANCE: Average mathematics performance of 4th-grade¹ students: 1995

Average score relative to U.S.	Country	
Significantly higher	Austria ²	Korea
	Czech Republic	Netherlands ²
	Hong Kong	Singapore
	Japan	
Not significantly different	Australia ²	Ireland
	Canada	Israel ²
	Hungary ²	Slovenia ²
Significantly lower	Cyprus	Latvia (LSS) ²
	England	New Zealand
	Greece	Norway
	Iceland	Portugal
	International average	Scotland
	Iran, Islamic Republic	Thailand ²
	Kuwait ²	

¹ In most countries.

² Did not satisfy one or more of the sampling or other guidelines. In the final year of secondary school, this included the United States. Latvia is designated LSS for Latvian-speaking schools only.

SOURCES: U.S. Department of Education, NCES. *Pursuing Excellence: A Study of U.S. Fourth-Grade Mathematics and Science Achievement in International Context* (NCES 97-255), 1997; U.S. Department of Education, NCES. *Pursuing Excellence: A Study of U.S. Eighth-Grade Mathematics and Science Teaching, Learning, Curriculum, and Achievement in International Context* (NCES 97-198), 1996; U.S. Department of Education, NCES. *Pursuing Excellence: A Study of U.S. Twelfth-Grade Mathematics and Science Achievement in International Context* (NCES 98-049), 1998.

International Comparisons of Student Performance in Mathematics

MATHEMATICS PERFORMANCE: Average mathematics performance of 8th-grade¹ students: 1995

Average score relative to U.S.	Country	
Significantly higher	Australia ²	Ireland
	Austria ²	Japan
	Belgium (Flemish)	Korea
	Belgium (French) ²	Netherlands ²
	Bulgaria ²	Russian Federation
	Canada	Singapore
	Czech Republic	Slovak Republic
	France	Slovenia ²
	Hong Kong	Sweden
	Hungary	Switzerland
	<i>International average</i>	
Not significantly different	Denmark ²	New Zealand
	England	Norway
	Germany ²	Romania ²
	Greece ²	Scotland ²
	Iceland	Spain
	Israel ²	Thailand ²
	Latvia (LSS)	
Significantly lower	Colombia ²	Lithuania
	Cyprus	Portugal
	Iran, Islamic Republic	South Africa ²
	Kuwait ²	

¹ In most countries.

² Did not satisfy one or more of the sampling or other guidelines. In the final year of secondary school, this included the United States. Latvia is designated LSS for Latvian-speaking schools only.

SOURCES: U.S. Department of Education, NCES. *Pursuing Excellence: A Study of U.S. Fourth-Grade Mathematics and Science Achievement in International Context* (NCES 97-255), 1997; U.S. Department of Education, NCES. *Pursuing Excellence: A Study of U.S. Eighth-Grade Mathematics and Science Teaching, Learning, Curriculum, and Achievement in International Context* (NCES 97-198), 1996; U.S. Department of Education, NCES. *Pursuing Excellence: A Study of U.S. Twelfth-Grade Mathematics and Science Achievement in International Context* (NCES 98-049), 1998.

International Comparisons of Student Performance in Mathematics

MATHEMATICS PERFORMANCE: Average mathematics performance of students in their final year of secondary school: 1995

Average score relative to U.S.	Country	
Significantly higher	Australia ¹	<i>International average</i>
	Austria ¹	Netherlands ¹
	Canada ¹	New Zealand
	Denmark ¹	Norway ¹
	France ¹	Slovenia ¹
	Germany ¹	Sweden
	Hungary	Switzerland
	Iceland ¹	
	Not significantly different	Czech Republic
Italy ¹		Russian Federation
Significantly lower	Cyprus ¹	South Africa ¹

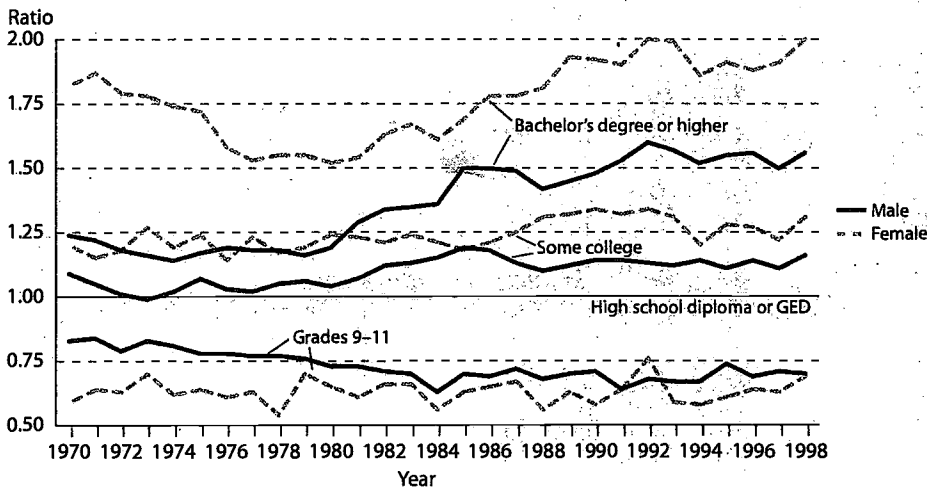
¹ Did not satisfy one or more of the sampling or other guidelines. In the final year of secondary school, this included the United States. Latvia is designated LSS for Latvian-speaking schools only.

SOURCES: U.S. Department of Education, NCES. *Pursuing Excellence: A Study of U.S. Fourth-Grade Mathematics and Science Achievement in International Context* (NCES 97-255), 1997; U.S. Department of Education, NCES. *Pursuing Excellence: A Study of U.S. Eighth-Grade Mathematics and Science Teaching, Learning, Curriculum, and Achievement in International Context* (NCES 97-198), 1996; U.S. Department of Education, NCES. *Pursuing Excellence: A Study of U.S. Twelfth-Grade Mathematics and Science Achievement in International Context* (NCES 98-049), 1998.

Annual Earnings of Young Adults

Between 1980 and 1998, the earnings of young adults who completed at least a bachelor's degree increased relative to their counterparts who completed no more than a high school education. This increase occurred for both men and women, from 19 percent to 56 percent higher for males, and from 52 percent to 100 percent higher for females. During the same period, the earnings of young adults who completed less than a high school education continued to lag behind those with a high school education, ranging from 27 percent to 30 percent less for males, and from 35 to 31 percent less for females.

ANNUAL EARNINGS: Ratio of median annual earnings of all wage and salary workers ages 25–34 with various levels of educational attainment to those with a high school diploma or GED: 1970–98



NOTE: This ratio is most useful when compared with 1.0. For example, the ratio of 1.56 in 1998 for males whose highest education level was a bachelor's degree or higher means that they earned 56 percent more than males who had a high school diploma or GED. The ratio of 0.70 in 1998 for males whose highest education level was grades 9–11 means that they earned 30 percent less than males who had a high school diploma or GED. The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. In 1994, the survey methodology for the CPS was changed and weights were adjusted.

