

# the condition of education 2001 in Brief



NATIONAL CENTER FOR EDUCATION STATISTICS

U.S. Department of Education

Office of Educational Research and Improvement

NCES 2001-125

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## What's Inside

This publication contains a sample of the 59 indicators in ***The Condition of Education 2001***. To order the entire printed edition of ***The Condition***, complete and return the enclosed card or call ED PUBS (1-877-4ED-PUBS).

The indicators in this publication are numbered sequentially, rather than according to their numbers in the complete edition. The Contents page offers a cross reference between the two publications.

Since 1870, the federal government has gathered data about students, teachers, schools, and education funding. As mandated by Congress, 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 2001 edition are in six sections:

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

The indicators in ***The Condition of Education*** use data from government and private sources. The complete publication includes an essay on the postsecondary access, persistence, and attainment of students whose parents did not go to college, as well as additional tables and notes related to each indicator.

***The Condition of Education in Brief*** and the complete edition are available on the NCES Web site (<http://nces.ed.gov>).

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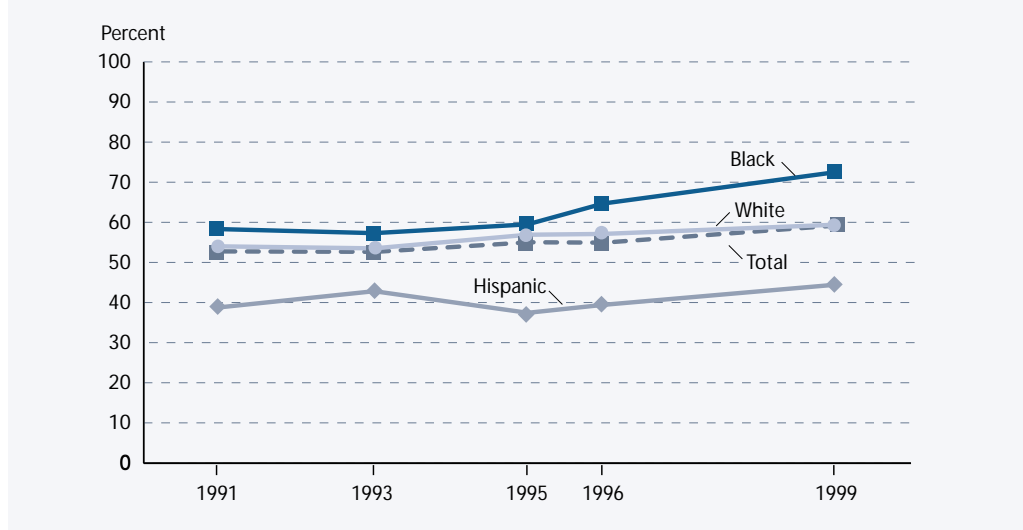
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## Enrollment in Preprimary Education

*Preprimary enrollment rates for 3- to 5-year-olds were higher in 1999 than in 1991. Black children enrolled in preprimary education programs at higher rates than did white and Hispanic children.*

Participation in preprimary education programs such as Head Start, nursery school, or prekindergarten can help a child prepare for elementary school and serve as child care. Between 1991 and 1999, the percentage of children ages 3–5 who attended center-based early childhood care and education programs rose from 53 to 60 percent. The participation rates of black children increased from 58 to 73 percent. Black children were more likely than white or Hispanic children to participate in preprimary education programs in 1999 (73 percent versus 60 and 44 percent, respectively).

**ENROLLMENT IN PREPRIMARY EDUCATION: Percentage of children ages 3–5 who were enrolled in center-based early childhood care and education programs, by race/ethnicity: Selected years 1991–99**



NOTE: Estimates are based on children who have yet to enter kindergarten. Center-based programs include day care centers, Head Start programs, preschool, nursery school, prekindergarten, and other early childhood programs.

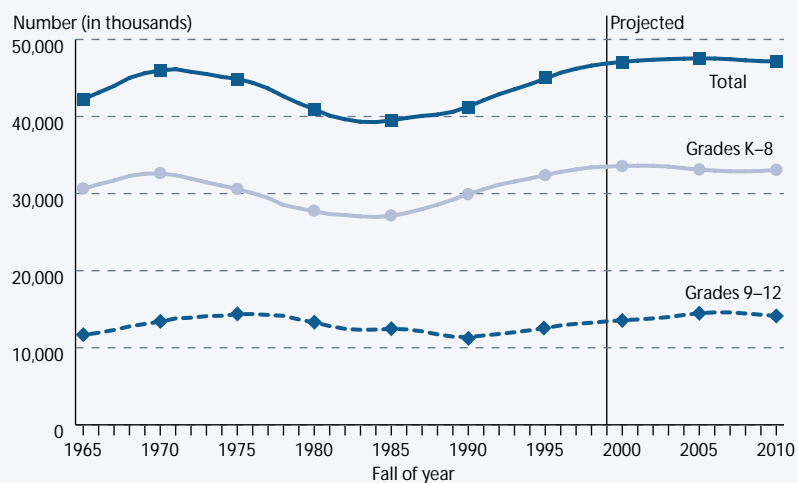
SOURCE: U.S. Department of Education, NCES. National Household Education Surveys Program (NHES), and Federal Interagency Forum on Child and Family Statistics, *America's Children: Key National Indicators of Well-Being, 2000*.

## Past and Projected Elementary and Secondary School Enrollment

Public elementary and secondary school enrollment is projected to reach 47.2 million in 2001, and to increase through 2005 before decreasing slowly.

As a result of the “baby boom echo” and rising immigration, public school enrollment for grades K–12 has grown since the mid-1980s, increasing the need for new schools, teachers, and money to fund education. Projections through 2010 suggest that public school enrollment will rise to an all-time high of 47.5 million in 2005. Between 2000 and 2010, public enrollment is projected to decline slightly for grades K–8 and to increase 4 percent for grades 9–12.

**SCHOOL ENROLLMENT: Public elementary and secondary school enrollment in grades K–12 (in thousands), by grade level, with projections: Fall 1965–2010**



NOTE: Includes most kindergarten and some nursery school enrollment.

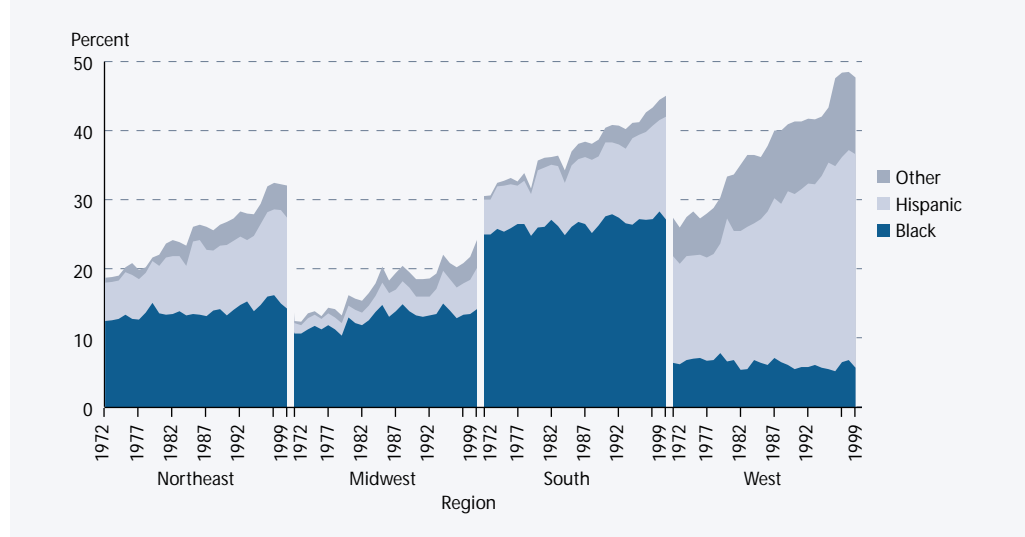
SOURCE: U.S. Department of Education, NCES. Common Core of Data, various years, and *Projections of Education Statistics to 2010* (NCES 2000–071), 2000.

## Racial/Ethnic Distribution of Public School Students

*Hispanic students are the fastest growing student group in the Nation's elementary and secondary schools.*

Variety in student backgrounds can enhance the learning environment and also create or increase challenges for schools. In 1999, 38 percent of public school students were considered minority, up 16 percentage points from 1972. This increase was largely due to the growth in the proportion of students who were Hispanic, representing 16.2 percent of the public school enrollment in 1999, up 10 percentage points from 1972. During this period, blacks increased their enrollment by 2 percentage points, and students from other groups by 4 percentage points. In 1999, minority students' enrollment differed by region: large concentrations lived in the West and the South, while fewer resided in the Midwest.

**ENROLLMENT: Percentage of public school students enrolled in grades K–12 who were minorities, by region: October 1972–99**



SOURCE: U.S. Department of Commerce, Bureau of the Census. October Current Population Surveys, 1972–99.

