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the condition of education 2004 in Brief

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The Condition of Education 2004 in Brief

June 2004

Editors

Andrea Livingston
MPR Associates, Inc.

John Wirt
National Center for Education Statistics

U.S. Department of Education
Rod Paige
Secretary

Institute of Education Sciences
Grover J. Whitehurst
Director

National Center for Education Statistics
Robert Lerner
Commissioner

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Institute of Education Sciences
U.S. Department of Education
1990 K Street, NW
Washington, DC 20006–5651

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For additional information, contact John Wirt, National Center for Education Statistics (phone: 202-502-7478; e-mail: john.wirt@ed.gov).

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What's Inside

This publication contains a sample of the 38 indicators in ***The Condition of Education 2004***. To order the entire printed edition of ***The Condition***, 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 2004 edition are in six sections:

- Participation in Education
- Learner Outcomes
- Student Effort and Educational Progress
- Contexts of Elementary and Secondary Education
- Contexts 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 a special analysis on changes in undergraduate student financial aid between 1989–90 and 1999–2000. It also contains 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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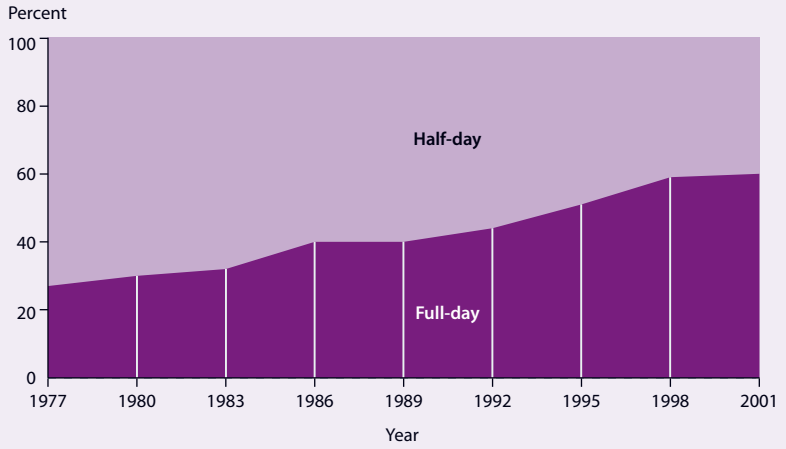
Trends in Full- and Half-Day Kindergarten

Enrollment among 4- to 6-year-olds in kindergarten increased from 1977 to 2001, as did the proportion of students enrolled full day. By 1995, it was larger than the proportion enrolled half day.

Total enrollment in kindergarten among children ages 4–6 increased from 3.2 million in 1977 to 4 million in 1992, before decreasing to 3.7 million in 2001. The trend reflects changes in the number of children in the population ages 4–6 and their enrollment rate. In 2001, the most common age of enrollment was 5 years old. Between 1977 and 2001, the distribution of kindergartners shifted from half-day to full-day programs. In 1977, a higher percentage of children attended a half-day than a full-day program (73 vs. 27 percent). By 1995, this distribution had reversed, and in 2001, full-day kindergarten was generally more common than half-day kindergarten, with 60 percent of kindergartners attending full day and 40 percent attending half day.

KINDERGARTEN ENROLLMENT: Percentage distribution of children ages 4–6 enrolled in kindergarten, by type of program: Selected years October 1977–2001



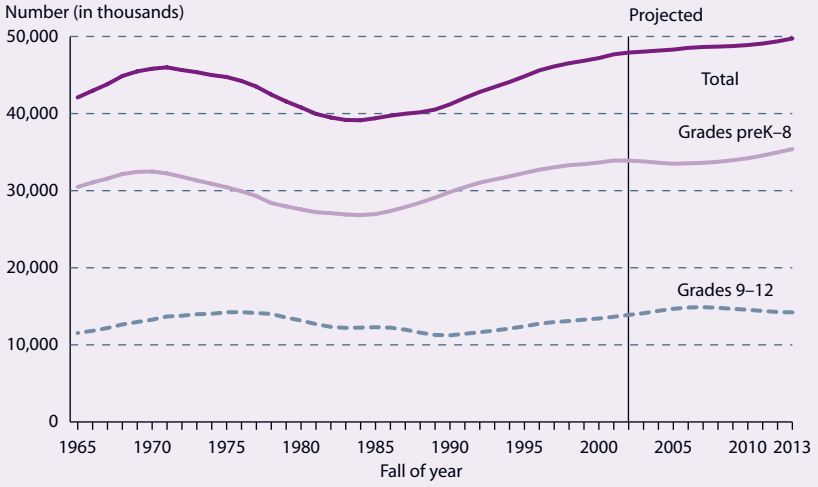
SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October Supplement, selected years 1977–2001, previously unpublished tabulation (December 2003).

Public elementary and secondary enrollment is projected to increase to 49.7 million in 2013.

Past and Projected Elementary and Secondary School Enrollments

As a result of rising immigration and the baby boom echo—the 25 percent increase in the number of annual births beginning in the mid-1970s—enrollment in public schools for prekindergarten through grade 12 increased in the latter part of the 1980s and the 1990s, reaching an estimated 48.0 million in 2003. Public enrollment for prekindergarten through grade 12 is projected to be 48.2 million in 2004 and to increase to an all-time high of 49.7 million in 2013. Public enrollment in prekindergarten through grade 8 is projected to decrease from 2003 through 2005 and then to increase through 2013, whereas public enrollment in grades 9 through 12 is projected to increase through 2007 and then to decrease.

SCHOOL ENROLLMENT: Public elementary and secondary enrollment in prekindergarten through grade 12 (in thousands), by grade level, with projections: Fall 1965–2013



NOTE: Includes kindergarten and most prekindergarten enrollment.

