

the condition of education 2007



INDICATOR 22

Student Preparedness

The indicator and corresponding tables are taken directly from *The Condition of Education 2007*. Therefore, the page numbers may not be sequential.

Additional information about the survey data and supplementary notes can be found in the full report. For a copy of *The Condition of Education 2007*, visit the NCES website (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007064>) or contact ED PUBs at 1-877-4ED-PUBS.

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Student Attitudes and Aspirations

Student Preparedness

In 2002, a quarter of 10th-graders reported that they “usually” or “often” came to school without their homework.

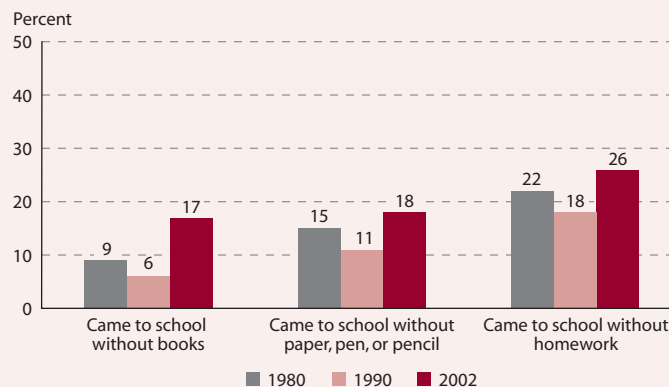
Student academic preparedness is a demonstration of the extent to which students are actively engaged in education and is crucial to the learning process (Newmann 1992; Ryan and Deci 2000; Pintrich 2003). This indicator examines student preparedness by looking at high school students’ reports of how often they came to school without books; without paper, pen, or pencil; and without their homework. For each of these three measures, the percentage of students who reported being chronically unprepared for school (i.e., “usually” or “often”) was larger in 2002 than in 1980. However, percentages were lower in 1990 than in 1980 or 2002. For example, the percentage who reported coming to school usually or often without their homework in 2002 was 26 percent, compared with 22 percent in 1980 and 18 percent in 1990. The percentage who reported coming to school usually or often without paper, pen, or pencil or without their books followed a similar pattern.

Across all three years, males reported coming to school unprepared more often than females. For example, in 2002, about 30 percent of males came to school usually or often without their homework, compared with 21 percent of females. Similar patterns held for the two other measures.

Across all three years, students in the lowest test score quarter reported coming to school unprepared more often than students in the highest test score quarter. In 2002, about 38 percent of students with the lowest test scores came to school usually or often without their homework, compared with 18 percent of students with the highest test scores.

SOURCE: Cahalan, M., Ingels, S., Burns, L., Planty, M., and Daniel, B. (2006). *United States High School Sophomores: A Twenty-Two Year Comparison, 1980–2002* (NCES 2006-327), data from U.S. Department of Education, National Center for Education Statistics, High School and Beyond Longitudinal Study of 1980 Sophomores (HS&B-So:80); National Education Longitudinal Study of 1988 (NELS:88/90), “First Follow-up, 1990”; and Education Longitudinal Study of 2002, Base Year (ELS:2002).

EDUCATIONAL PREPAREDNESS: Percentage of 10th-graders who usually or often came to school unprepared without school books, supplies, or homework, by selected student characteristics: 1980, 1990, and 2002



FOR MORE INFORMATION:
 Supplemental Note 3
 Supplemental Table 22-1
 Newmann 1992
 Ryan and Deci 2000
 Pintrich 2003

Student Preparedness

Table 22-1. Percentage of 10th-graders who usually or often came to school unprepared without school books, supplies, or homework, by selected student characteristics: 1980, 1990, and 2002

Student characteristic	Came to school without books			Came to school without paper, pen, or pencil			Came to school without homework		
	1980	1990	2002	1980	1990	2002	1980	1990	2002
Total	8.5	6.4	16.8	15.1	10.5	17.5	22.1	18.0	25.9
Sex									
Male	10.4	7.8	18.5	19.6	15.3	22.0	27.0	22.3	30.5
Female	6.0	5.0	15.1	10.2	5.8	13.1	16.8	13.8	21.3
Race/ethnicity ¹									
White	6.7	5.1	12.5	14.0	10.1	13.8	21.2	18.0	22.7
Black	13.6	8.1	23.4	17.5	9.8	22.5	22.9	16.0	28.6
Hispanic	13.7	11.1	25.7	20.1	14.2	25.5	27.7	20.5	34.5
Asian/Pacific Islander	12.9	9.4	18.9	14.6	10.9	18.4	17.0	17.3	26.3
American Indian	17.5	10.9	26.5	25.9	11.6	24.5	30.9	21.5	25.7
More than one race	†	†	18.9	†	†	21.8	†	†	29.5
Socioeconomic status									
Lowest quarter	11.3	7.9	21.8	16.9	10.4	21.1	25.0	20.0	31.8
Middle two quarters	7.7	6.6	16.1	14.2	10.0	17.1	21.5	18.4	25.8
Highest quarter	5.4	4.1	13.4	13.7	10.7	14.9	18.4	15.0	20.2
Composite achievement test score in 10th grade									
Lowest quarter	17.1	12.9	29.5	21.9	15.4	29.6	28.5	23.8	37.8
Second quarter	7.9	6.5	15.9	14.2	9.9	16.4	22.7	19.1	26.1
Third quarter	4.9	4.1	12.2	12.1	8.1	13.0	19.7	16.2	22.1
Highest quarter	3.0	2.5	9.7	10.8	8.1	11.1	16.2	14.3	17.7
Control									
Public	8.9	6.6	17.4	15.2	10.3	17.9	22.6	18.5	26.6
Catholic	4.6	3.3	10.2	14.7	10.4	14.1	17.2	12.5	16.9
Other private	5.4	6.0	10.2	13.6	17.3	12.2	17.7	18.2	17.6