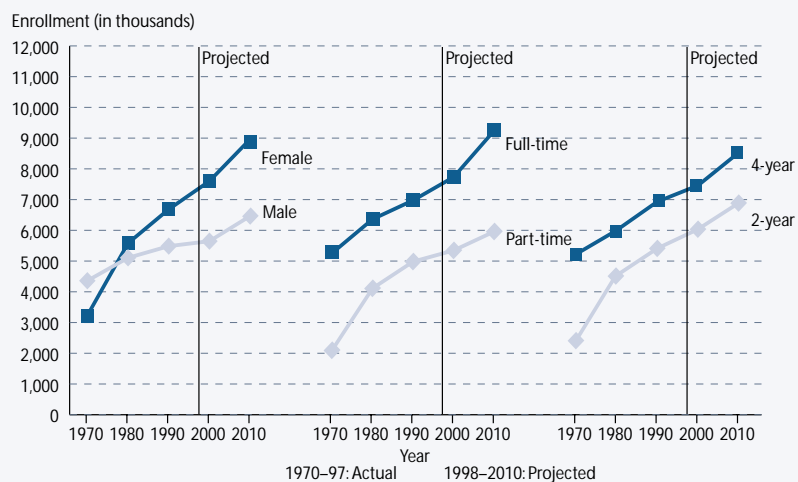


## Past and Projected Undergraduate Enrollments

Although part-time and 2-year enrollments displayed more rapid growth than full-time and 4-year enrollments in the 1970s, future growth is expected to be greater in full-time and 4-year enrollments.

Over the past 3 decades, total undergraduate enrollments in degree-granting postsecondary institutions have generally increased and are projected to continue doing so throughout this decade. During this decade, the growth rate for full-time undergraduate enrollment is expected to increase faster than part-time enrollment; undergraduate enrollment is expected to grow faster at 4-year institutions than 2-year institutions; and women's enrollment, which now exceeds that of men, is projected to grow at a faster rate than men's, reaching a new high throughout this decade.

**UNDERGRADUATE ENROLLMENT:** Total enrollment in degree-granting 2- and 4-year postsecondary institutions (in thousands) by sex, enrollment status, and type of institution, with projections: Fall 1970–2010



NOTE: Projections are based on the middle alternative assumptions concerning the economy.

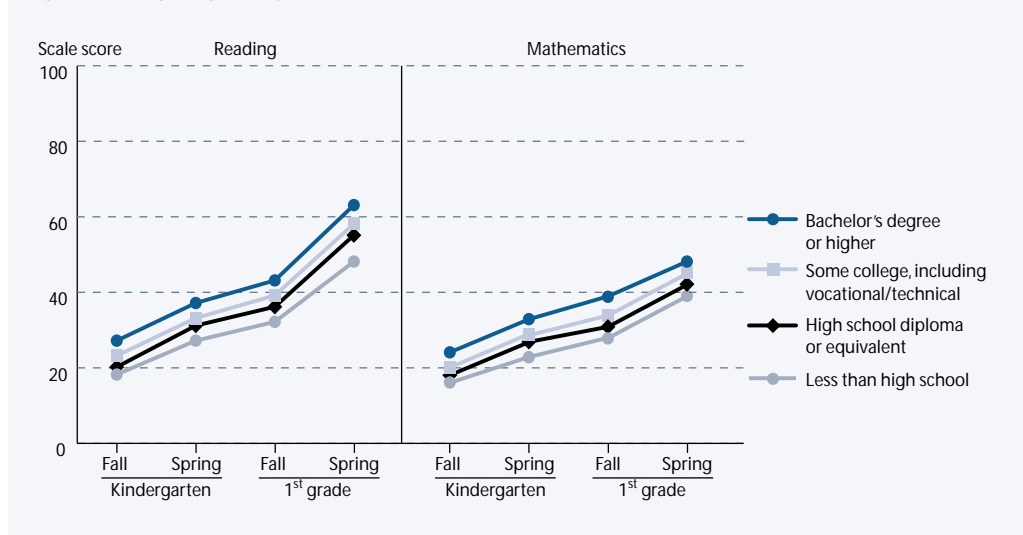
SOURCE: U.S. Department of Education, NCES, *Digest of Education Statistics 2000* (NCES 2001–034), 2001, and *Projections of Education Statistics to 2010* (NCES 2000–071), 2000.

## Students' Overall Reading and Mathematics Performance Through 1<sup>st</sup> Grade

*Differences in children's reading and mathematics performance persist across the kindergarten and 1<sup>st</sup>-grade years.*

In the early years of school, children acquire the knowledge and skills that prepare them for their futures. Across kindergarten and 1<sup>st</sup> grade, children demonstrated significant gains in reading and mathematics knowledge and skills in 1998–2000. During kindergarten, their average reading scale scores increased by 10 points, and in 1<sup>st</sup> grade by 19 points. In mathematics, average scores rose by 8 and 10 points in kindergarten and 1<sup>st</sup> grade, respectively. Children entered kindergarten with knowledge and skills that differed by their mother's education, and these gaps persisted or increased through 1<sup>st</sup> grade. First-graders whose mothers had at least a high school diploma showed greater reading gains than children whose mothers had less education.

**EARLY READING AND MATHEMATICS PERFORMANCE:** Children's overall reading and mathematics performance from kindergarten through 1<sup>st</sup> grade, by mother's education: 1998–2000



NOTE: The reading scale score ranged from 0–72, and the mathematics score from 0–64. Based on those assessed in English (excludes 19 percent of Asian/Pacific Islander and 31 percent of Hispanic children). Based on children who entered kindergarten for the first time in fall 1998.

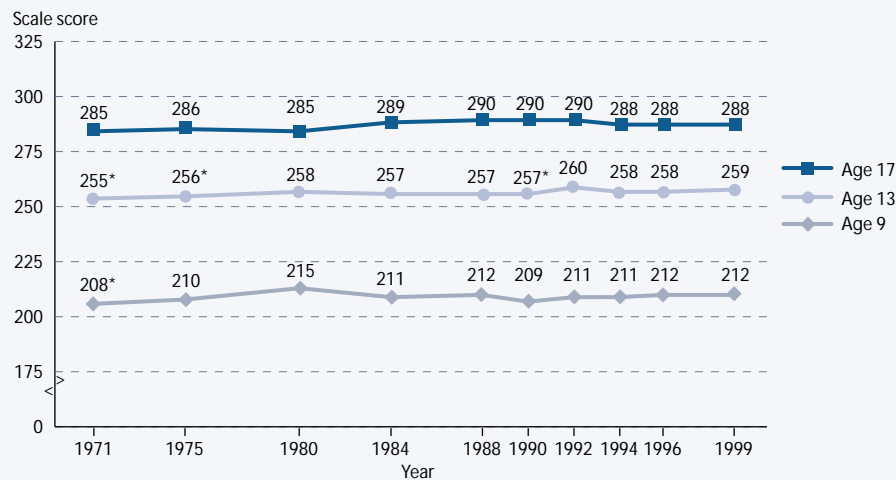
SOURCE: U.S. Department of Education, NCES. Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K) Public-use file.

The reading performance of 9- and 13-year-olds in 1999 was higher than their performance in 1971, but there was no meaningful difference among 17-year-olds.

The National Assessment of Educational Progress (NAEP) has assessed the performance of 9-, 13-, and 17-year-old students since 1971 and thus provides a long-term perspective on how their performance has changed. In reading, both 9- and 13-year-olds' achievement scores increased in the 1970s. Although no further improvements in average reading scores have occurred for these age groups since the 1970s, their average scores were higher in 1999 than in 1971. In contrast, average scores for 17-year-olds were about the same in both 1971 and 1999. Their scores have remained within a narrow range during all assessment years.

## Trends in the Reading Performance of 9-, 13-, and 17-Year-Olds

READING PERFORMANCE: Average reading performance, by age: 1971–99



\* Significantly different from 1999.

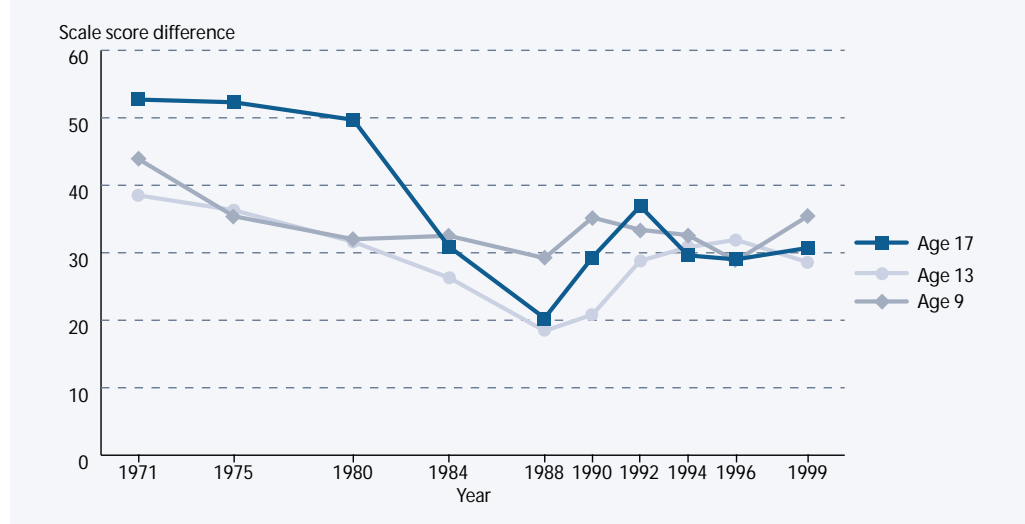
SOURCE: U.S. Department of Education, NCES. *NAEP 1999 Trends in Academic Progress: Three Decades of Student Performance* (NCES 2000–469), 2000.

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

*While white students outperform black students in reading, the gaps decreased between the early 1970s and the late 1980s. Since then, however, the gaps have remained relatively stable or increased.*

The National Assessment of Educational Progress (NAEP) provides a picture of how student performance in reading has changed since the early 1970s, specifically the achievement gap between black and white students. The average difference between black and white students' scores has changed over time, with an overall narrowing in the gap since 1971, most of which is due to decreases that occurred before 1988. For example, between 1971 and 1988, the black-white score gap decreased for all 13- and 17-year-olds. Between 1988 and 1999, the gap increased for 13-year-olds. The apparent increase for 17-year olds was not statistically significant.