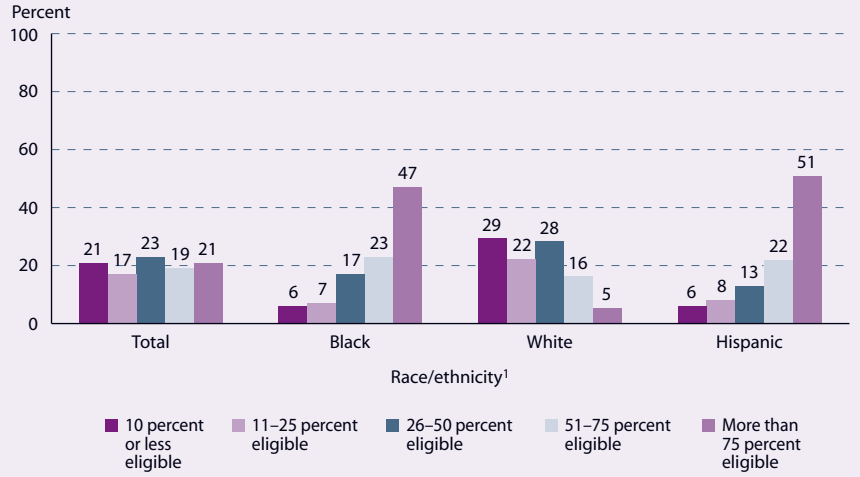
SOURCE: U.S. Department of Education, NCES. (2003). *Projections of Education Statistics to 2013* (NCES 2004–013), tables 1 and 4 and (forthcoming) *Digest of Education Statistics 2003* (NCES 2004–024), table 37. Data from U.S. Department of Education, NCES, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1986–2001 and "Statistics of Public Elementary and Secondary School Systems," various years.

Concentration of Enrollment by Race/ Ethnicity and Poverty

Black and Hispanic 4th-graders are more likely than White 4th-graders to be in schools with high levels of low-income students and less likely to be in schools with low levels of low-income students.

In addition to being more likely than White students to be from low-income families, Black and Hispanic students are more likely to be concentrated in high-poverty schools. In 2003, as the proportion of Black and Hispanic students increased, so did the proportion of students in the school eligible for free or reduced-price lunch, a proxy measure of low-income family status. Six percent of Black and Hispanic 4th-graders were in the lowest-poverty schools (with 10 percent or less of students eligible) in 2003 versus 29 percent of White 4th-graders. In contrast, 47 percent of Black and 51 percent of Hispanic 4th-graders were in the highest-poverty schools (with more than 75 percent eligible) versus 5 percent of White 4th-graders.

POVERTY CONCENTRATION: Percentage distribution of 4th-graders by the percentage of students in the school eligible for free or reduced-price lunch, by race/ethnicity: 2003



[1]Black includes African American and Hispanic includes Latino. Racial categories exclude Hispanic origin.

NOTE: Detail may not sum to totals because of rounding. The National School Lunch Program is a federally assisted meal program. To be eligible, a student must be from a household with an income at or below 185 percent of the poverty level for reduced-price lunch or at or below 130 percent of the poverty level for free lunch.

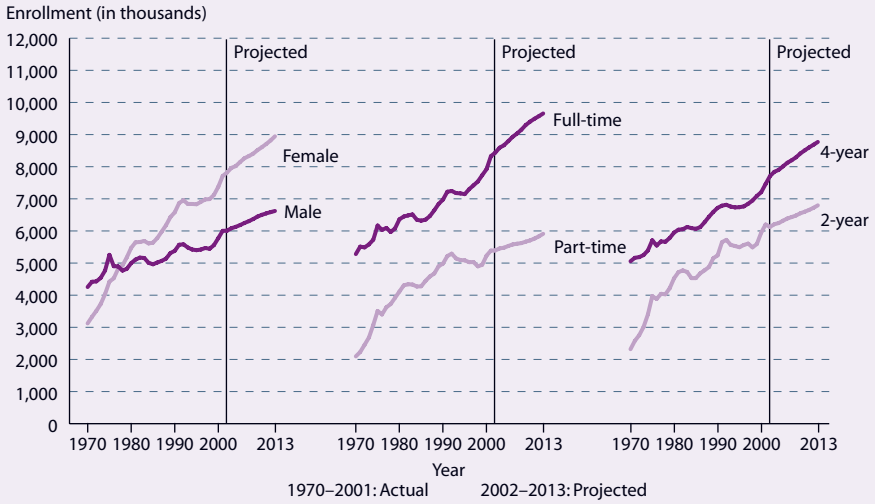
SOURCE: U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment, previously unpublished tabulation (January 2004).

Past and Projected Undergraduate Enrollments

In the next 10 years, undergraduate enrollment in 4-year institutions is projected to increase faster than in 2-year institutions and women's enrollment is expected to increase faster than men's.

Total undergraduate enrollment in degree-granting postsecondary institutions has generally increased in the past three decades and is projected to continue doing so throughout the next 10 years. These increases have been accompanied by changes in students' attendance status, the type of institution attended, and the proportion of students who are women. In the next decade, full-time undergraduate enrollment is expected to increase at a faster rate than part-time enrollment, and 4-year undergraduate enrollment—which has also increased over the past three decades—is expected to increase at a faster rate than enrollment in 2-year institutions. Women's undergraduate enrollment, which exceeds that of men, is projected to continue growing at a faster rate than men's in the next 10 years.

UNDERGRADUATE ENROLLMENT: Total undergraduate enrollment in degree-granting 2- and 4-year postsecondary institutions (in thousands), by sex, attendance status, and type of institution, with projections: Fall 1970–2013



NOTE: Projections are based upon the middle alternative assumptions concerning the economy. Data for 1999 were imputed using alternative procedures.

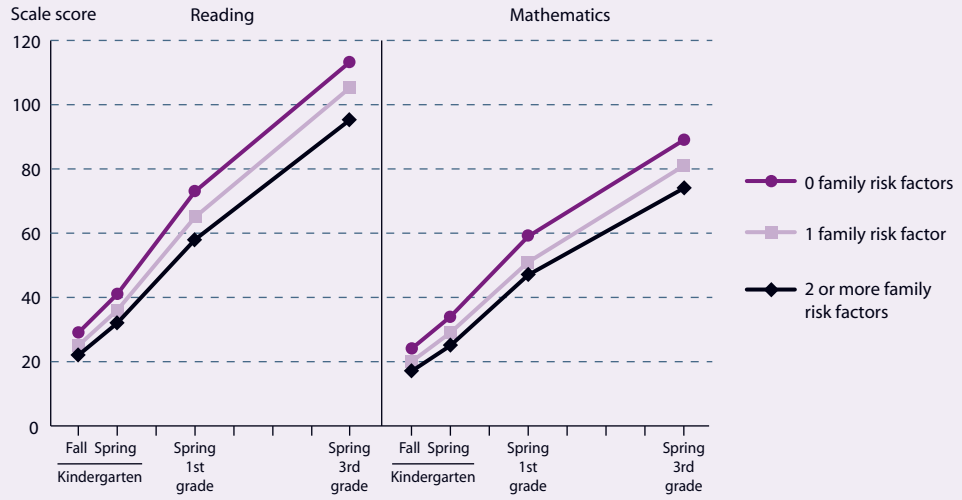
SOURCE: U.S. Department of Education, NCES. (forthcoming). *Digest of Education Statistics 2003* (NCES 2004–024), table 187 and (2003) *Projections of Education Statistics to 2013* (NCES 2004–013), tables 16, 18, and 19. Data from U.S. Department of Education, NCES, 1969–1986 Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" and 1987–2001 Integrated Postsecondary Education Data System, "Fall Enrollment Survey" (IPEDS-EF:87–01).