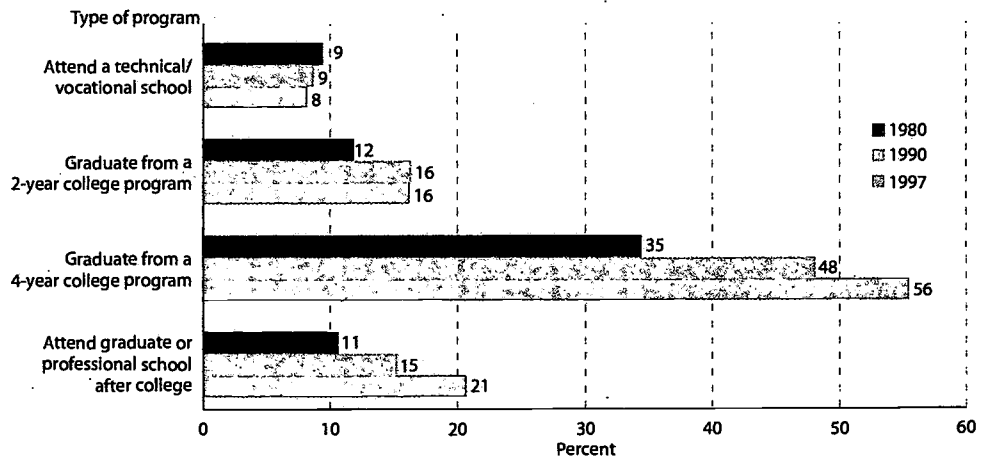
SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Educational Plans

The percentage of 12th-graders who said they “definitely will” complete a bachelor’s degree increased considerably between 1980 and 1997 (from 35 to 56 percent). The proportion who said they “definitely will” attend graduate or professional school nearly doubled during the same period, from 11 to 21 percent. The percentage of students who definitely planned to complete a 2-year college program increased between 1980 and 1990, but that percentage did not change between 1990 and 1997. The percentage of 12th-grade students who definitely planned to attend a technical/vocational school declined slightly from 1980 to 1997.

In 1980, 1990, and 1997, women were more likely than men to report definite plans to complete 2-year degrees. In 1980, there was no sex difference in the percentage with definite plans to complete a 4-year degree, but in 1997, females were more likely than males to have such plans. In 1980, males were slightly more likely than females to report definite plans to attend graduate/professional school, but in 1997, that sex difference was reversed (24 percent of females versus 17 percent of males).

STUDENTS’ EDUCATIONAL PLANS: Percentage of high school seniors who reported definite plans for postsecondary education, by type of program: 1980, 1990, and 1997



NOTE: The response rates for this survey do not meet NCES standards. Students were asked how likely it was that they would participate in different types of postsecondary education. The response options were “definitely will,” “probably will,” “probably won’t,” and “definitely won’t.”

SOURCE: U.S. Department of Education, NCES, *Trends in Educational Equity for Girls and Women* (NCES 2000–030), 2000 (1980 and 1990 data); University of Michigan, Institute for Social Research, *Monitoring the Future Study* (1997 data).

First-Time Kindergartners' Approaches to Learning

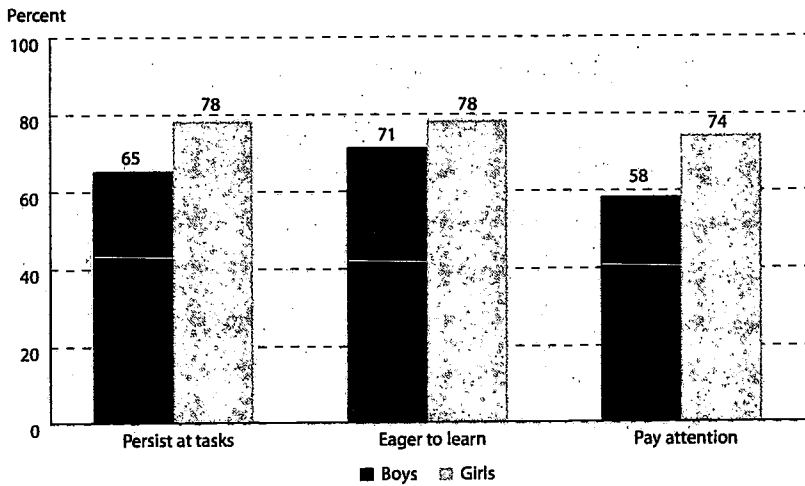
In 1998, kindergarten teachers reported that 71 percent of first-time kindergartners persisted at tasks, 75 percent seemed eager to learn, and 66 percent paid attention often or very often.

Teachers perceived girls to be more likely than boys to persist at tasks, to be eager to learn, and to pay attention often or very often.

Children of mothers with lower levels of education were perceived as generally less likely than children whose mothers had higher levels of education to persist at tasks, to be eager to learn, and to pay attention often or very often.

Teachers perceived white and Asian children to be more likely than black or Hispanic children to persist at tasks, to be eager to learn, and to pay attention often or very often.

APPROACHES TO LEARNING: Percentage of first-time kindergartners whose teachers reported that they persist at tasks, are eager to learn, and pay attention "often or very often," by sex: Fall 1998



SOURCE: U.S. Department of Education, NCES. Early Childhood Longitudinal Study, "Kindergarten Class of 1998-99," Fall 1998.

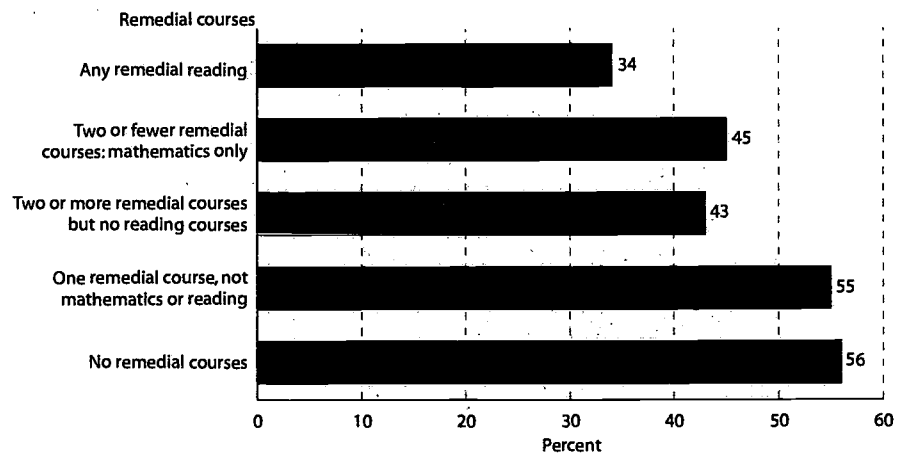
Remediation and Degree Completion

Among 1982 high school graduates who took any postsecondary remedial reading, 42 percent were in three or more other remedial courses, and 67 percent took remedial mathematics. In contrast, among students who took any postsecondary remedial mathematics courses, 16 percent were in three or more remedial courses and 24 percent took remedial reading.

Students who took only one remedial course (other than remedial mathematics or reading) completed degrees at the same rate as students who took no remedial courses (55 and 56 percent, respectively).

A higher percentage of community college students than 4-year college students are assigned to remedial courses.

REMEDICATION AND COMPLETION: Percentage of postsecondary education students with varying patterns of remedial courses who complete 2- or 4-year degrees: 1980–93



NOTE: The patterns of remedial coursework are mutually exclusive, starting with "any remedial reading" and proceeding downward. Thus, no student included in a pattern is included in any pattern below. Students who attended only sub-baccalaureate vocational/technical schools are not included.

SOURCE: U.S. Department of Education, NCES. High School and Beyond Longitudinal Study of 1980 Sophomores, "Postsecondary Education Transcript Study" (HS&B:SoPETS).