**READING ACHIEVEMENT GAP: Difference in average reading scale scores of 9-, 13-, and 17-year-old white and black students: 1971–99**



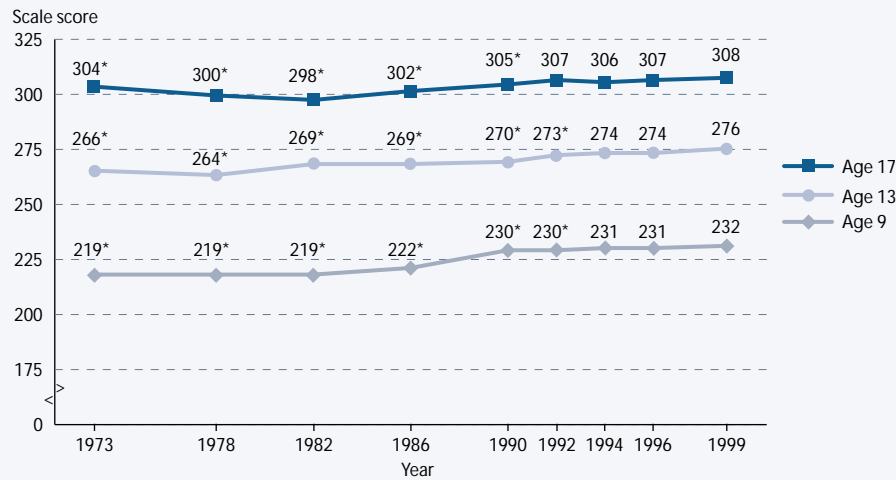
SOURCE: U.S. Department of Education, NCES. National Assessment of Educational Progress (NAEP), 1999 Long-Term Trend Assessment, and *NAEP 1999 Trends in Academic Progress: Three Decades of Student Performance* (NCES 2000–469), 2000.

Mathematics scores for 9-, 13-, and 17-year-olds have increased since 1973.

## Trends in the Mathematics Performance of 9-, 13-, and 17-Year-Olds

The National Assessment of Educational Progress (NAEP), which has assessed trends in mathematics performance for 9-, 13-, and 17-year-olds since 1973, indicates how their performance has changed over time. In mathematics, positive trends in the assessment results appear for all three groups. For 9-year-olds, a period of stable performance in the 1970s was followed by a rise in average scores from 1982 to 1990, and then some modest increases through the 1990s. For 13-year-olds, a rise in average scores between 1978 and 1982 was followed by additional increases during the 1990s, resulting in a pattern of overall progress. The average scores of 17-year-olds declined between 1973 and 1982, but since then have risen.

MATHEMATICS PERFORMANCE: Average mathematics performance, by age: 1973–99



\* Significantly different from 1999.

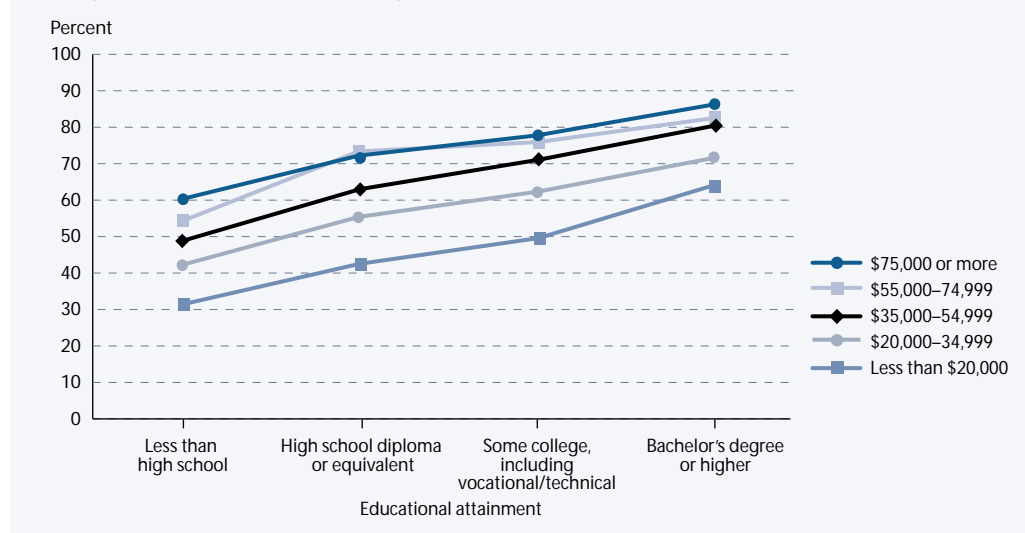
SOURCE: U.S. Department of Education, NCES. *NAEP 1999 Trends in Academic Progress: Three Decades of Student Performance* (NCES 2000–469), 2000.

## Education and Health

*The better educated a person is, the more likely that person is to report being in very good or excellent health, regardless of income.*

According to the National Health Interview Survey, education is positively related to health, and additionally the relationship is independent of income. Within each income range, individuals with a bachelor's degree or higher reported being in better health than those with some education beyond high school, who, in turn, reported being in better health than high school completers. Those completing high school, in turn, reported being in better health than those with less than a high school diploma.

**EDUCATION AND HEALTH: Percentage of the population age 25 and above who reported being in excellent or very good health, by educational attainment and family income: 1997**



NOTE: Includes those who responded excellent or very good on a scale of excellent, very good, good, fair, and poor.

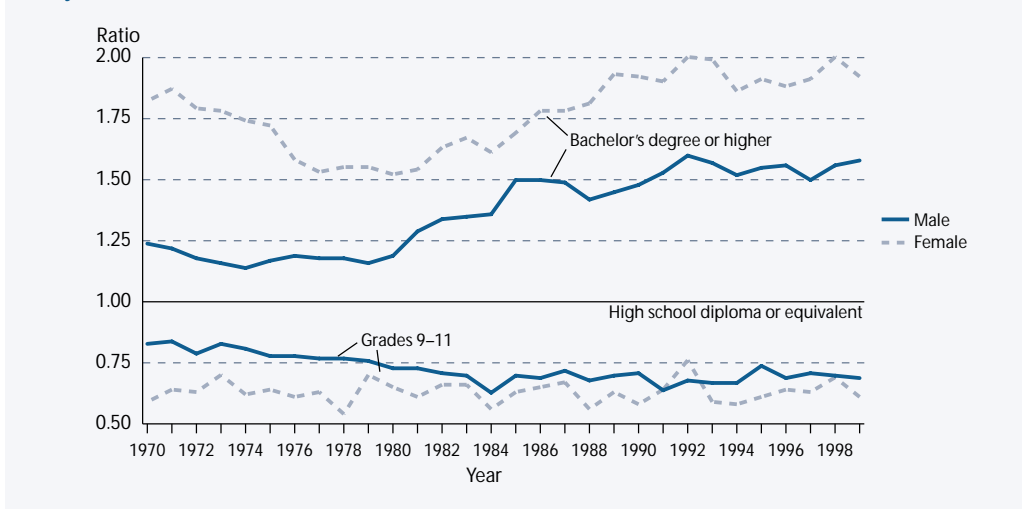
SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control, National Center for Health Statistics. National Health Interview Survey, 1997.

Over the past 20 years, the earnings of young adults who completed at least a bachelor's degree increased relative to their counterparts who completed no more than high school.

Young adults ages 25–34 who completed at least a bachelor's degree earned more than those with less education. For example, in 1999, male and female college graduates earned 58 and 92 percent more, respectively, than those who completed high school. Between 1980 and 1999, the earnings of young adults who completed at least a bachelor's degree have increased relative to those completing no more than high school (from 19 percent to 58 percent higher for men, and from 52 to 92 percent higher for women). Gaps in earnings between males and females decline with increasing levels of education.

## Annual Earnings of Young Adults

**ANNUAL EARNINGS: Ratio of median annual earnings of all wage and salary workers ages 25–34 whose highest level of education was grades 9–11 and a bachelor's degree or higher, compared with those with a high school diploma or equivalent, by sex: March 1970–99**



NOTE: This ratio is most useful when compared with 1.0. For example, the ratio of 1.58 in 1999 for males whose highest level of education was a bachelor's degree or higher means that they earned 58 percent more than males who had a high school diploma or equivalent. The ratio of 0.69 in 1999 for males whose highest level of education was grades 9–11 means that they earned 31 percent less than males who had a high school diploma or equivalent. 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.

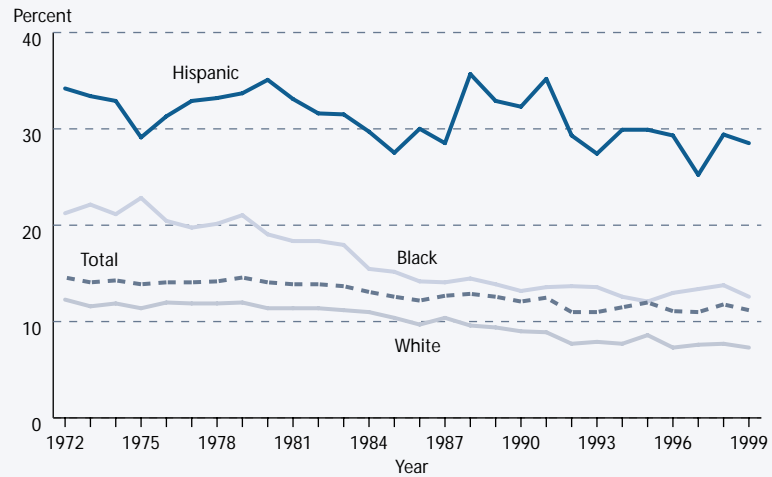
SOURCE: U.S. Department of Commerce, Bureau of the Census. March Current Population Surveys, various years.