Students' Reading and Mathematics Achievement Through 3rd Grade

Children without family risk factors, such as poverty, experience a larger gain in reading and mathematics mean scale scores than their peers from the start of kindergarten through 3rd grade.

According to findings from the Early Childhood Longitudinal Study, Kindergarten Class of 1998–99, which assesses children's achievement in reading and mathematics through the early elementary grades, the number of family risk factors[1] is negatively associated with children's initial performance and achievement gains in reading and mathematics. As the number of family risk factors increased, children experienced smaller gains from the start of kindergarten in fall 1998 through the end of 3rd grade in spring 2002 in both subject areas. Children with no family risk factors had an average gain of 84 points in reading, while children with 2 or more family risk factors had a 73-point gain.

EARLY READING AND MATHEMATICS PERFORMANCE: Children's reading and mathematics scale scores for fall 1998 first-time kindergartners from kindergarten through 3rd grade, by family risk factors: Fall 1998, spring 1999, spring 2000, and spring 2002[1]



[1]Family risk factors include living below the poverty level, primary home language was non-English, mother's highest education was less than a high school diploma/GED, and living in a single-parent household, as measured in kindergarten.

NOTE: The findings are based on children who entered kindergarten for the first time in fall 1998 and were assessed in fall 1998, spring 1999, spring 2000, and spring 2002. Estimates reflect the sample of children assessed in English in all assessment years (approximately 19 percent of Asian children and approximately 30 percent of Hispanic children were not assessed). Although most of the sample was in 3rd grade in spring 2002, 10 percent were in 2nd grade, and about 1 percent were enrolled in other grades.

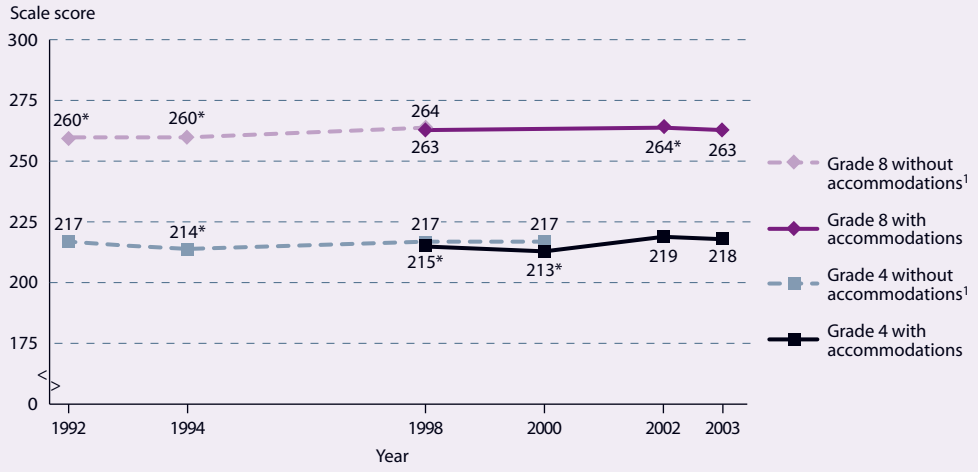
SOURCE: Rathbun, A., and West, J. (forthcoming). *From Kindergarten Through Third Grade: Children's Beginning School Experiences* (NCES 2004–007), tables A-4 and A-5. Data from U.S. Department of Education, NCES, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), Longitudinal Kindergarten-First Grade Public-Use data file and Third Grade Restricted-Use data file, Fall 1998, Spring 1999, Spring 2000, and Spring 2002.

Reading Performance of Students in Grades 4 and 8

While 8th-grade reading performance increased between 1992 and 2003, no difference was detected in the performance of 4th-graders.

The National Assessment of Educational Progress (NAEP) assessed reading performance in grades 4 and 8 in selected years between 1992 and 2003. The average reading scale score of 4th-graders in 2003 was not significantly different from that in 1992. After decreasing in the late 1990s, the average score increased from 2000 to 2002, with the score in 2003 not significantly different from that in 2002. The average score of 8th-graders was higher in 2003 than in 1992 but decreased 1 point from 264 in 2002 to 263 in 2003. In both grades, females outperformed males, and White and Asian/Pacific Islander students had higher average scores than American Indian, Hispanic, and Black students.

READING PERFORMANCE: Average reading scale scores for 4th- and 8th-graders: Selected years 1992–2003



*Significantly different from 2003.

[1]Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted.

NOTE: In addition to allowing for accommodations, the accommodations-permitted results at grade 4 (1998–2003) differ slightly from previous years' results, and from previously reported results for 1998 and 2000, due to changes in sample weighting procedures. Beginning in 2002, the NAEP national sample was obtained by aggregating the samples from each state, rather than by obtaining an independently selected national sample. As a consequence, the size of the national sample increased, and smaller differences between years or between types of students were found to be statistically significant than would have been detected in previous assessments. The 2003 reading assessment did not include students in grade 12. The NAEP includes students in public and private schools.

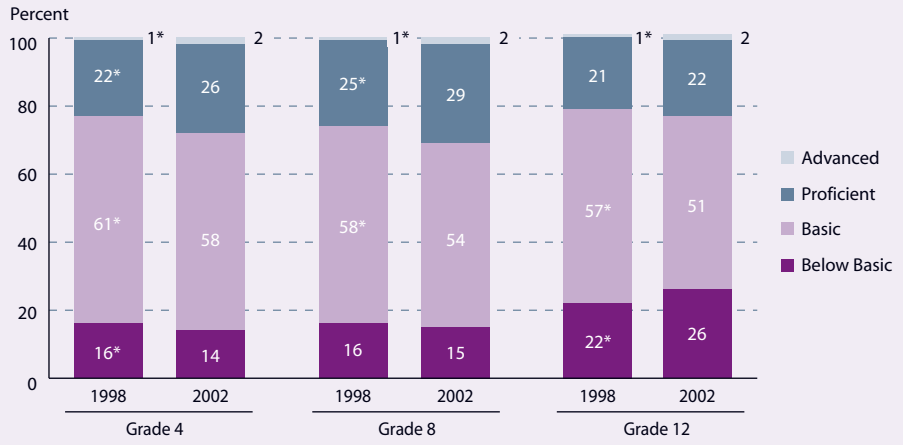
SOURCE: U.S. Department of Education, NCES. (2003). *The Nation's Report Card: Reading Highlights 2003* (NCES 2004–452) and NAEP web data tool (*http://nces.ed.gov/nationsreportcard/naepdata/search.asp*). Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), selected years 1992–2003 Reading Assessments.