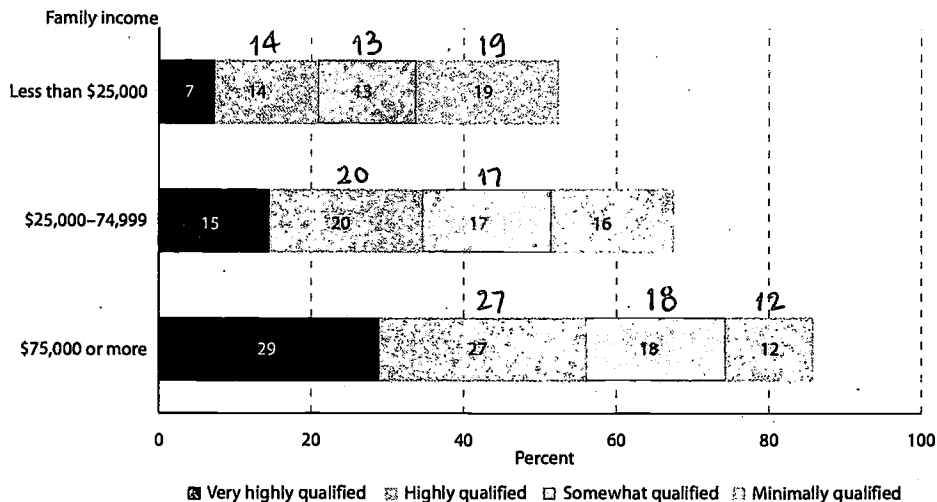
Who Is Prepared for College

Eighty-six percent of 1992 high school graduates from families with high incomes (\$75,000 or more) were at least minimally academically qualified for admission to a 4-year institution, compared with 68 percent of those from middle income (\$25,000–74,999) and 53 percent from low-income (less than \$25,000) families.

High income graduates were almost twice as likely as middle-income graduates and four times as likely as low-income graduates to be very highly qualified for 4-year college admission.

Asian/Pacific Islander and white graduates were more likely than black and Hispanic graduates to be at least minimally qualified for 4-year college admission. The proportion of very highly qualified graduates was largest among Asians/Pacific Islanders.

QUALIFIED FOR COLLEGE: Percentage of 1992 high school graduates qualified for admission at a 4-year institution, by level of qualification and family income



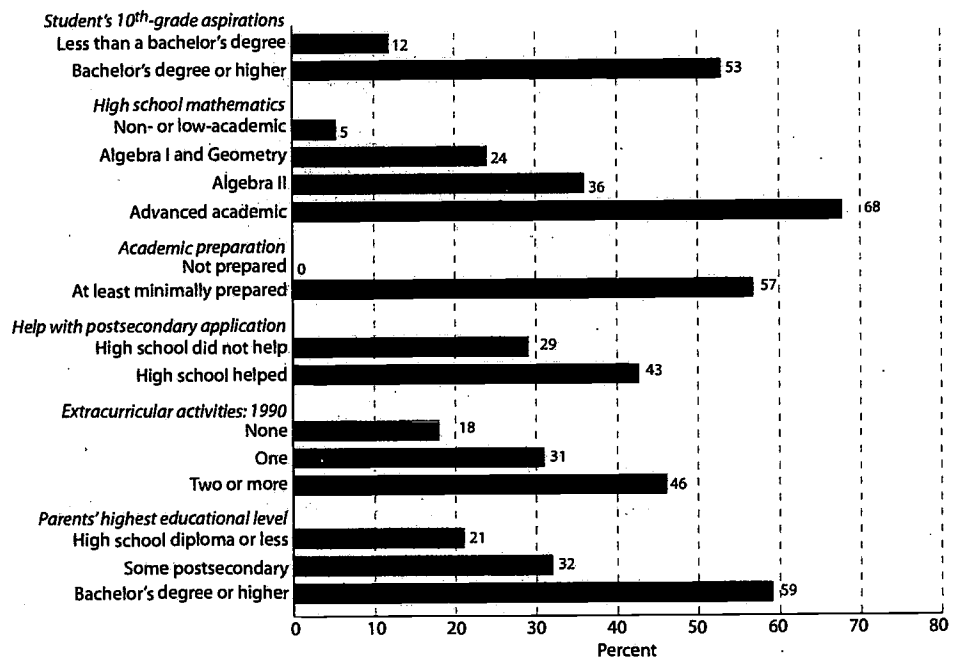
NOTE: The 4-year College Qualification Index is based on high school GPA, senior class rank, NELS 1992 aptitude test, SAT or ACT scores, and curricular rigor.

SOURCE: U.S. Department of Education, NCES. National Education Longitudinal Study of 1988 Eighth Graders, "Third Follow-up" (NELS:1988/1994).

Enrollment of Students With Risk Factors

About 58 percent of all 1992 high school graduates had at least one factor in their family background or school experiences prior to entering high school that placed them at some risk of lower educational attainment. However, 35 percent of these graduates with risk factors not only finished high school, but also enrolled in a 4-year college or university within two years of their high school graduation (and 68 percent enrolled in some type of postsecondary institution).

TRANSITION TO COLLEGE: Percentage of 1992 high school graduates with risk factors who enrolled in a 4-year college by 1994, by selected student characteristics



NOTE: Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, NCES, National Education Longitudinal Study of 1988 Eighth Graders (NELS:1988/1994), Data Analysis System.

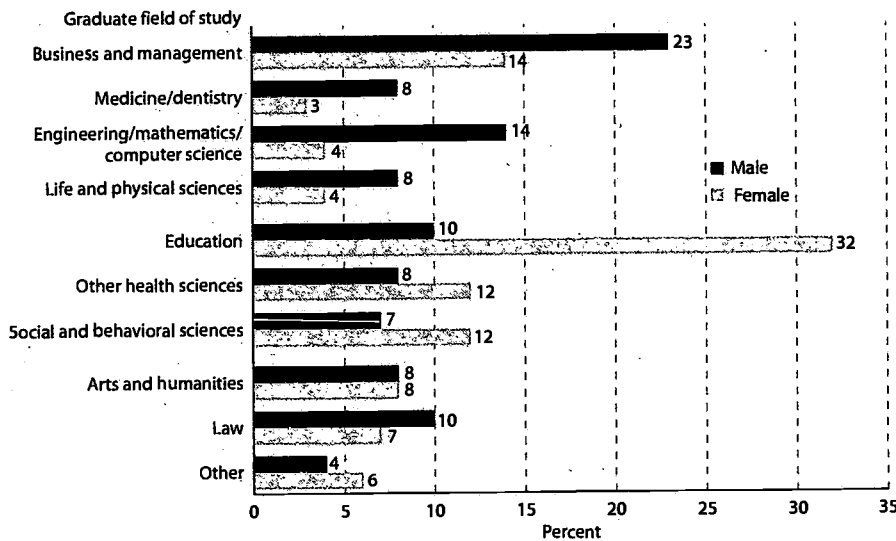
Of those who had earned bachelor's degrees in 1992–93, the same percentages of the men and women had, by 1997, applied for admission to an advanced degree program (41 percent), been accepted (35 percent), and enrolled (30 percent).

Men were more likely than women to enroll in business and management; medicine or dentistry; engineering, mathematics, or computer science; and life and physical sciences.

Women were more likely than men to enroll in education, in health sciences other than medicine or dentistry, and in social and behavioral sciences. Enrollment rates in law, arts and humanities, and "other" fields did not differ significantly by sex.

Sex Differences in Graduate/Professional Enrollment

GRADUATE FIELDS: Percentage distribution of 1992–93 bachelor's degree recipients who enrolled in a graduate or first-professional program by 1997 according to graduate field of study, by sex



NOTE: If students enrolled in more than one program, the field corresponding to the highest level program is shown. Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, NCES, Baccalaureate and Beyond Longitudinal Study, "Second Follow-up" (B&B:1993/1997), Data Analysis System.