## Status Dropout Rates, by Race/Ethnicity

Since 1972, status dropout rates for whites and blacks ages 16–24 have declined; rates for Hispanics have not decreased and remain higher than those for other racial/ethnic groups.

The status dropout rate represents the percentage of an age group not enrolled in school and that has not earned a high school credential (a diploma or an alternative credential such as a GED). According to this measure, 11 percent of 16- to 24-year-olds were out of school without a high school credential in 1999. Although the status dropout rate remained fairly consistent from 1992 to 1999, it declined for young adults overall between the early 1970s and 1999, varying by race/ethnicity. Between 1972 and 1999, the rate for whites was lower each year than the rate for blacks or Hispanics, and the rate for Hispanics was higher than that for blacks.

STATUS DROPOUTS: Dropout rates of 16- to 24-year-olds, by race/ethnicity: October 1972–99



NOTE: Due to relatively small sample sizes, American Indians/Alaskan Natives and Asians/Pacific Islanders are included in the total but are not shown separately. In addition, the erratic nature of the Hispanic status rates reflects, in part, the small sample size of Hispanics.

SOURCE: U. S. Department of Commerce, Bureau of the Census. October Current Population Surveys, various years.

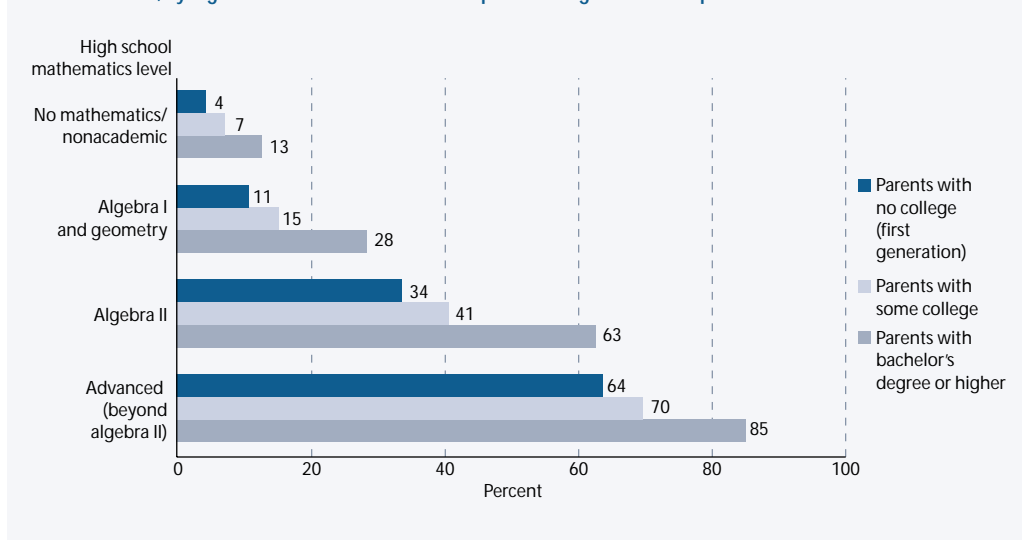


*Taking advanced mathematics in high school increases the likelihood of college enrollment, especially for students whose parents never attended college.*

## Mathematics Curriculum and College Enrollment

College students whose parents have completed no more than high school are often called “first-generation” students. Among 1992 high school graduates, at all mathematics levels completed except the lowest, first-generation students enrolled in 4-year colleges at lower rates than their peers with at least one parent with a bachelor’s degree. However, completing advanced math courses appeared to help mitigate the disadvantages of first-generation status: among students whose parents did not attend college, 64 percent completing advanced math courses in high school enrolled in a 4-year college, compared with 34 percent completing through algebra II and 11 percent completing algebra I and geometry. Comparable percentages for students whose parent had a bachelor’s degree were 85, 63, and 28 percent.

**MATHEMATICS AND COLLEGE ENROLLMENT:** Percentage of 1992 high school graduates who had enrolled in a 4-year institution as of 1994, by highest level of mathematics completed in high school and parents’ education



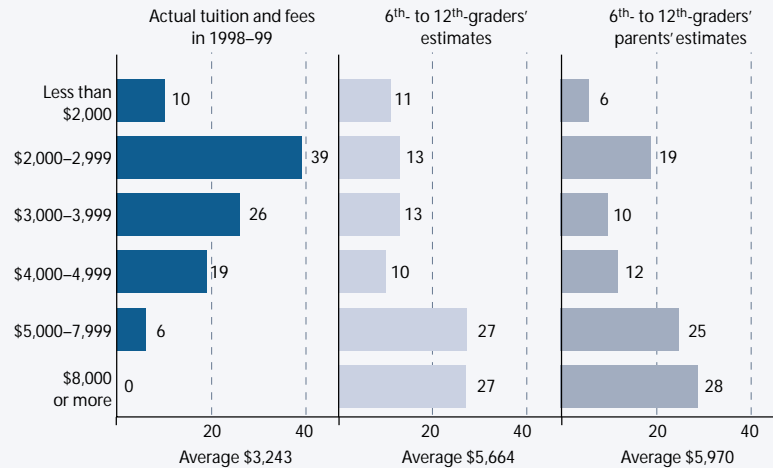
SOURCE: U.S. Department of Education, NCES, National Education Longitudinal Study of 1988 Eighth Graders, “Third Follow-up” (NELS:1988/1994), Data Analysis System.

## Perceptions of College Costs

In 1999, 6<sup>th</sup>- to 12<sup>th</sup>-graders and their parents overestimated the price of attending college.

Media attention about rising college prices can foster the perception that college is unaffordable and discourage some students and parents from making the necessary financial and academic preparations. For example, when 6<sup>th</sup>- to 12<sup>th</sup>-grade children who planned to attend a public 4-year institution and their parents were asked in 1999 to estimate annual in-state tuition and fees, students' and parents' estimates (\$5,664 and \$5,970, respectively) were substantially higher than the average amount charged full-time undergraduates in that year (\$3,243). Moreover, 27 percent of these students and 28 percent of their parents estimated tuition and fees at \$8,000 or more, even though no public 4-year institutions charged that much in the nation.

**PERCEPTIONS OF COLLEGE COSTS:** Percentage distribution of tuition and fees charged at public 4-year institutions and estimates reported by 6<sup>th</sup>- to 12<sup>th</sup>-graders and their parents: 1999



NOTE: Distributions for in-state tuition only. Students' and parents' estimates include only those who were able to provide estimates of tuition and fees. Percentages may not add to 100 due to rounding.

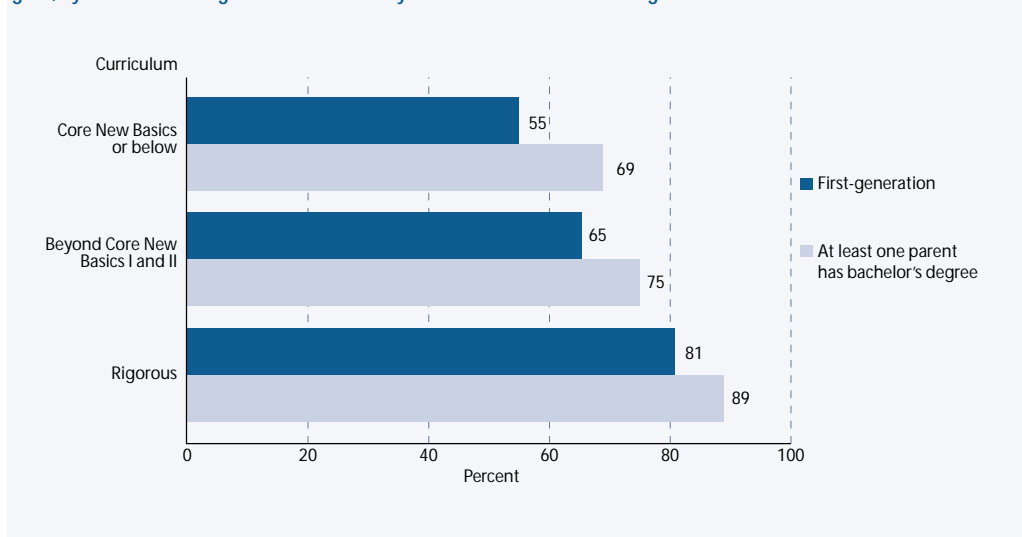
SOURCE: U.S. Department of Education, NCES. National Household Education Surveys Program (NHES), 1999 (Parent and Youth Interview Surveys); The College Board, *Trends in College Pricing*, 1998 (for actual tuition and fees).

*Rigorous academic preparation in high school narrows the gap in postsecondary persistence between first-generation students and their peers with a parent who has a bachelor's degree.*

Parents' level of education is associated with students' persistence in postsecondary education, but taking rigorous academic coursework in high school narrows the persistence gap between first-generation and other students. Among postsecondary students who had taken no more than the Core New Basics curriculum in high school and enrolled in a 4-year institution in 1995–96, first-generation students were less likely to persist toward a bachelor's degree in 1998 than their counterparts with a parent who has a bachelor's degree (55 versus 69 percent). In contrast, the likelihood of students who had taken rigorous coursework persisting did not differ meaningfully between first-generation students and their counterparts (81 versus 89 percent).