Writing Performance of Students in Grades 4, 8, and 12

The percentages of 4th- and 8th-graders who performed at or above the Proficient *level in writing increased between 1998 and 2002.*

The National Assessment of Educational Progress (NAEP) assessed the performance of 4th-, 8th-, and 12th-graders in writing in 1998 and 2002. In 2002, 28 percent of 4th-graders, 31 percent of 8th-graders, and 24 percent of 12th-graders performed at or above the *Proficient* level in writing. The percentages of 4th- and 8th-graders at or above *Proficient* were higher in 2002 than in 1998, as was the percentage of 4th-graders at or above *Basic*. The percentage of 12th-graders at or above *Basic* decreased. Although only 2 percent of students in each grade performed at *Advanced* in 2002, at all three grades, the percentage represented an increase.

WRITING PERFORMANCE: Percentage distribution of students performing at each writing achievement level, by grade: 1998 and 2002



*Significantly different from 2002.

NOTE: Detail may not sum to totals because of rounding. The NAEP includes students in public and private schools.

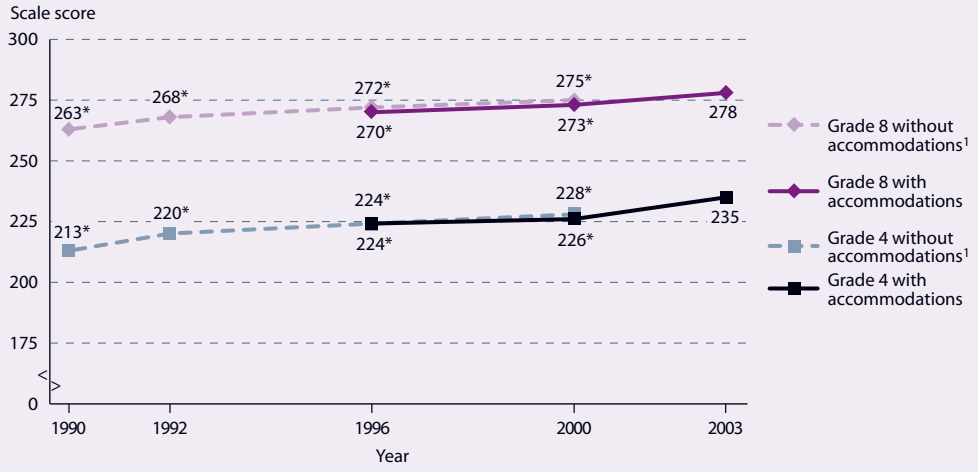
SOURCE: U.S. Department of Education, NCES. (2003). *The Nation's Report Card: Writing 2002* (NCES 2003–529), table 2.1 and NAEP web data tool (*http://nces.ed.gov/nationsreportcard/naepdata/*). Data from U.S. Department of Education, NCES National Assessment of Educational Progress (NAEP), 1998 and 2002 Writing Assessments.

Mathematics Performance of Students in Grades 4 and 8

The mathematics performance of 4th- and 8th-graders increased steadily from 1990 to 2003. For both grades, the average scale scores in 2003 were higher than in all previous assessments.

The National Assessment of Educational Progress (NAEP) assessed mathematics performance in grades 4 and 8 in selected years between 1990 and 2003. Average scale scores for 4th- and 8th-graders were higher in 2003 than in previous assessments. The average score in grade 4 increased from 226 in 2000 to 235 in 2003, and from 273 to 278 in grade 8. In both grades, males, on average, scored higher than females. Asian/Pacific Islanders scored higher than Whites, and both groups scored higher than other racial/ethnic groups. In grade 4, all 42 participating states and jurisdictions experienced an increase between 1992 and 2003; in grade 8, the average score of the 38 participants increased between 1990 and 2003.

MATHEMATICS PERFORMANCE: Average mathematics scale scores for 4th- and 8th-graders: Selected years 1990–2003



*Significantly different from 2003.

[1]Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted.

NOTE: In addition to allowing for accommodations, the accommodations-permitted results (1996–2003) differ slightly from previous years' results, and from previously reported results for 1996 and 2000, due to changes in sample weighting procedures. The NAEP national sample in 2003 was obtained by aggregating the samples from each state, rather than by obtaining an independently selected national sample. As a consequence, the size of the national sample increased, and smaller differences between years or between types of students were found to be statistically significant than would have been detected in previous assessments. The 2003 mathematics assessment did not include students in grade 12. The NAEP includes students in public and private schools.

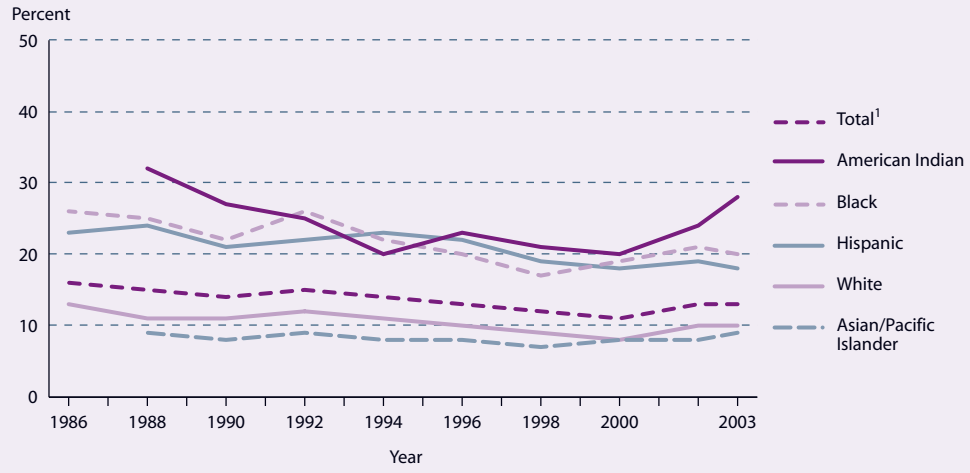
SOURCE: U.S. Department of Education, NCES. (2003). *The Nation's Report Card: Mathematics Highlights 2003* (NCES 2004–451) and NAEP web data tool (*http://nces.ed.gov/nationsreportcard/naepdata/search.asp*). Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), selected years 1990–2003 Mathematics Assessments.