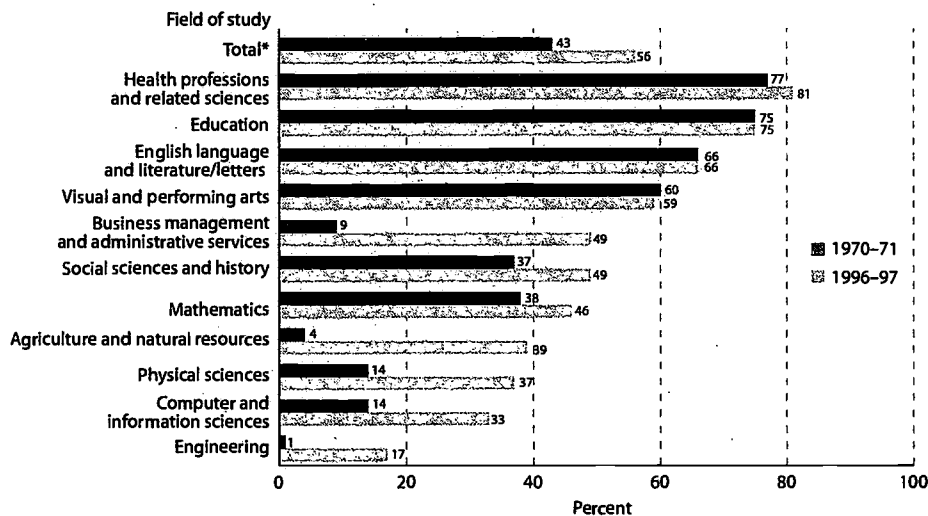
Degrees Earned by Women

In 1970–71, women earned 43 percent of all bachelor’s degrees. They made gradual gains throughout the 1970s, and in each year since the early 1980s, they have earned more than half of all the bachelor’s degrees awarded. In 1996–97, they earned 56 percent of the bachelor’s degrees awarded.

In certain fields (health professions and related sciences, education, English, and visual and performing arts), women earned a majority of bachelor’s degrees in both 1970–71 and 1996–97.

In 1996–97, women still earned considerably less than half the bachelor’s degrees in the traditionally male-dominated fields of agriculture/natural resources (39 percent), physical sciences (37 percent), computer and information sciences (33 percent), and engineering (17 percent).

BACHELOR’S DEGREES: Percentage of bachelor’s degrees earned by women, by field of study: 1970–71 and 1996–97



* Includes other fields of study not shown separately.
 SOURCE: U.S. Department of Education, NCES, 1970–71 Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" survey and 1996–97 Integrated Postsecondary Education Data System (IPEDS), "Completions" survey.



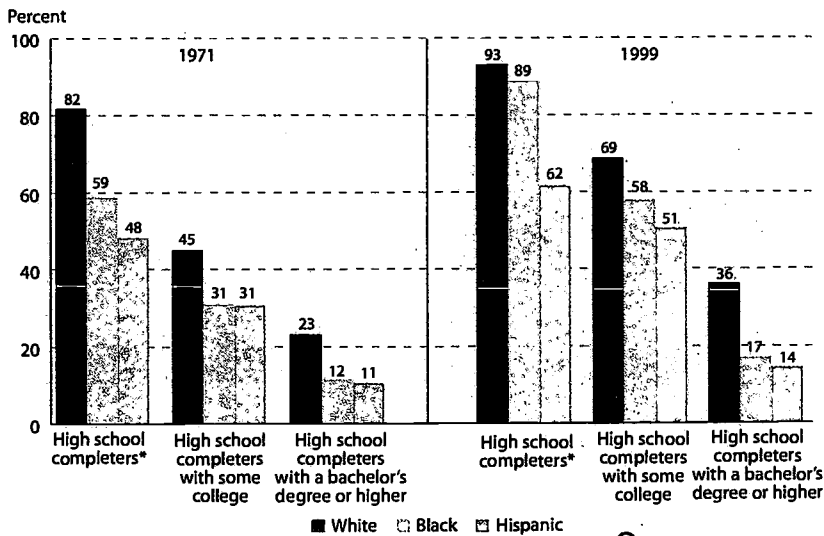
Educational Attainment

The percentage of 25- to 29-year-olds who completed at least high school rose from 78 percent in 1971 to 88 percent in 1999. Over the same period, the percentage of high school completers in this age group who also completed at least some college increased from 44 to 66 percent, and the percentage who obtained a bachelor's degree or higher rose from 22 to 32 percent.

The gap in attainment between white and black high school completers with at least some college remained similar, and the gap between blacks and whites who completed college widened. The differences in attainment rates between whites and Hispanics remained about the same at every educational level.

By 1999, females had higher rates than males for completing high school and some college.

EDUCATIONAL ATTAINMENT: Percentage of 25- to 29-year-olds attaining selected levels of education, by race-ethnicity: March 1971 and 1999



* Included in high school completers with some college or a bachelor's degree or higher.

NOTE: The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. In 1994, the methodology for the CPS was changed and weights were adjusted.

SOURCE: U.S. Department of Commerce, Bureau of the Census. March Current Population Surveys, 1971 and 1999.

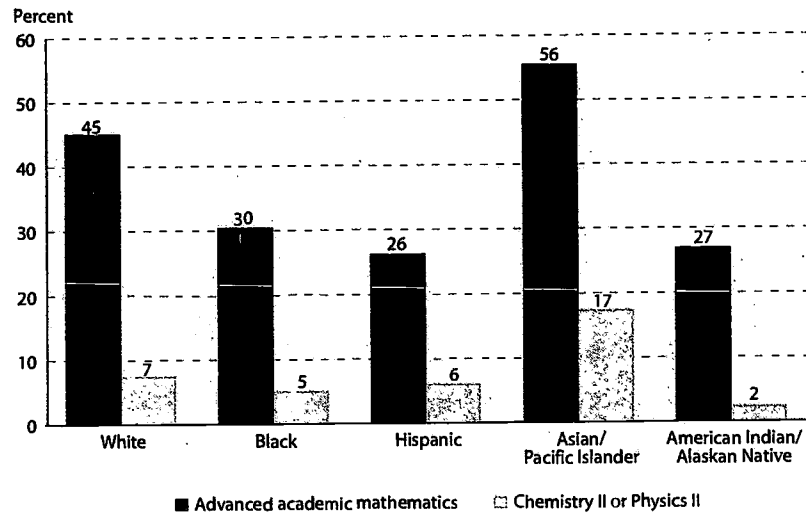
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Course-taking in Mathematics and Science

In 1998, there were differences in the highest levels of mathematics and science coursework completed among student groups.

Asian/Pacific Islander and white high school graduates were usually more likely to complete Advanced academic level mathematics, which includes such courses as trigonometry and calculus, and the highest level of science courses (Chemistry II or Physics II) than were graduates from other racial-ethnic groups. Similarly, graduates from private schools usually completed higher levels of mathematics and some science courses than did public school graduates.

DIFFERENCES IN COURSETAKING: Percentage of high school graduates who took advanced mathematics or science courses, by race-ethnicity: 1998



NOTE: The placement of graduates in the various levels of mathematics and science courses is determined by the completion of at least one course at that level. Graduates who have completed coursework at more than one level were placed into the higher level of coursework completed. Graduates may achieve higher levels of coursework without having taken courses at lower levels.

SOURCE: U.S. Department of Education, NCES. 1998 National Assessment of Educational Progress (NAEP) High School Transcript Study.