## High School Academic Preparation and Postsecondary Progress

**PERSISTENCE TRACK:** Percentage of 1995–96 beginning postsecondary students who persisted toward a bachelor's degree, by the academic rigor of their secondary school curriculum and first-generation status: June 1998



NOTE: First-generation students are those whose parents have no education beyond high school. The Core New Basics curriculum includes 4 years of English and 3 years each of mathematics, science, and social science. The "rigorous" curriculum includes the Core New Basics with advanced science courses (biology, chemistry, and physics); 4 years of mathematics (algebra I, geometry, algebra II, and precalculus); plus 3 years of foreign language and 1 honors/Advanced Placement course or Advanced Placement test score. Beyond Core New Basics I and II include the Core New Basics curriculum with certain mathematics and science courses, such as algebra I or algebra II. See *Supplemental Note 6* in the complete edition for more information.

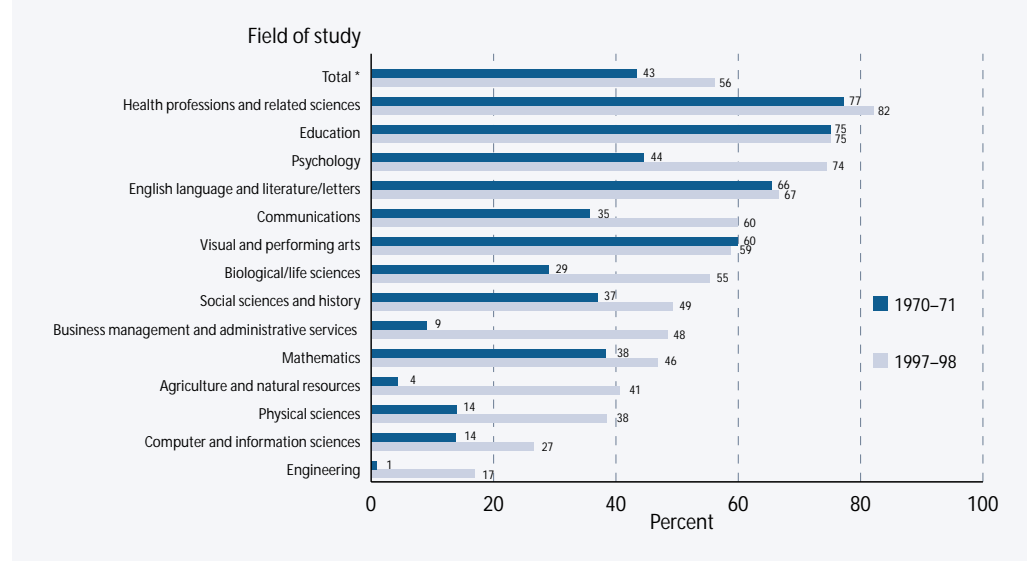
SOURCE: U.S. Department of Education, NCES. Beginning Postsecondary Students Longitudinal Study, "First Follow-up" (BPS:1996/1998).

## Degrees Earned by Women

*Women earn more than half of all bachelor's degrees. They still trail men in certain fields but have made considerable progress over the past quarter century.*

Women have made considerable progress in attaining postsecondary degrees. In 1997–98, they earned 56 percent of all bachelor's degrees, up from 43 percent in 1970–71. In health professions and related sciences, education, English, and visual/performing arts, women earned a majority of bachelor's degrees in both 1970–71 and 1997–98. In psychology, communications, and biological/life sciences, they earned a majority of the degrees in 1997–98, but not in 1970–71. Women still earned considerably less than half the bachelor's degrees in the traditionally male-dominated fields of agriculture/natural resources, physical sciences, computer/information sciences, and engineering in 1997–98, but have made substantial gains in these fields since 1970–71.

**BACHELOR'S DEGREES: Percentage of bachelor's degrees earned by women, by field of study: 1970–71 and 1997–98**



\*Includes other fields of study not shown separately.

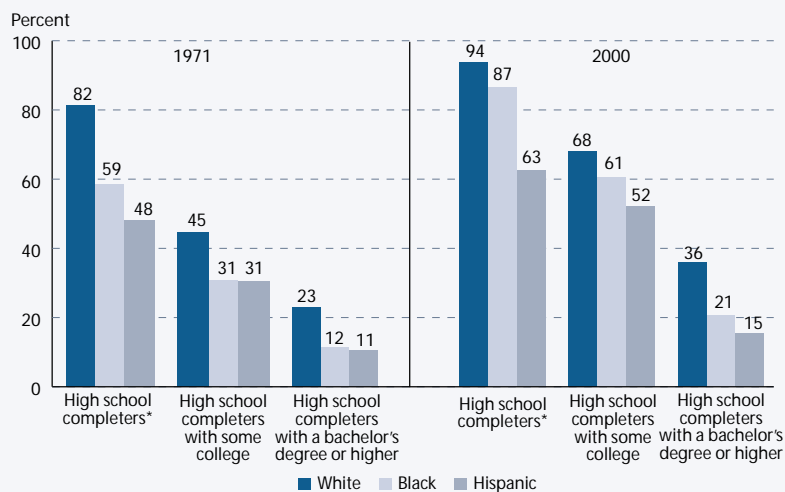
SOURCE: U.S. Department of Education, NCES. Higher Education General Information Survey (HEGIS) 1970–71, "Degrees and Other Formal Awards Conferred" survey and Integrated Postsecondary Education Data System (IPEDS) 1997–98, "Completions" survey.

## Educational Attainment

Attainment rates among 25- to 29-year-olds increased at all educational levels for all racial/ethnic groups from 1971 to 2000.

From 1971 to 2000, the gap in the rates at which blacks and whites ages 25–29 completed at least high school began to close. In 1971, the completion rate of blacks was 23 percentage points less than that of whites, while it was 7 percentage points less than that of whites in 2000. In contrast, 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. Among Hispanics, there were increases in completion rates across all levels of education. Nonetheless, the differences in attainment rates between whites and Hispanics remained similar at every educational level.

**EDUCATIONAL ATTAINMENT: Percentage of 25- to 29-year-olds who attained selected levels of education, by race/ethnicity: March 1971 and 2000**



\* Included 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. The category "diploma or equivalency certificate" includes those who have a high school diploma or an equivalency certificate; "some college" includes those with an associate's degree or a vocational certificate; and "bachelor's degree or higher" includes those with an advanced degree. In 1994, the survey instrument for the CPS was changed and weights for undercounted populations were adjusted.

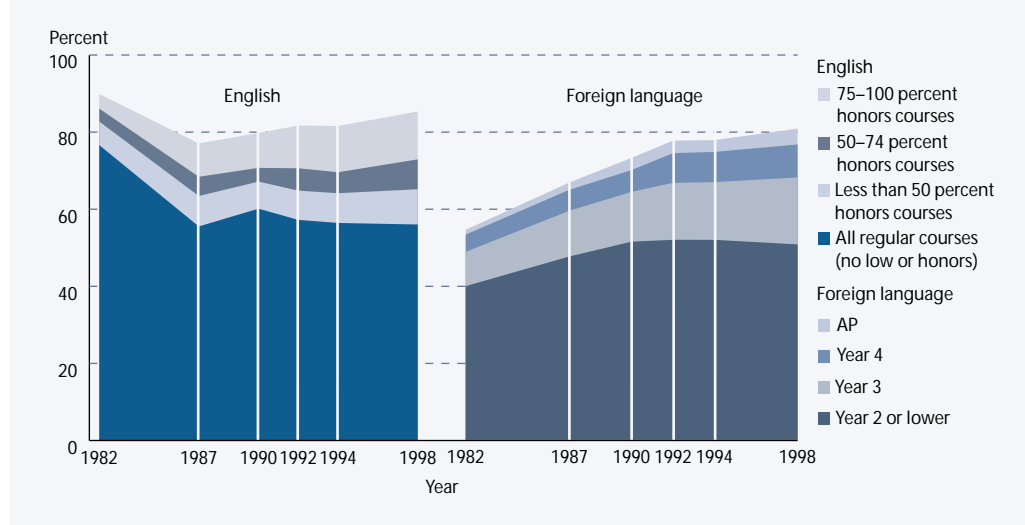
SOURCE: U.S. Department of Commerce, Bureau of the Census. March Current Population Surveys, 1971 and 2000.

## Trends in English and Foreign Language Coursetaking

*The percentages of high school graduates who have completed advanced academic levels of English and foreign language study have doubled from 1982 to 1998.*

Since the 1980s, when states began to make the requirements for a high school diploma more demanding, the percentage of high school graduates completing honors English and advanced foreign language courses (year 3 and higher) has increased. In 1982, only 13 percent of graduates had completed advanced English coursework (“honors” courses); by 1998, 29 percent had done so. Moreover, the percentage completing 75–100 percent of their English courses at the honors level tripled, but the percentage completing low academic English courses also increased. Over this period, the percentage of graduates who had completed advanced foreign language study increased from 15 to 30 percent, while the percentage completing no foreign language study decreased markedly.

**COURSE-TAKING LEVELS:** Percentage distribution of high school graduates according to level of courses completed: Selected years 1982–98



NOTE: Not displayed are the percentage of students who completed low or no English courses and the percentage who completed no foreign language.