Youth Neither Enrolled nor Working

In 2003, 13 percent of all persons ages 16–24 were neither enrolled in school nor working, a decrease from 1986.

The percentage of persons ages 16–24 who were neither enrolled in school nor working varied by their racial/ethnic backgrounds in 2003. For example, the percentages of White and Asian/Pacific Islander youth who were not enrolled in school or working were lower than the percentages of Hispanic, Black, and American Indian youth. The percentage of Hispanic youth was lower than the percentages of Black and American Indian youth. Between 1986 and 2003, the percentages of Black, White, and Hispanic youth ages 16–24 who were not enrolled in school or working decreased, while the percentages of American Indian and Asian/Pacific Islander youth showed no clear trend between 1988 and 2003.

YOUTH EMPLOYMENT: Percentage of persons ages 16–24 who were neither enrolled in school nor working, by race/ethnicity: Selected years 1986–2003



[1]American Indian includes Alaska Native, Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Racial categories exclude Hispanic origin. Other race/ethnicities are included in the total but are not shown separately.

NOTE: In 1994, the survey methodology for the Current Population Survey (CPS) was changed and weights were adjusted.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), March Supplement, selected years 1986–2003, previously unpublished tabulation (December 2003).

Event Dropout Rates by Family Income, 1972–2001

During the 1970s and 1980s, event dropout rates declined, but rates remained unchanged for all income groups during the 1990s.

Event dropout rates represent the percentage of students who drop out of high school each year. During the 12 months ending in October 2001, high school students from low-income families (the lowest 20 percent) dropped out of school at six times the rate of their peers from high-income families. About 11 percent of students from low-income families dropped out of high school, whereas 5 percent of middle-income students and 2 percent of high-income students did so. Since 1990, event dropout rates for all income groups have stabilized, with the rates for low-income youth varying between 10 and 13 percent and the rates for middle- and high-income youth fluctuating between 4 and 6 percent and 1 and 3 percent, respectively.

EVENT DROPOUTS: Event dropout rates of 15- through 24-year-olds who dropped out of grades 10–12, by family income: October 1972–2001

NOTE: The numerator of the event dropout rate for 2001 is the number of people ages 15–24 surveyed in 2001 who were enrolled in high school in October 2000, were not enrolled in October 2001, and had not completed high school by October 2001. The denominator of the event rate is the sum of the dropouts (i.e., the numerator) plus the number of all people ages 15–24 who attended grades 10–12 in 2000 and were still enrolled in 2001 or had graduated or earned a high school credential. Data on family income are missing for 1974. Family income is divided into the lowest 20 percent of all family incomes, the middle 60 percent, and the highest 20 percent.

SOURCE: Kaufman, P., and Chapman, C. (forthcoming). *Dropout Rates in the United States: 2001* (NCES 2004–057), table A-1. Data from U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October Supplement, 1972–2001.

Degrees Earned by Women

Women have earned more than half of all bachelor's degrees every year since 1981–82. They still trail men in certain fields but have made substantial gains since 1970–71.

Women earn a greater proportion of bachelor's degrees than they did 30 years ago. In 1970–71, women earned 43 percent of all bachelor's degrees, but since 1981–82, they have earned at least half of all bachelor's degrees awarded. In 2001–02, women were awarded 57 percent of all bachelor's degrees. Some fields that were female dominated in 1970–71 remained so in 2001–02, including health professions and related sciences, education, English language and literature/letters, and visual and performing arts. Though women earned less than half of the bachelor's degrees in the traditionally male-dominated fields of mathematics, agriculture and natural resources, physical sciences, computer and information sciences, and engineering in 2001–02, they have made substantial gains since 1970–71.

BACHELOR'S DEGREES: Percentage of bachelor's degrees earned by women and change in the percentage earned by women from 1970–71 to 2001–02, by field of study: 1970–71, 1984–85, and 2001–02

				Percentage point change		
Field of study	1970–71	1984–85	2001–02	1970–71 to 1984–85	1984–85 to 2001–02	1970–71 to 2001–02
Total[1]	**43.4**	**50.7**	**57.4**	**7.4**	**6.7**	**14.1**
Health professions and related sciences	77.1	84.9	85.5	7.8	0.6	8.4
Education	74.5	75.9	77.4	1.3	1.5	2.9
English language and literature/letters	65.6	65.9	68.6	0.3	2.7	3.0
Visual and performing arts	59.7	62.1	59.4	2.4	-2.7	-0.3
Psychology	44.4	68.2	77.5	23.7	9.3	33.1
Social sciences and history	36.8	44.1	51.7	7.3	7.6	14.9
Communications	35.3	59.1	63.5	23.8	4.4	28.2
Biological sciences/life sciences	29.1	47.8	60.8	18.7	13.0	31.7
Business	9.1	45.1	50.0	36.0	4.9	40.9
Mathematics	37.9	46.2	46.7	8.3	0.5	8.8
Physical sciences	13.8	28.0	42.2	14.2	14.2	28.4
Computer and information sciences	13.6	36.8	27.6	23.2	-9.2	14.0
Agriculture and natural resources	4.2	31.1	45.9	26.9	14.8	41.6
Engineering	0.8	13.1	20.7	12.3	7.6	19.9

[1]Includes other fields not shown separately.

NOTE: Based on data from all degree-granting institutions.