† Not applicable.

¹ Race categories exclude persons of Hispanic ethnicity.

NOTE: Students were asked to report how often they came to school without the item: "never," "seldom," "often," or "usually."

SOURCE: Cahalan, M., Ingels, S., Burns, L., Planty, M., and Daniel, B. (2006). *United States High School Sophomores: A Twenty-Two Year Comparison, 1980–2002* (NCES 2006-327), data from U.S. Department of Education, National Center for Education Statistics, High School and Beyond Longitudinal Study of 1980 Sophomores (HS&B–So:80); National Education Longitudinal Study of 1988 (NELS:88/90), "First Follow-up, 1990"; and Education Longitudinal Study of 2002, Base Year (ELS:2002).

Student Preparedness

Table S22-1. Standard errors for the percentage of 10th-graders who usually or often came to school unprepared without school books, supplies, or homework, by selected student characteristics: 1980, 1990, and 2002

Student characteristic	Came to school without books			Came to school without paper, pen, or pencil			Came to school without homework		
	1980	1990	2002	1980	1990	2002	1980	1990	2002
Total	0.23	0.30	0.43	0.28	0.38	0.42	0.31	0.47	0.51
Sex									
Male	0.37	0.43	0.57	0.43	0.66	0.60	0.49	0.76	0.71
Female	0.26	0.37	0.57	0.32	0.34	0.51	0.39	0.51	0.64
Race/ethnicity									
White	0.22	0.33	0.49	0.30	0.46	0.45	0.34	0.54	0.61
Black	0.77	0.86	1.16	0.81	0.95	1.15	0.86	1.55	1.11
Hispanic	0.84	1.06	1.29	0.91	1.20	1.18	0.96	1.32	1.34
Asian/Pacific Islander	2.69	1.44	1.47	2.09	1.38	1.39	2.43	1.94	1.54
American Indian	2.61	3.19	5.41	2.71	2.60	5.03	2.61	4.66	4.79
More than one race	†	†	1.89	†	†	2.06	†	†	2.14
Socioeconomic status									
Lowest quarter	0.45	0.70	0.88	0.54	0.63	0.78	0.62	0.97	0.97
Middle two quarters	0.30	0.42	0.55	0.36	0.47	0.54	0.41	0.68	0.66
Highest quarter	0.32	0.44	0.71	0.48	0.94	0.78	0.55	0.97	0.90
Composite achievement test score in 10th grade									
Lowest quarter	0.55	0.78	1.01	0.62	0.83	0.93	0.66	1.32	1.09
Second quarter	0.40	0.61	0.78	0.52	0.64	0.81	0.58	0.93	1.01
Third quarter	0.32	0.51	0.65	0.48	0.61	0.64	0.57	0.75	0.81
Highest quarter	0.25	0.30	0.57	0.44	0.85	0.62	0.50	0.86	0.75
Control									
Public	0.25	0.31	0.46	0.30	0.35	0.45	0.32	0.49	0.54
Catholic	0.56	0.82	0.95	1.05	1.59	1.04	1.05	1.60	1.09
Other private	1.09	2.11	0.96	1.26	4.77	1.31	2.33	4.21	1.20

†Not applicable.

SOURCE: Cahalan, M., Ingels, S., Burns, L., Planty, M., and Daniel, B. (2006). *United States High School Sophomores: A Twenty-Two Year Comparison, 1980–2002* (NCES 2006-327), data from U.S. Department of Education, National Center for Education Statistics, High School and Beyond Longitudinal Study of 1980 Sophomores (HS&B-So:80); National Education Longitudinal Study of 1988 (NELS:88/90), "First Follow-up, 1990"; and Education Longitudinal Study of 2002, Base Year (ELS:2002).