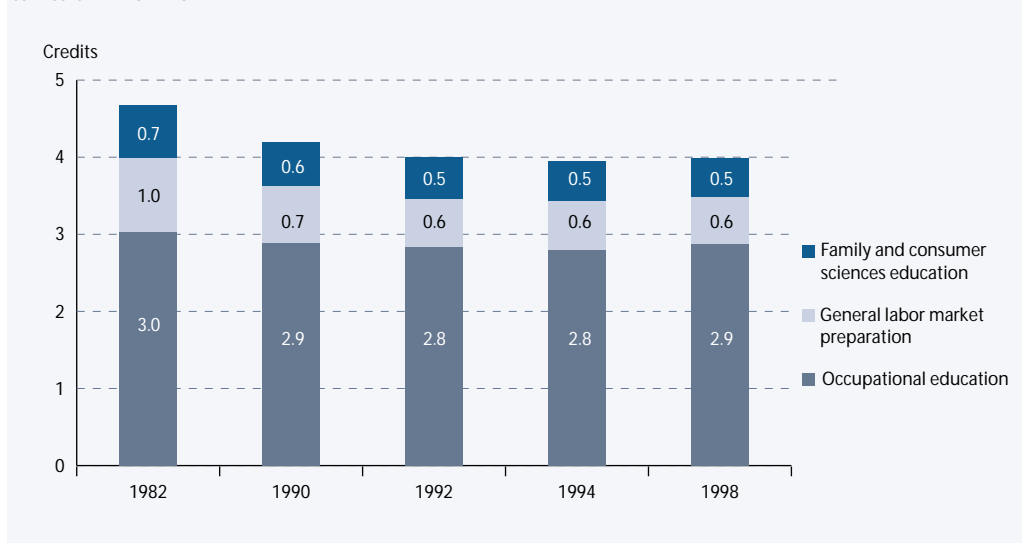
SOURCE: U.S. Department of Education, NCES. High School and Beyond Longitudinal Study of 1980 Sophomores, “Second Follow-up” (HS&B:1980/1984); National Education Longitudinal Study of 1988 Eighth Graders, “High School Transcript Study” (NELS:1992); and 1987, 1990, 1992, 1994, and 1998 National Assessment of Educational Progress (NAEP) High School Transcript Studies.

## Trends in High School Occupational Course-taking

Although overall vocational course-taking declined between 1982 and 1998, occupationally specific course-taking remained relatively steady.

High school vocational education consists of occupational education, general labor market preparation, and family and consumer sciences education. Occupational education, which is intended to prepare students for a specific occupation or cluster of occupations, constitutes the largest share of the vocational curriculum. Although overall vocational course-taking declined among public high school graduates between 1982 and 1998, occupational course-taking remained relatively steady. Vocational course-taking declined by .69 credits on average, from 4.68 total vocational credits in 1982 to 3.99 credits in 1998. In contrast, the level of occupational course-taking remained about the same (3.03 credits in 1982 and 2.87 credits in 1998).

**VOCATIONAL CREDITS: Average credits earned in vocational education by public high school graduates, by vocational curriculum: 1982–98**



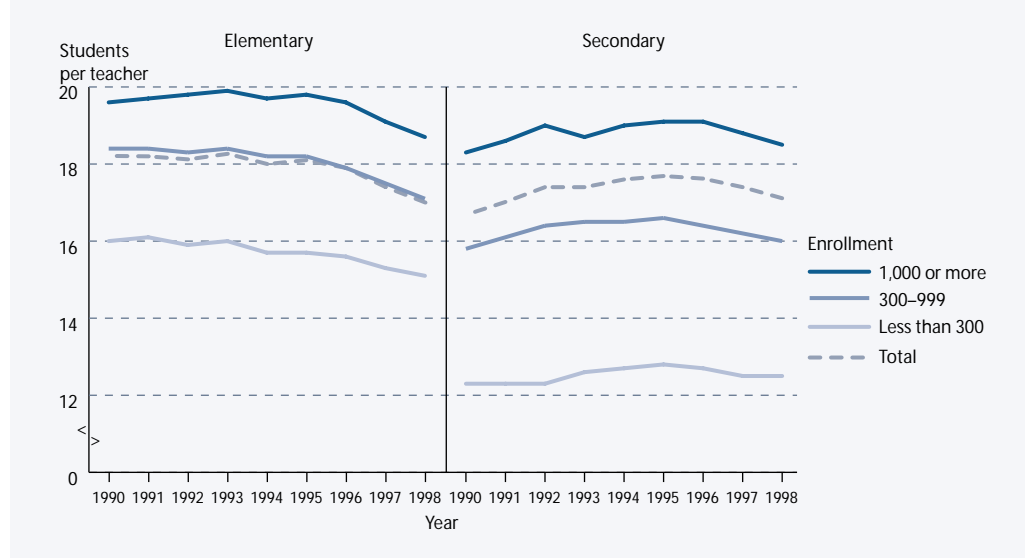
SOURCE: U.S. Department of Education, NCES. High School and Beyond Longitudinal Study of 1980 Sophomores, "First Follow-up" (HS&B:1980/1982) and High School Transcript Study; National Education Longitudinal Study of 1988 Eighth Graders, "Second Follow-up" (NELS:1988/1992) and High School Transcript Study; and 1990, 1994, and 1998 National Assessment of Educational Progress (NAEP) High School Transcript Studies.

## Student/Teacher Ratios in Public Elementary and Secondary Schools

*Between 1990 and 1998, student/teacher ratios declined in public elementary schools but rose slightly in public secondary schools. Differences by school size persist at both levels.*

To measure progress in meeting class size reduction goals, educators frequently use the ratio of students to teachers as a proxy for class size. Between 1990 and 1998, the student/teacher ratios in elementary schools were stable at first but then declined; student/teacher ratios in secondary schools rose and fell, ending slightly higher in 1998 than in 1990. These trends were consistent for elementary and secondary schools regardless of school size. Variations in student/teacher ratios among schools with different enrollment levels were also consistent. At both the elementary and secondary levels, schools with more than 1,000 students enrolled more students per teacher, on average, than schools with enrollments under 300.

**STUDENT/TEACHER RATIOS: Regular public elementary and secondary school student/teacher ratios, by enrollment: 1990–98**



NOTE: Data from schools that did not report both student enrollment and the number of teachers employed were not included in the calculations of these student/teacher ratios. Teacher data for elementary schools include prekindergarten. The method for calculating these ratios has been revised. These ratios express the total number of students divided by the total number of full-time equivalent teachers.

SOURCE: U.S. Department of Education, NCES. Common Core of Data (CCD), various years.

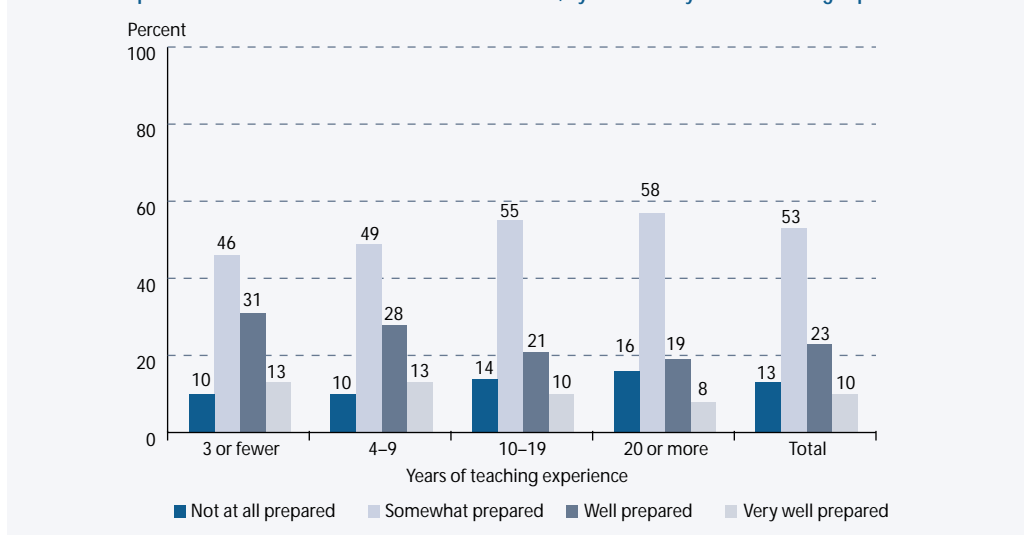


Only one-third of teachers felt “well prepared” or “very well prepared” to use computers or the Internet for instruction in 1999.

While computers and the Internet have transformed how business and research are conducted in the United States, most public school teachers do not yet feel prepared to use these technologies. In 1999, only 10 percent of public school teachers reported feeling “very well prepared,” and an additional 23 percent reported feeling “well prepared” to use computers or the Internet for instruction. The majority (53 percent) reported feeling “somewhat prepared,” and 13 percent reported feeling “not at all prepared.” Teachers with fewer years of teaching experience were more likely to feel prepared to use computers or the Internet than their more experienced colleagues.

## Teachers’ Readiness to Use Computers and the Internet

**READINESS TO USE TECHNOLOGY:** Percentage distribution of public school teachers according to how well prepared they felt to use computers and the Internet for classroom instruction, by number of years of teaching experience: 1999



NOTE: Less than 1 percent of all public school teachers reported no computers or the Internet were available to them anywhere in their school. These teachers were not included in the estimates presented here. Percentages may not add to 100 due to rounding.