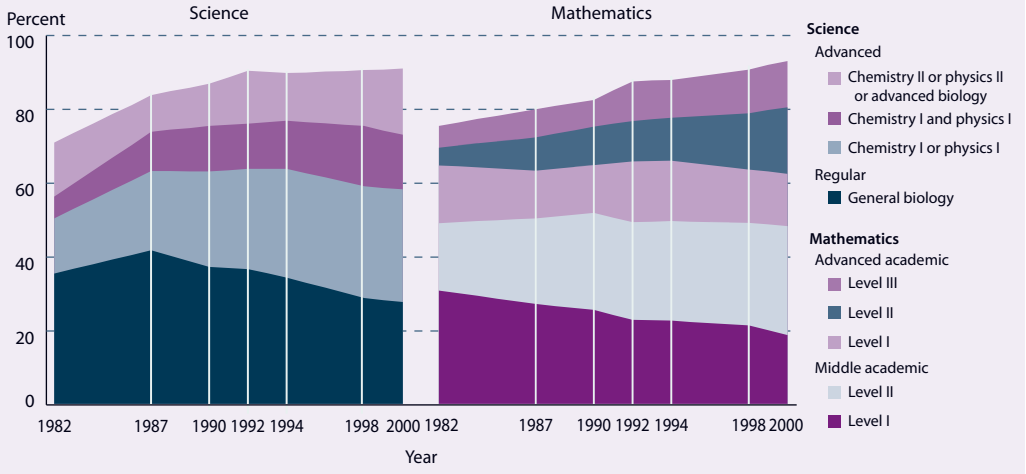
SOURCE: U.S. Department of Education, NCES. (2003). *Digest of Education Statistics 2002* (NCES 2003–060), tables 246, 276–297 and (forthcoming) *Digest of Education Statistics 2003* (NCES 2004–024), tables 265, 268, and 271. Data from U.S. Department of Education, NCES, 1969–86 Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" and 1987–2002 Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:87–02), fall 2002.

Trends in Science and Mathematics Coursetaking

The percentage of high school graduates who had completed advanced courses in science and mathematics increased between 1982 and 2000.

Since the early 1980s, when states began to increase the number of required courses to receive a high school diploma, the percentage of high school graduates completing advanced coursework in science and mathematics has increased. In 1982, 35 percent of high school graduates had completed advanced science coursework. This percentage had increased to 63 percent by 2000, with most of it attributable to increases in the rates at which graduates completed chemistry I and/or physics I. The percentage of graduates completing courses in advanced academic mathematics also increased, from 26 percent in 1982 to 45 percent in 2000; the percentage completing advanced level II more than tripled; and the percentage completing advanced level III doubled.

COURSETAKING LEVELS: Percentage of high school graduates who completed regular and advanced levels of science and middle and advanced levels of mathematics, by highest level of coursetaking completed: Selected years 1982–2000



NOTE: Not displayed are the percentages of graduates who completed no or low academic science and mathematics courses. Advanced level science represents the completion of at least one course that is more academically challenging than general biology. Advanced level mathematics represents the completion of at least one course that is more academically challenging than algebra II or geometry I. Advanced level II mathematics represents the completion of a precalculus or introduction to analysis course; Advanced level III mathematics represents the completion of a calculus or Advanced Placement calculus course.

SOURCE: U.S. Department of Education, NCES, High School and Beyond Longitudinal Study of 1980 Sophomores, "First Follow-up" (HS&B-So:80/82); National Education Longitudinal Study of 1988 (NELS:88/92), "Second Follow-up, High School Transcript Survey, 1992"; and National Assessment of Educational Progress (NAEP), selected years, 1987–2000 High School Transcript Studies (HSTS).

Out-of-Field Teaching in Middle and High School Grades

In 1999–2000, high school grade students in high-minority and high-poverty public schools were more often taught English, science, and math by out-of-field teachers than their counterparts in low-minority and low-poverty schools.

"Out-of-field" teachers are teachers who have neither a major nor certification in the subject they teach. At the high school grade level in 1999–2000, students in high-poverty schools were more likely than students in low-poverty schools to be taught English, science, and mathematics by an out-of-field teacher. The same held true for students in high-minority schools compared with students in low-minority schools. No measurable difference was detected in social studies. By contrast, in the middle grades, where out-of-field teaching is most likely, the only difference detected was that students in low-minority schools were more likely to be taught social studies by an out-of-field teacher than students in high-minority schools.

OUT-OF-FIELD TEACHERS: Percentage of public high school students taught selected subjects by teachers without certification or a major in the field they teach, by minority concentration and school poverty: 1999–2000

NOTE: The data used for this analysis are from a nationally representative sample of full- and part-time teachers rather than of students. Thus, this indicator presents the percentage of the sampled set of middle and high school grade teachers' students who are in classes with a teacher teaching outside his or her field. For ease of presentation, this percentage will be referred to as the percentage of students who are taught by an out-of-field teacher. Major refers to a teacher's primary fields of study for a bachelor's, master's, doctorate, first-professional, or education specialist degree. Major field can be an academic or education major. "High-minority" refers to schools in which 75 percent or more of their enrollments are minority students; "low-minority" refers to schools with a minority enrollment of less than 10 percent. "High-poverty" refers to a school in which 75 percent or more of students are eligible to participate in the federal free or reduced-price lunch program, a common proxy measure of poverty; "low-poverty" refers to schools in which less than 10 percent of students are eligible to participate in this program.

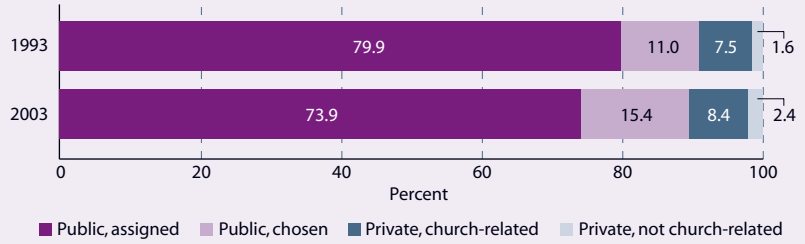
SOURCE: U.S. Department of Education, NCES, Schools and Staffing Survey (SASS), 1999–2000, "Public School Survey" and "Public Charter School Survey."

Parental Choice of Schools

The percentage of children whose parents enrolled them in chosen public schools increased between 1993 and 2003.

Between 1993 and 2003, the percentage of students in grades 1–12 attending a "chosen" public school[1] (a public school other than their assigned public school) increased from 11 to 15 percent, while the percentage attending assigned public schools decreased from 80 to 74 percent. The percentages of students attending private schools also increased during this period (0.9 percentage points for private church-related schools and 0.8 percentage points for private not church-related schools). When asked whether they could send their child to a chosen public school, the parents of 51 percent of students reported having such a choice. Parents of 24 percent of students reported that they moved to their current neighborhood to enroll their children in their current school.

DIFFERENCES IN PARENTAL CHOICE: Percentage distribution of students in grades 1–12 by type of school: 1993 and 2003



Type of school	1993	2003	Percentage point difference	Percent change
Public, assigned	79.9	73.9	-6.0	-7.5
Public, chosen	11.0	15.4	4.4	40.0
Private, church-related	7.5	8.4	0.9	12.0
Private, not church-related	1.6	2.4	0.8	50.0

[1]Public school choice programs allow students to enroll in another public school or district outside their attendance area without justification based on special needs. These programs can include within-district or out-of-district schools. Estimates in this indicator are based on parents' responses and parents may or may not know whether such choice is available.