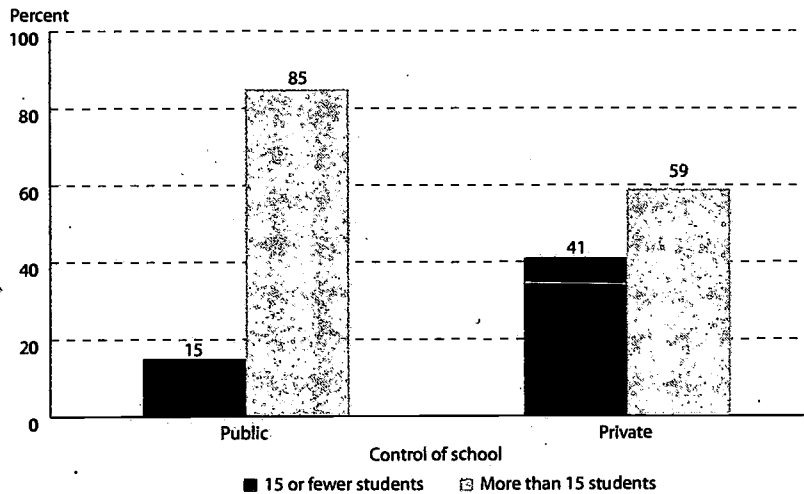
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Class Size of Kindergartens

The average kindergarten class in public schools had 20 students in 1998. Approximately 15 percent of these kindergarten classrooms had 15 or fewer children enrolled; 85 percent had more than 15 children enrolled. The average kindergarten class in private schools had 18 children. Forty-one percent of these classes had 15 or fewer students and the remainder had more than 15 students.

Class size also varied by the percentage of minority children in the classroom. Kindergarten classrooms with less than 10 percent minority children were more likely to have 15 or fewer children than classrooms where 75 percent or more of the children were minorities.

CLASS SIZE: Percentage distribution of kindergarten classrooms, by control of school and class size: Fall 1998



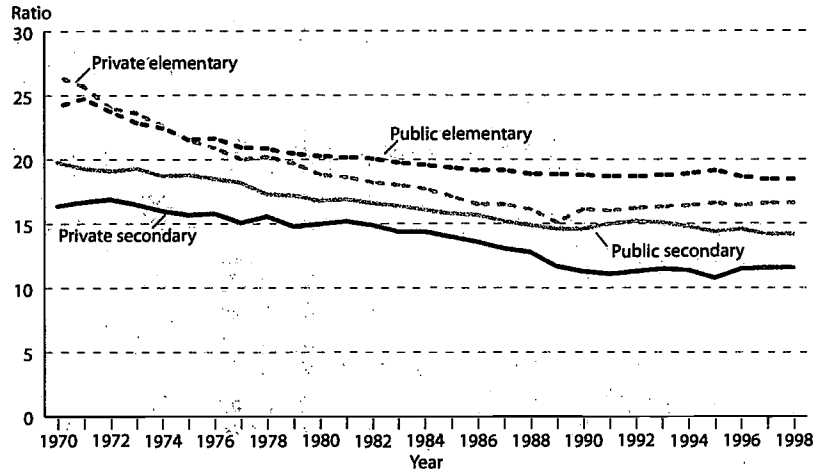
NOTE: Percentages may not add to 100 due to rounding.
 SOURCE: U.S. Department of Education, NCES, Early Childhood Longitudinal Study, "Kindergarten Class of 1998-99," Fall 1998.

Student/Teacher Ratios

Student/teacher ratios were smaller in 1998 than in 1970. In 1970, there were 24 and 20 elementary and secondary students per teacher, respectively, in public schools. In 1998, there were an estimated 19 and 14 elementary and secondary students per public school teacher, respectively. Decreases in student/teacher ratios also occurred at private schools, with most of them taking place during the 1970s and the 1980s.

In most years, student/teacher ratios were usually smaller at private schools than public schools and at the secondary level than the elementary level.

STUDENTS AND TEACHERS: Student/teacher ratios: 1970–98



NOTE: Data for teachers are expressed in full-time equivalent (FTE) units. Distribution of unclassified teachers by level is estimated. Distribution of elementary and secondary school teachers by level is determined by reporting units. Included in the totals and the elementary category are a small number of nursery school teachers and students. Public school ratios for 1998 and private school ratios for 1971–75, 1979–80, 1981–82, 1984–85, and 1986–96 are estimated. Private school ratios for 1997 and 1998 are projected.

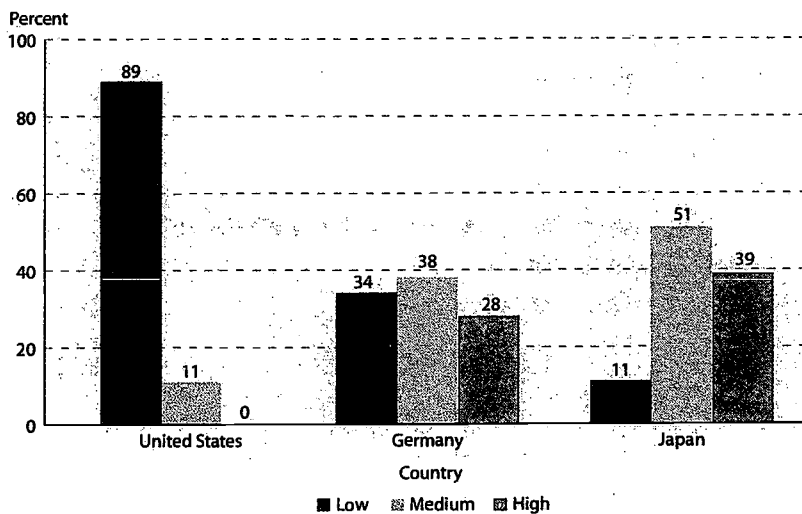
SOURCE: U.S. Department of Education, NCES. Statistics of Public Elementary and Secondary Day Schools; Common Core of Data surveys; Private School Surveys; Projections of Education Statistics to 2009 (NCES 1999–038), 1999; and Digest of Education Statistics 1999 (NCES 2000–031), 2000.

Instructional Environments in 8th-Grade Mathematics

A rating of the quality of the mathematical content of a subset of lessons was obtained from the Third International Mathematics and Science Study (TIMSS) Videotape Classroom Study. It found the United States lagging behind Germany and Japan in the quality of content in its 8th-grade mathematics lessons. Thirty-nine percent of the Japanese mathematics lessons and 28 percent of the German lessons received the highest quality rating whereas none of the U.S. lessons received this rating. In addition, U.S. lessons were more likely to receive the lowest rating (89 percent) than lessons in Germany (34 percent) or Japan (11 percent).

While German and U.S. teachers emphasized mathematical skills as a goal more often than Japanese teachers, Japanese teachers emphasized mathematical thinking more often than did their German and American counterparts.

CONTENT QUALITY: Percentage distribution of 8th-grade lessons rated as having low-, medium-, and high-quality mathematical content: 1994–95



NOTE: Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, NCES. *The TIMSS Videotape Classroom Study: Methods and Findings from an Exploratory Research Project on Eighth-Grade Mathematics Instruction in Germany, Japan, and the United States* (NCES 1999-074), 1999.