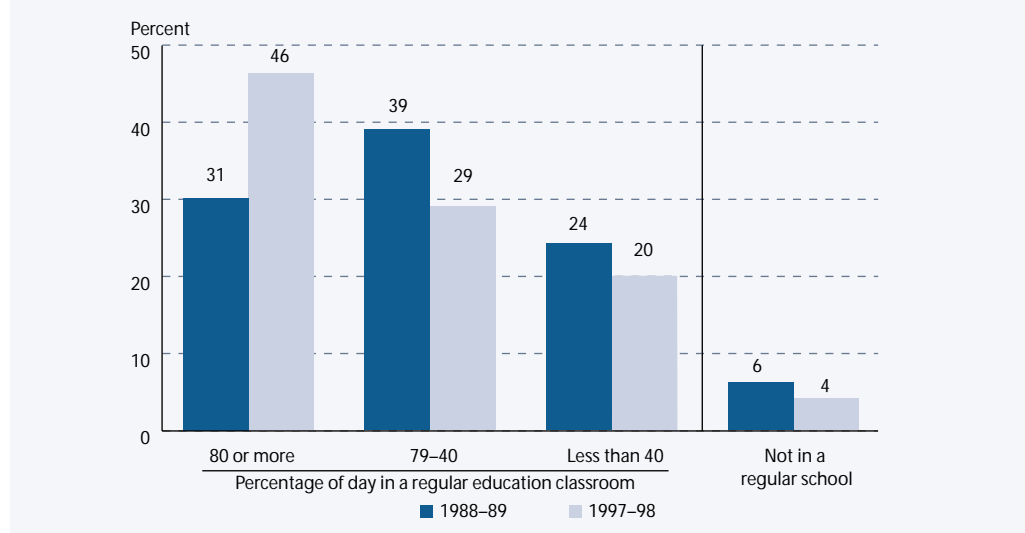
SOURCE: U.S. Department of Education, NCES. Fast Response Survey System, “Public School Teachers’ Use of Computers and the Internet,” FRSS 70, 1999.

## Inclusion of Students With Disabilities in Regular Education Classrooms

*Inclusion rates for students of almost all disability types have increased over the past decade.*

Data suggest that, since 1988, U.S. schools have found inclusion in the regular education classroom to be the “least restrictive environment” for increasing numbers of students with disabilities. They also suggest that progress has been made toward reaching the target, set by the U.S. Department of Education’s Office of Special Education Programs, that by 2000–01, 50 percent of children with disabilities ages 6–21 will be “served in the regular education classroom 80 percent of the day or more.” In 1997–98, states reported that 46 percent of students with disabilities spent 80 percent of the day or more in a regular education classroom. In 1988–89, only 31 percent of such students did so.

**SPECIAL EDUCATION: Percentage distribution of students ages 6–21 with disabilities, by educational environment: 1988–89 and 1997–98**



NOTE: Students counted as disabled are those students served under Part B of the Individuals with Disabilities Education Act (IDEA) in the United States and outlying areas. Percentages may not add to 100 due to rounding.

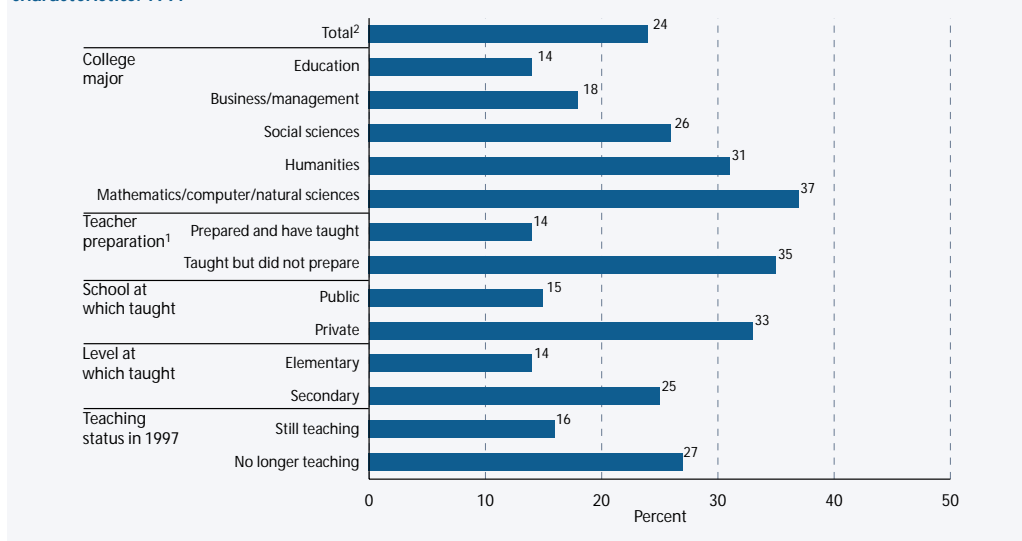
SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services. *22nd Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act*, 2000.

*Academically strong college graduates who become teachers are more likely not to have prepared for a teaching career than to have prepared and to leave teaching than to remain.*

The entrance examination scores of college graduates can serve as a useful proxy for academic caliber to examine the percentages of academically strong and weak graduates according to their college major and whether they prepared to teach<sup>1</sup> and taught. Among 1992–93 college graduates majoring in education, 14 percent had SAT or ACT scores in the top quartile, which is significantly less than the percentage of graduates majoring in the social sciences, humanities, or mathematics/computer/natural sciences. Those who taught only in private schools were more likely to score in the top quartile than those who taught only in public schools, as were those who taught only in secondary schools versus those who taught only in elementary schools.

## Qualifications of College Graduates Who Enter Teaching

**ACADEMIC QUALIFICATIONS: Percentage of 1992–93 college graduates in the top quartile of SAT or ACT scores, by selected characteristics: 1997**



<sup>1</sup>Graduates classified as “prepared to teach” had completed a student-teaching assignment or earned a teaching certificate.

<sup>2</sup>The top quartile in this analysis does not equal 25 percent because SAT and ACT scores were not available for some graduates.

NOTE: Excludes 1992–93 bachelor’s degree recipients who had taught before receiving their bachelor’s degree.

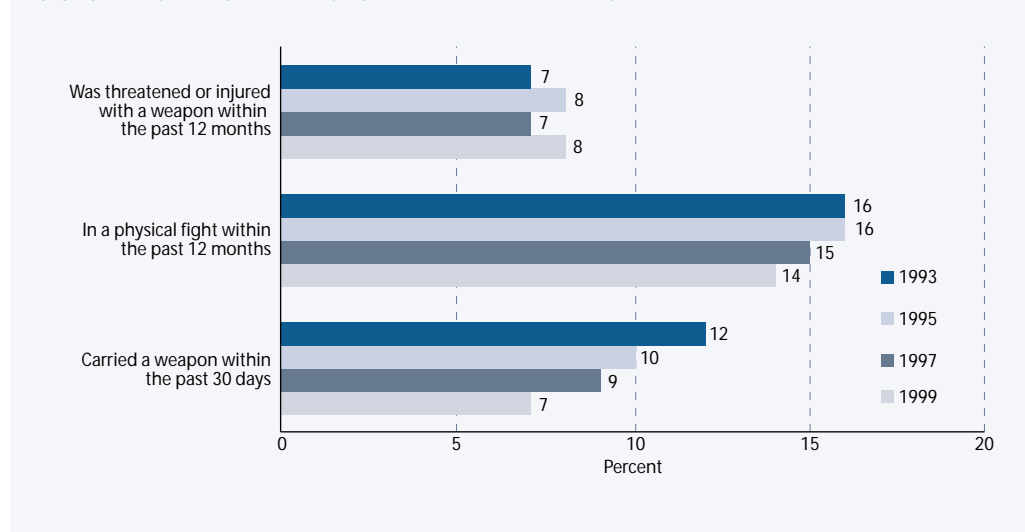
SOURCE: U.S. Department of Education, NCES. Baccalaureate and Beyond Longitudinal Study, “Second Follow-up” (B&B:1993/1997), Data Analysis System.

## School-Related Violence and Safety

*The percentages of high school students engaging in fights and carrying weapons at school have declined since 1993, but not the percentage being threatened or injured with a weapon.*

A survey of 9<sup>th</sup>- to 12<sup>th</sup>-graders by the Centers for Disease Control and Prevention indicates that although some measures of violent victimization in schools have remained constant over time, other measures of youth risk behaviors affecting school safety have decreased. Between 1993 and 1999, the percentage of students who were threatened or injured with a weapon on school property remained constant, whereas the percentage who were in a fight on school property in the last 12 months declined from 16 percent in 1993 to 14 percent in 1999. During this period, the percentage of students who carried a weapon at school in the past 30 days also decreased, from 12 to 7 percent.

**SCHOOL-RELATED VIOLENCE: Percentage of high school students who reported being threatened or injured with a weapon, engaging in a physical fight, and carrying a weapon on school property: 1993, 1995, 1997, and 1999**



NOTE: The data do not meet NCES standards for response rates.

SOURCE: U.S. Department of Health and Human Services, Public Health Service, Centers for Disease Control and Prevention, National Center for Health Statistics. National Health Interview Survey—Youth Risk Behavior Survey, 1993, 1995, 1997, and 1999.

Among postsecondary and instructional faculty and staff, lecturing is popular: 83 percent used it as their primary instructional method in at least one class taught for credit.

Postsecondary instructional faculty and staff use many methods to promote student learning and measure student achievement, and the ones they select are related to their teaching disciplines. Compared with the overall average, instructors in the health sciences (38 percent) and fine arts (34 percent) used labs/clinics more often than average in fall 1998. Instructional faculty and staff in education (13 percent) and the health sciences (10 percent) provided fieldwork opportunities such as internships and apprenticeships more often than average. For grading student performance, faculty indicated they more frequently used competency-based grading than grading on a curve (61 versus 30 percent). There were also differences among disciplines in the types of assessment methods faculty chose.