NOTE: Includes homeschooled students enrolled in public or private schools for 9 or more hours per week. Detail may not sum to totals because of rounding.

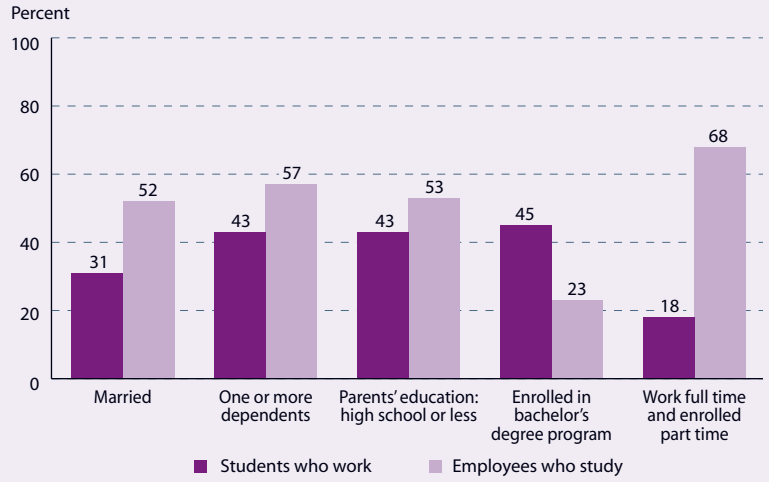
SOURCE: U.S. Department of Education, NCES, School Readiness Survey of the 1993 National Household Education Surveys Program (NHES) (SR–NHES:1993), School Safety and Discipline Survey of the 1993 NHES (SS&D–NHES:1993), Parent and Family Involvement/Civic Involvement Survey of the 1996 NHES (PFI/CI–NHES:1996), Parent Survey of the 1999 NHES (Parent–NHES:1999), and Parent and Family Involvement in Education Survey of the 2003 NHES (PFI–NHES:2003).

Employees Who Study

Many older undergraduates are employees first and students second. They are less likely to complete their postsecondary programs than are older students who work to meet their educational expenses.

In 1999–2000, 43 percent of undergraduates were age 24 and above; of those students, 82 percent worked while enrolled. About two-thirds of these older working students characterized themselves as primarily "employees who studied," as opposed to "students who worked to meet their educational expenses." Employees who studied were more likely to be married, have dependents other than a spouse, and have parents who did not attend college. Reflecting their primary focus on their jobs, they were more likely to work full time and to be enrolled part time. In addition, employees who studied were less likely than students who worked to be enrolled in a bachelor's degree program, and if they were enrolled, to complete it.

CHARACTERISTICS OF OLDER UNDERGRADUATES: Percentage of undergraduates age 24 and above with various characteristics, by student/employee role: 1999–2000



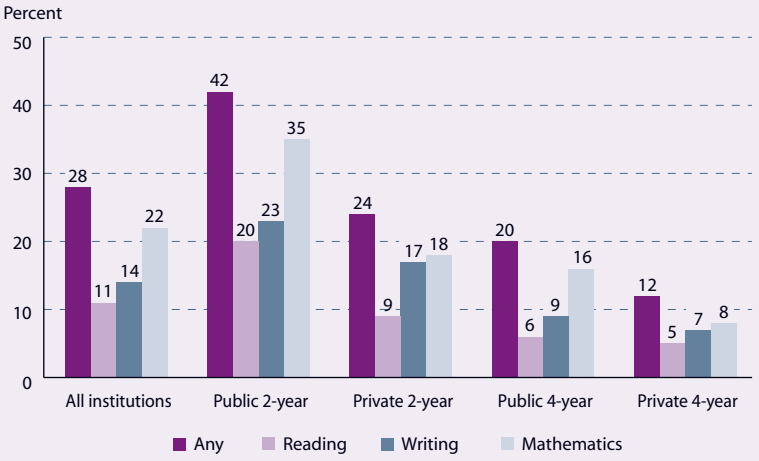
SOURCE: Berker, A., and Horn, L. (2003). *Work First, Study Second: Adult Undergraduates Who Combine Employment and Postsecondary Enrollment* (NCES 2003–167), tables 2, 4, 5, 8, and 10. Data from U.S. Department of Education, NCES, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

Remedial Coursetaking

Postsecondary institutions provided remedial coursework for 28 percent of entering freshmen in fall 2000; public 2-year colleges provided such coursework for 42 percent of their entering students.

According to postsecondary institutions, 28 percent of entering freshmen enrolled in any remedial coursework[1] (reading, writing, or mathematics) in fall 2000; 22 percent undertook remediation in mathematics, 14 percent in writing, and 11 percent in reading. Freshmen at public 2-year colleges were the most likely group to enroll in a remedial course (42 vs. 12 to 24 percent of freshmen at other types of institutions). Among 4-year colleges, freshmen at public institutions were more likely than those at private institutions to do so (20 vs. 12 percent). In addition to enrolling at higher rates, freshmen at public 2-year colleges spent more time, on average, in remediation than freshmen at 4-year institutions in fall 2000.

PARTICIPATION IN REMEDIAL EDUCATION: Percentage of entering freshmen at degree-granting institutions who enrolled in remedial courses, by type of institution and subject area: Fall 2000



[1]Remedial education includes "courses in reading, writing, or mathematics for college students lacking those skills necessary to perform college-level work at the level required by the [sampled] institution."

NOTE: Data reported for fall 2000 are based on Title IV degree-granting institutions that enrolled freshmen in 2000. The categories used for analyzing these data include public 2-year, private 2-year, public 4-year, and private 4-year institutions. Data from private not-for-profit and for-profit institutions are reported together because there are too few private for-profit institutions in the sample to report them separately.