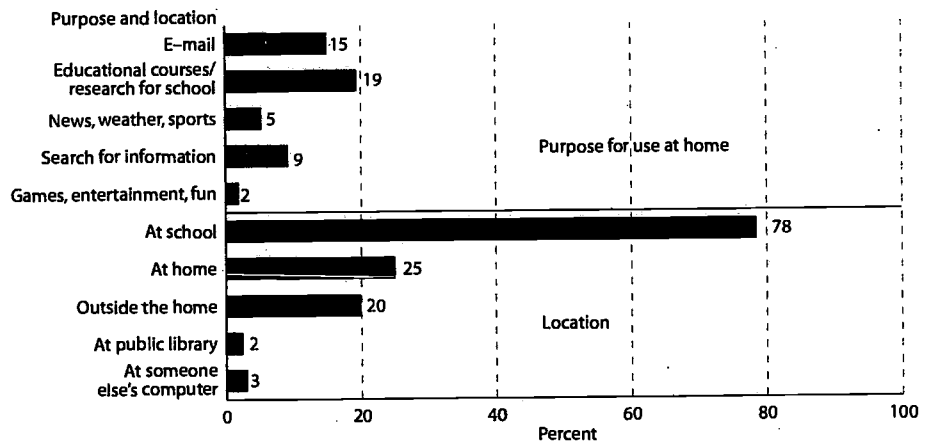
Students' Use of the Internet

In 1998, 78 percent of students in grades 1–12 used the Internet at school. White students in grades 1–12 were more likely than black or Hispanic students to use the Internet at school (83 versus 70 and 71 percent, respectively). Students from high-income families were more likely than students from low- and middle-income families to use the Internet at school (86 versus 68 and 78 percent, respectively).

Fifty-eight percent of students in grades 1–12 had a computer in their household in 1998, but such access varied substantially across racial-ethnic groups. In 1998, 70 percent of white students had a computer in their household, compared with 28 percent of black or Hispanic students.

Access to a computer also varied substantially with family income: 88 percent of students from high-income families had a computer in the household, compared with 54 percent of students from middle-income families and 21 percent of students from low-income families.

INTERNET USE: Percentage of students in grades 1–12 who used the Internet for various purposes at various locations: 1998



NOTE: Analysis includes only those students in grades 1–12 who were ages 5–18.

SOURCE: U.S. Department of Commerce, Bureau of the Census. December and October Current Population Surveys, 1998.

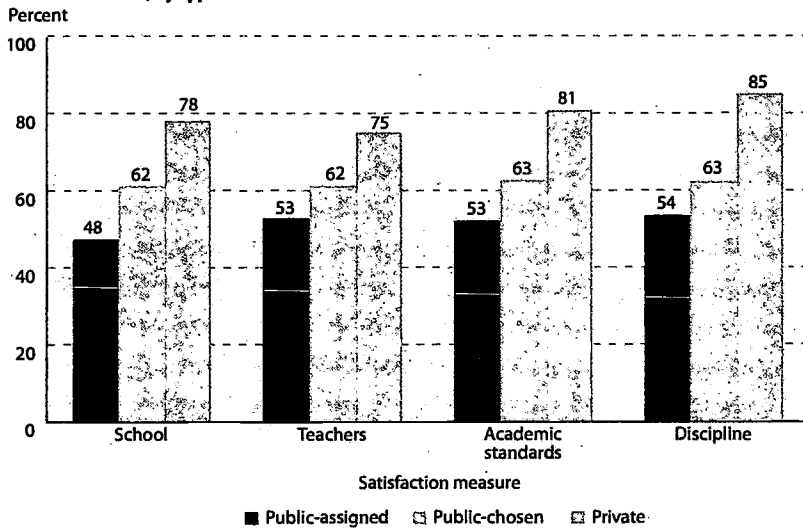
School Choice and Parental Satisfaction

Between 1993 and 1999, the percentage of students in grades 3–12 attending an assigned public school dropped from 80 to 76 percent. Black students were more likely to be in a chosen school than white and Hispanic students. Of the black and Hispanic children whose parents selected their schools, more attended a public rather than a private school.

At private schools, a greater percentage of children had parents who were very satisfied with discipline than with the school or teachers in 1999.

In 1997, the percentages of students whose parents reported being very satisfied with their child’s school, teachers, school’s discipline, and academic standards were highest among those in private schools.

SCHOOL SATISFACTION: Percentage of students in grades 3–12 whose parents reported being very satisfied with aspects of their child’s school, by type of choice: 1999



NOTE: Includes those who responded "very satisfied," from a scale of "very satisfied," "somewhat satisfied," "somewhat dissatisfied," and "very dissatisfied." Ungraded students and homeschoolers were excluded from the estimates.

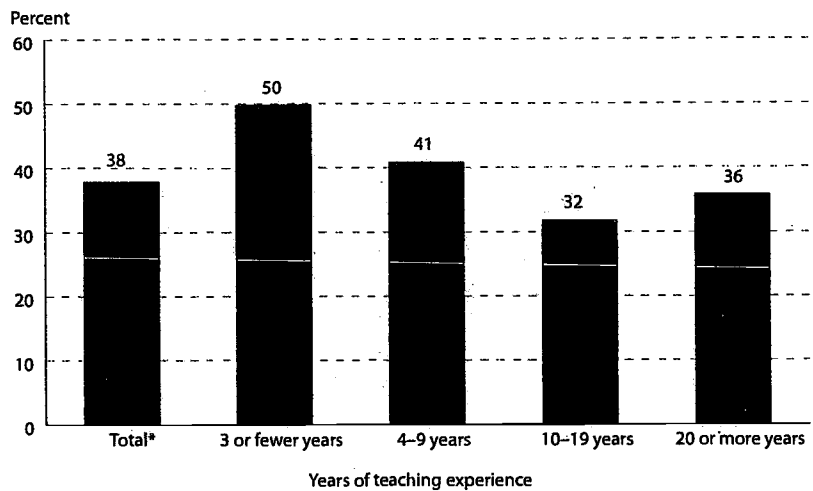
SOURCE: U.S. Department of Education, NCES, National Household Education Survey (NHES), 1999 (Parent Interview Component).

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Preparation and Qualifications of Public School Teachers

In 1998, almost all public school teachers had a bachelor's degree and 45 percent held a master's degree. Teachers at schools with high minority enrollment (50 percent or more) or a high percentage of students eligible for free or reduced-price lunch (60 percent or more) were less likely to have master's degrees than their counterparts at schools with a low minority enrollment (5 percent or less) or a low percentage of students eligible for free or reduced-price lunch (less than 15 percent). Teachers at elementary and middle schools were less likely to have a master's degree than teachers at high schools. In 1998, 38 percent of full-time public school teachers held degrees in academic subjects rather than in education.

TEACHERS' EDUCATION: Percentage of full-time public school teachers with undergraduate or graduate majors in an academic field, by years of teaching experience: 1998



* Includes full-time public school teachers who taught grades 1-12 whose main teaching assignment was in English/language arts, social studies/social sciences, foreign language, mathematics, or science, or who taught in a self-contained classroom.

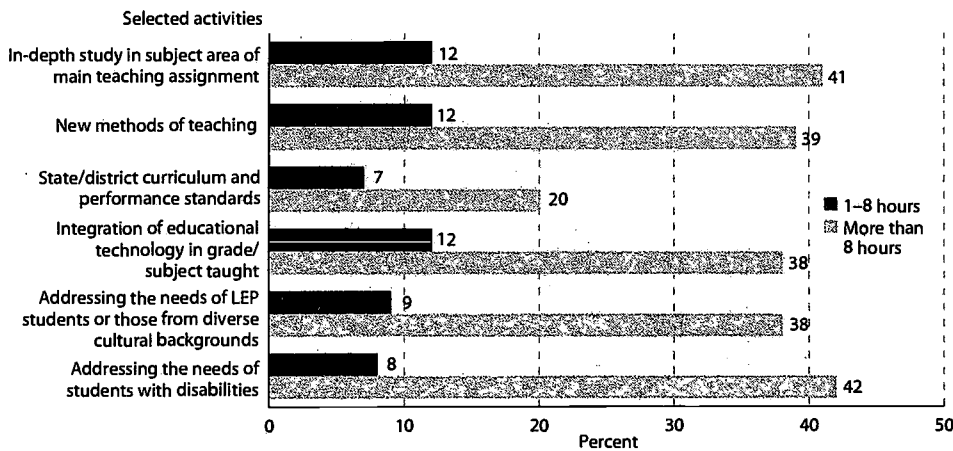
SOURCE: U.S. Department of Education, NCES. *Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers* (NCES 1999-080), 1999.