## Instructional Methods of Postsecondary Faculty

**INSTRUCTIONAL METHODS: Percentage of postsecondary instructional faculty and staff who used specific instructional and grading methods in some or all of their classes, by teaching discipline: Fall 1998**

Teaching discipline	Primary instructional method					Grading methods	
	Lecture	Seminar	Lab / clinic	Field-work	Other	Curve	Competency-based
<b>Total</b>	<b>82.7</b>	<b>14.7</b>	<b>21.8</b>	<b>5.3</b>	<b>7.4</b>	<b>29.7</b>	<b>60.7</b>
Agriculture/ home economics	84.3	10.2	31.8	9.6	3.9	36.8	63.6
Business	90.6	10.4	16.6	3.0	6.1	37.9	57.8
Education	77.1	20.7	16.2	12.7	7.8	19.7	67.2
Engineering	87.7	8.9	21.5	3.1	5.0	57.9	58.3
Fine arts	69.4	14.8	34.0	5.2	20.4	21.4	70.4
Health sciences	75.7	14.9	38.0	10.2	5.0	22.9	64.3
Humanities	88.0	16.5	10.8	3.0	6.9	20.4	58.8
Natural sciences	86.3	10.3	24.7	2.3	5.3	37.7	56.0
Social sciences	89.5	22.9	8.9	3.7	4.7	35.0	52.9

NOTE: Instructional methods include all class levels (i.e., undergraduate, graduate, and professional). Assessment and grading methods include only undergraduate classes. Percentages may not add to 100.0 because faculty and staff could give multiple responses.

SOURCE: U.S. Department of Education, NCES. National Study of Postsecondary Faculty (NSOPF:1999), Data Analysis System.

## Distance Education by Postsecondary Faculty

*Instructional faculty and staff teaching distance education classes teach more overall than those who do not, but their compensation is generally similar.*

In fall 1998, 6 percent of full- and part-time instructional faculty and staff at degree-granting institutions with any instructional duties for credit indicated that they taught at least one class or section through a distance education program. About 8 to 10 percent reported teaching at least one class using a primary medium other than face-to-face instruction, e.g., a computer- or TV-based class. The teaching load was higher for instructional faculty teaching distance classes than for those not doing so. Full-time faculty teaching distance classes also averaged more course preparations than their counterparts (about 3.1 versus 2.5). Faculty's base salary did not vary by participation in distance education, but they earned about \$1,700 more in other income.

**DISTANCE EDUCATION INSTRUCTION: Percentage distribution of instructional faculty and staff and average workload and compensation, by participation in distance education and full- or part-time employment: Fall 1998**

Participation and employment status	Percent	Workload		Compensation	
		Number of classes/sections	Number of course preparations	Salary	Other income
<b>Total</b>	<b>100.0</b>	<b>2.9</b>	<b>2.1</b>	<b>\$37,580</b>	<b>\$2,630</b>
Taught in distance education program		<b>Full time</b>			
Yes	6.0	5.0	3.1	55,040	5,640
No	94.0	3.6	2.5	55,150	3,920
Taught nonface-to-face class		<b>Part time</b>			
Yes	9.5	4.7	3.1	54,160	4,320
No	90.5	3.6	2.5	55,240	3,990
Taught in distance education program		<b>Part time</b>			
Yes	5.7	3.5	1.9	11,550	720
No	94.3	2.5	1.6	11,230	780
Taught nonface-to-face class		<b>Part time</b>			
Yes	8.3	3.5	1.9	12,930	1,060
No	91.7	2.5	1.5	11,090	750

NOTE: Includes faculty and staff with some instructional duties for credit at degree-granting institutions. "Distance education program" was not defined for respondents. Nonface-to-face classes are those with a computer, TV-based, or other primary instructional medium. Base salary and other income (such as for a teaching overload or summer session) are for calendar year 1998 from the institution at which the respondent was sampled.

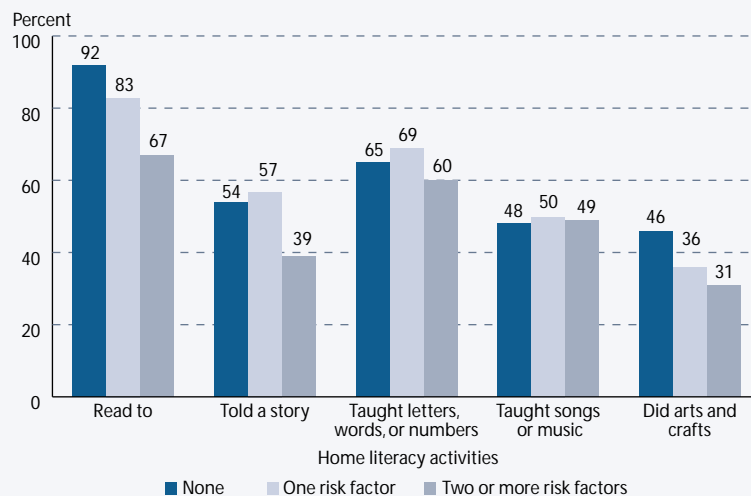
SOURCE: U.S. Department of Education, NCES. National Study of Postsecondary Faculty (NSOPF:1999), Data Analysis System.

## Early Reading Activities

Among children ages 3–5 not in kindergarten, those with multiple risk factors were less likely than those with one or fewer risk factors to engage in literacy activities frequently with their families.

Data collected by the National Household Education Surveys Program show how frequently families with young children engage in literacy-building activities. Except for being taught songs or music, children with multiple risk factors were less likely than those with no risk factors or only one to engage in literacy activities with their families at least three times a week. In 1999, 67 percent of children with two or more risk factors were read to that often versus 92 percent of those with no risk factors and 83 percent with one. Likewise, 39 percent of children with two or more risk factors were told a story that often versus 54 percent of those without any risk factors and 57 percent with one.

**PRESCHOOL READING ACTIVITIES:** Percentage of 3- to 5-year-old children not yet enrolled in kindergarten who participated in home literacy activities with a family member three or more times in the week before the survey, by number of risk factors: 1999



NOTE: Types of literacy activities include reading to the child; telling a story; teaching letters, words, or numbers; teaching songs or music; and doing arts or crafts. Risk factors are defined as having a race/ethnicity other than white; having a mother whose home language is other than English; having a mother whose highest education is less than high school; being a member of a family with no parent or only one parent in the household; and being a member of a family whose poverty status is below the poverty threshold.

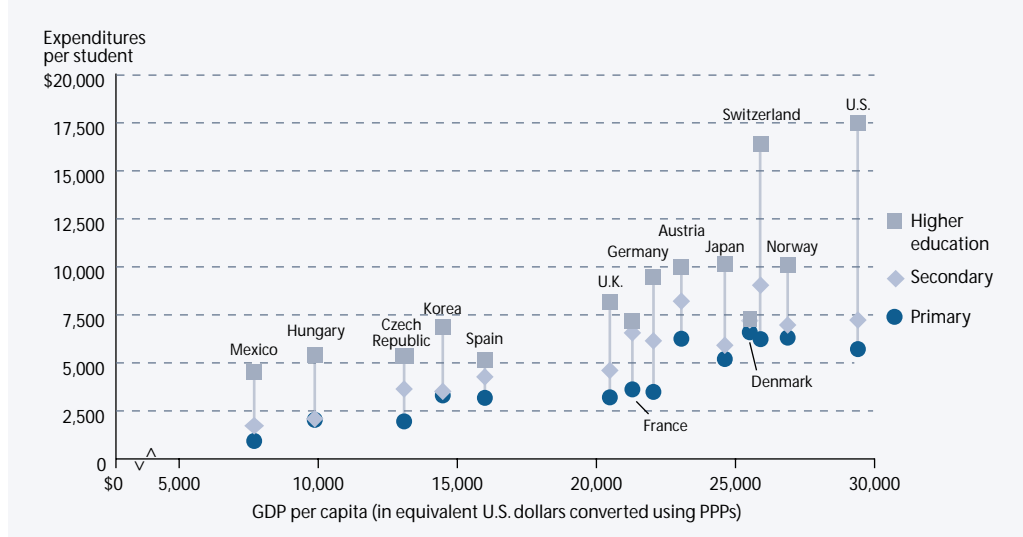
SOURCE: U.S. Department of Education, NCES. *Home Literacy Activities and Signs of Children's Emerging Literacy, 1993 and 1999* (NCES 2000–026), and National Household Education Surveys Program (NHES), 1999.

## International Comparisons of Expenditures for Education

*U.S. expenditures on primary and secondary education ranked high compared with other countries. U.S. spending at the higher education level was the highest of all the OECD countries.*

Wealthier countries, on average, spent more per student in 1997 than did less wealthy countries as measured by GDP per capita. Annual expenditures per student at the primary level among OECD members ranged from \$935 in Mexico to \$6,596 in Denmark. At the secondary level, the range was from \$1,726 in Mexico to \$9,045 in Switzerland. U.S. spending on primary and secondary education was \$5,718 and \$7,230, respectively. Only Switzerland and Austria spent more per student than the United States at the secondary level. Expenditures per student at the higher education level varied considerably among the OECD countries in 1997. At \$17,466 per student, U.S. expenditures were more than twice those of 15 OECD countries.

**INTERNATIONAL EXPENDITURES FOR EDUCATION: Educational expenditures per student in relation to GDP per capita, by level of education for selected OECD countries: 1997**



NOTE: Per student expenditures are calculated based on public and private full-time-equivalent (FTE) enrollment figures and expenditures from both public and private sources where data are available. Purchasing Power Parity (PPP) indices are used to convert other currencies to U.S. dollars. Within-country consumer price indices are used to adjust the PPP indices to account for inflation because the fiscal year has a different starting date in different countries.

SOURCE: Organisation for Economic Co-operation and Development, Centre for Educational Research and Innovation. *Education at a Glance: OECD Indicators, 2000, 2000.*



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