Perceived Impact of Professional Development

In 1998, the percentage of full-time public school teachers who participated in professional development activities in the past 12 months ranged from 81 percent (implementing state or district curriculum and performance standards) to 31 percent (addressing the needs of students with limited English proficiency or from diverse cultural backgrounds).

In 1998, 12 percent of teachers who participated in an in-depth study in the subject area of their main teaching assignment for 1–8 hours believed that the activity improved their classroom teaching “a lot,” whereas 41 percent of teachers who spent more than 8 hours participating in this activity shared the same perception.

PARTICIPATION IN PROFESSIONAL DEVELOPMENT: Percentage of full-time public school teachers who participated in professional development in the past 12 months who believed the activity improved their classroom teaching “a lot”: 1998



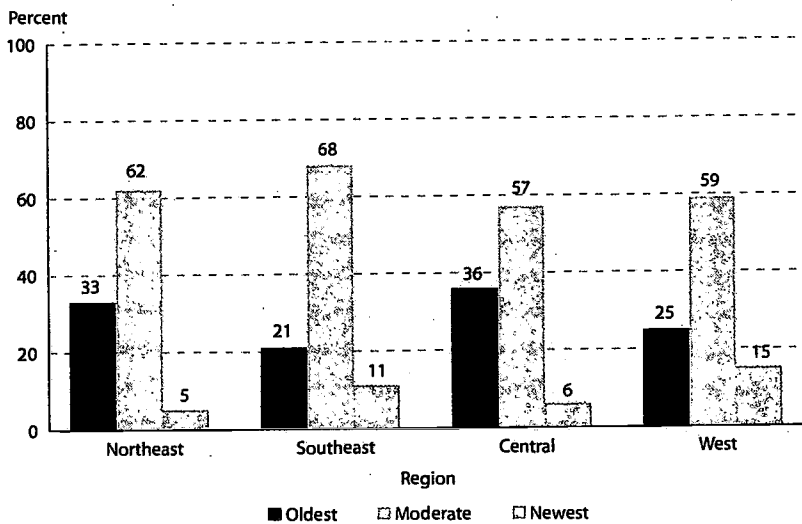
SOURCE: U.S. Department of Education, NCES. *Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers* (NCES 1999–080), 1999.

Age of School Buildings

Nationwide, the average age of public schools is 42 years old, and 73 percent are 30 years old or older. Across the nation, 29 percent of all public schools are in the “oldest” condition, built before 1970 and not renovated since 1980. Sixty-one percent are “moderate” schools, built between 1970 and 1984 or before 1970 and last renovated in 1980 or later. Ten percent are “newest” schools, which were built after 1984, renovated or not.

A larger percentage of public schools in the Central region than in the Southeast are in the oldest category (36 versus 21 percent). In the rest of the country, 25 percent of public schools in the West and 33 percent in the Northeast are among the oldest. A smaller percentage of schools in the Central and Northeast regions than in the West are in the newest category (6 and 5 percent, respectively, versus 15 percent). Eleven percent of public schools in the Southeast are considered newest.

CONDITION OF SCHOOLS: Percentage distribution of public schools according to school condition, by region: 1994–96



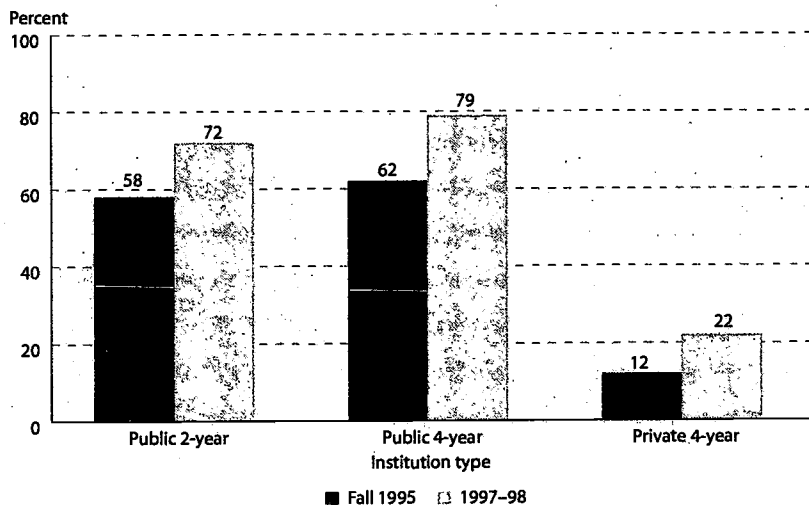
NOTE: Estimates are aggregates of data collected in 1994, 1995, and 1996. Percentages may not add to 100 due to rounding.
 SOURCE: U. S. Department of Education, NCES. *How Old Are America's Public Schools?* (NCES 1999-048), 1999.

Distance Learning in Postsecondary Education

Increasing numbers of institutions, particularly in the public sector, have begun offering distance learning. Among public 4-year institutions, the percentage offering such courses grew from 62 percent in fall 1995 to 79 percent in 1997-98, and in public 2-year institutions, rising from 58 to 72 percent. In 1997-98, an additional 12 percent of public 4-year and 19 percent of public 2-year institutions planned to offer them in the next 3 years.

Total enrollment in distance education courses across all postsecondary degree-granting institutions approximately doubled from 1995 to 1997-98, from 754,000 to 1.6 million.

DISTANCE EDUCATION COURSES: Percentage of postsecondary, degree-granting institutions that offered distance education courses, by institution type: Fall 1995 and 1997-98



SOURCE: U.S. Department of Education, NCES. Postsecondary Education Quick Information System, "Survey on Distance Education Courses Offered by Higher Education Institutions," 1995; and "Survey on Distance Education at Postsecondary Institutions," 1997-98.

Services for Disabled Postsecondary Students

In 1995–96, about 6 percent of undergraduates reported that they had a disability. Of those with disabilities, 29 percent had a learning disability, 23 percent an orthopedic impairment, 16 percent a noncorrectable vision impairment, 16 percent a hearing impairment, and 3 percent a speech impairment. Compared with other students, students with disabilities were less likely to attend public 4-year institutions and more likely to attend for-profit or less-than-4-year institutions.

In 1996–97 or 1997–98, about three-quarters of 2- and 4-year postsecondary education institutions enrolled students with disabilities, and nearly all (98 percent) of these institutions provided at least one support service or accommodation for students with disabilities.

Although students with disabilities were more likely to attend public 2-year institutions than public 4-year institutions, public 4-year institutions were more likely than public 2-year institutions to provide alternative examination formats or more time to complete exams and to provide readers, notetakers, or scribes and textbooks on tape.

SERVICES FOR DISABLED STUDENTS: Percentage of 2-year and 4-year postsecondary education institutions that enrolled students with disabilities that offered selected services or accommodations to students with disabilities, by type of service or accommodation: 1996–97 or 1997–98

Selected service or accommodation	Total	Public		Private	
		2-year	4-year	2-year	4-year
Alternative exam formats or more time	88	94	100	55	90
Tutors to assist with ongoing coursework	77	87	82	51	75
Readers, notetakers, scribes	69	82	93	18	66
Registration assistance or priority registration	62	77	83	26	53
Adaptive equipment/technology	58	81	80	30	39
Textbooks on tape	55	66	85	11	49

NOTE: Institutions were asked whether they provided each service in 1996–97 or 1997–98.

SOURCE: U.S. Department of Education, NCES. Postsecondary Education Quick Information System, "Survey on Students with Disabilities at Postsecondary Education Institutions," 1998.

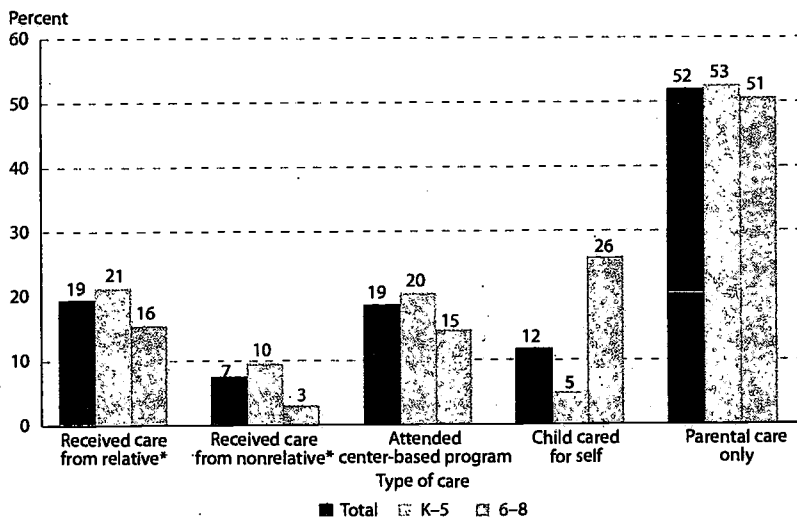
Before and After School Care

Among children in grades K–8, 19 percent received before and after school care from a relative, 7 percent received care from a nonrelative, 19 percent attended a center-based program, and 12 percent cared for themselves in 1999. In contrast, about half of children in grades K–8 received before and after care from a parent.

Black children were more likely to receive nonparental before or after school care than white or Hispanic children. Black and Hispanic children were more likely than white children to receive care from a relative. Black children were more likely to attend center-based programs than white or Hispanic children.

The percentage of children who received care from a relative was greater for poor children than for nonpoor children. Whereas poor and nonpoor children were equally likely to have attended a center-based program, nonpoor children were more likely to care for themselves.

BEFORE AND AFTER SCHOOL CARE: Percentage of children in grades K–8 who received various types of care before and after school: 1999



* Care received from a relative or nonrelative may be provided inside or outside of the child's home.

NOTE: The National Household Education Survey (NHES) asked parents or guardians about the type of care received by the child on a regular basis before or after school. "Received care from a relative" includes care received from someone other than the parent or guardian. Percentages may not add to 100 because children can be included in more than one type of care arrangement.

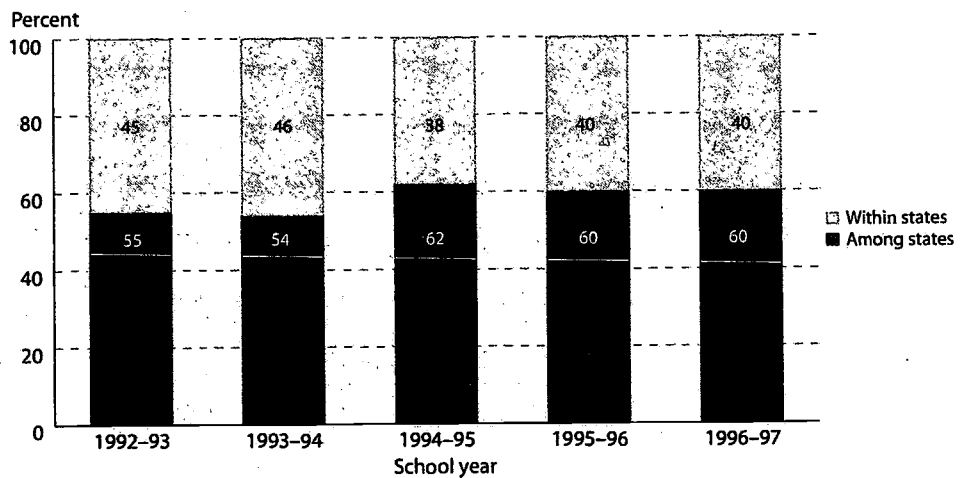
SOURCE: U.S. Department of Education, NCES, National Household Education Survey (NHES), 1999 (Parent Interview Component).

Disparity in Public School Finance

Examination of the average per pupil expenditures on instruction of school districts between 1992–93 and 1996–97 shows that the disparity in per pupil spending due to differences within states declined from 45 percent of the total variation nationally in 1992–93 to 38 percent in 1994–95. Between 1994–95 and 1996–97, the proportion of the differences in per pupil expenditures attributable to within-state differences increased slightly but still remained less than in 1992–93 or 1993–94.

Conversely, the proportion of the disparity in per pupil instructional expenditures due to differences among states rose from 55 percent of the total variation nationally in 1992–93 to 62 percent in 1994–95 and stayed between 60 and 62 percent through 1996–97.

FINANCE INEQUALITY: Percentage distribution of disparity in per-pupil instructional expenditures among and within states: School years 1992–93 to 1996–97



NOTE: Disparity measures for within states and among states, and the relative shares of each, were calculated using analysis of variance (ANOVA). Only instructional expenditures and unified school districts are included in the analysis.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Elementary-Secondary School District Finance Data Files, 1992–93 to 1996–97.

In 1999, parents of 93 percent of students in grades 6–12 expected their children to continue their education after high school, although not all had begun preparing financially. Among students in these grades whose parents expected them to go on to postsecondary education, parents of 55 percent reported that they had obtained information on or an estimate of the cost of tuition and fees, 60 percent had started saving money or making other financial plans, and 38 percent had talked with someone or read materials about financial aid.

The lower the family income, the less likely students in grades 6–12 generally were to have parents making any of these financial preparations for their children’s postsecondary education.

Financial Preparation for Postsecondary Education

FINANCIAL PREPARATION: Percentage of students in grades 6–12 whose parents reported that their children would continue education after high school, and of those students, percentage whose parents reported having taken various steps to prepare to pay for their children’s postsecondary education, by grade and family income: 1999

Grade and family income	Percentage of students whose parents reported that they expected their children to continue education after high school	Of students whose parents expected them to go on to postsecondary education, percentage whose parents reported that they had			
		Obtained information/had an estimate of tuition and fees	Started saving money/making financial plans	Talked with someone/read materials about financial aid	Heard of Lifetime Learning or Hope Scholarship tax credits
Total	93.3	55.2	60.3	38.4	29.7
Grade					
6–8	94.9	45.7	57.9	27.0	27.6
9–12	92.1	62.7	62.2	47.4	31.4
Family income					
\$25,000 or less	89.1	35.2	38.5	31.5	19.8
25,001–50,000	92.7	50.9	58.2	38.7	27.6
50,001–75,000	95.6	66.2	69.2	43.1	33.9
Over \$75,000	97.6	75.4	81.5	42.4	40.4

SOURCE: U.S. Department of Education, NCES, National Household Education Survey (NHES), 1999 (Parent Interview Component).

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EFF-089 (3/2000)