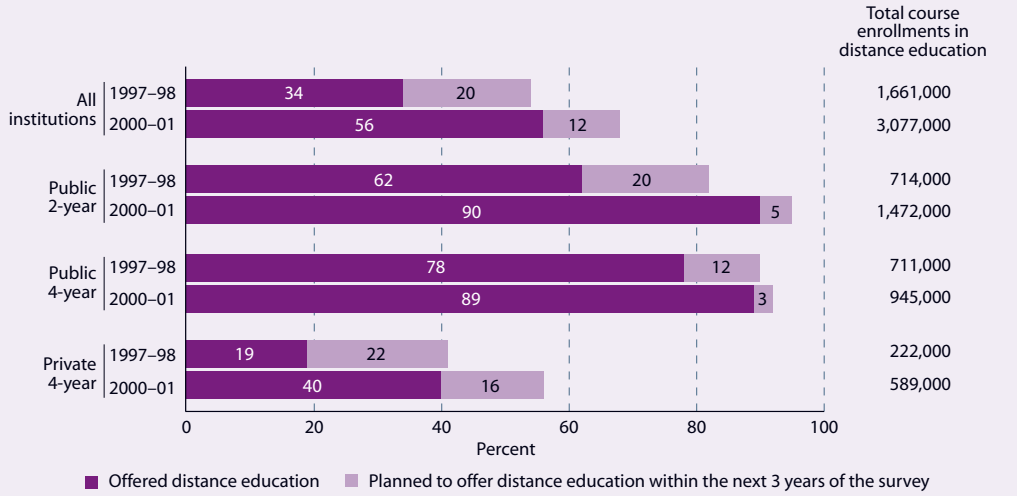
SOURCE: Parsad, B., and Lewis, L. (2003). *Remedial Education at Degree-Granting Postsecondary Institutions in Fall 2000* (NCES 2004–010), table 4. Data from U.S. Department of Education, NCES, Postsecondary Education Quick Information System (PEQIS), "Survey on Remedial Education in Higher Education Institutions," fall 2000.

Distance Education at Postsecondary Institutions

The number of course enrollments in distance education nearly doubled between 1997–98 and 2000–01; by 2000–01, about half of these enrollments were at public 2-year institutions.

In 2000–01, 56 percent of all postsecondary institutions offered distance education courses (up from 34 percent 3 years earlier). Continued growth is expected, with additional institutions planning to offer these courses. The public sector is more likely than the private sector to offer distance education, with 90 percent of public 2-year and 89 percent of public 4-year institutions doing so in 2000–01 versus 40 percent of private 4-year institutions. Nonetheless, growth is also occurring in the private sector: the percentage of private 4-year institutions offering distance education approximately doubled between 1997–98 and 2000–01. Course enrollments have increased from 1.7 million to 3.1 million during this period,[1] with growth particularly notable at public 2-year institutions.

DISTANCE EDUCATION OFFERINGS AND ENROLLMENT: Percentage of 2-year and 4-year postsecondary institutions offering distance education courses or planning to offer them within the next 3 years of the survey and total course enrollments, by type of institution: 1997–98 and 2000–01



[1]Some students enroll in more than one distance education course, so the total enrollment is greater than the number of students.

NOTE: Percentages for 1997–98 are based on the estimated 5,010 2- and 4-year postsecondary education institutions in the nation. Percentages for 2000–01 are based on the estimated 4,130 2- and 4-year Title IV-eligible, degree-granting institutions in the nation. Data for private 2-year institutions are not reported in a separate category because too few private 2-year institutions in the sample offered distance education courses to make reliable estimates. Data for private 2-year institutions are included in the totals and in analyses by other institutional characteristics.

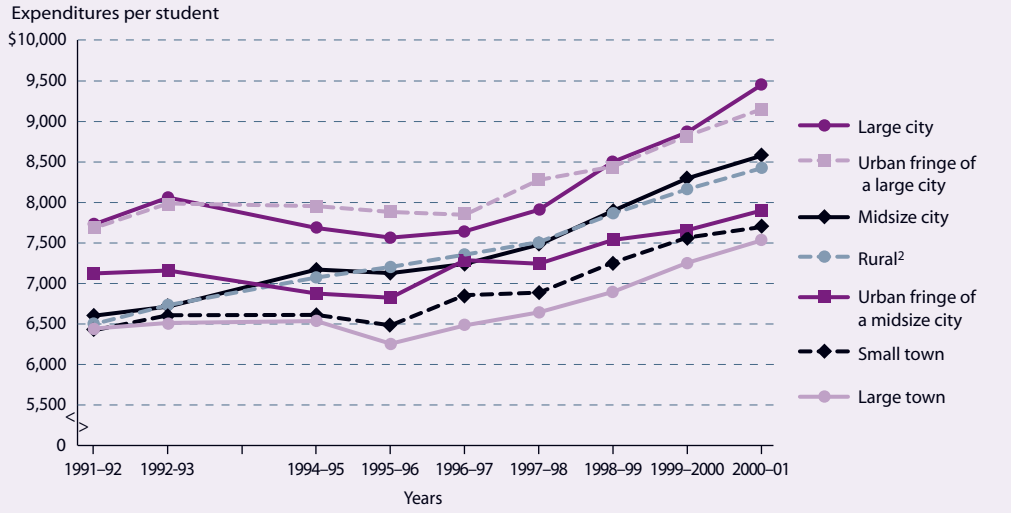
SOURCE: Lewis, L., Snow, K., Farris, E., and Levin, D. (1999). *Distance Education at Postsecondary Education Institutions: 1997–98* (NCES 2000–013), tables 2 and 5; and Waits, T., and Lewis, L. (2003). *Distance Education at Degree-Granting Postsecondary Institutions: 2000–2001* (NCES 2003–017), tables 1 and 4. Data from U.S. Department of Education, NCES, Postsecondary Education Quick Information System (PEQIS), "Survey on Distance Education at Postsecondary Education Institutions," 1998–99 and "Survey on Distance Education at Higher Education Institutions," 2000–01.

Public Elementary and Secondary Expenditures

Total expenditures per student, adjusted for inflation, increased between 1991–92 and 2000–01, with the largest increases in midsize cities and rural areas.

Total expenditures per student include all expenditures allocable to per student costs divided by fall enrollment.[1] Between 1991–92 and 2000–01, total expenditures per student increased by 25 percent from $6,950 to $8,700. Much of this increase occurred after 1995–96. The highest total expenditures ($9,450) were in large cities and in urban fringes of large cities ($9,150). Expenditures per student in midsize cities ($8,580) and in rural areas ($8,420) were below the average, while those in urban fringes of midsize cities ($7,900), small towns ($7,700), and large towns ($7,530) were the lowest. Expenditures per student increased by 30 percent in rural areas and midsize cities. Expenditures increased the least in urban fringes of midsize cities (11 percent).

TOTAL EXPENDITURES PER STUDENT: Public school district expenditures per student (in constant 2000–01 dollars), by location: 1991–92, 1992–93, and 1994–95 to 2000–01



[1]Total expenditures exclude expenditures for nonelementary and secondary programs that include community services, adult education, and other.

[2]Includes rural, within a metropolitan statistical area (MSA), and rural, outside an MSA.

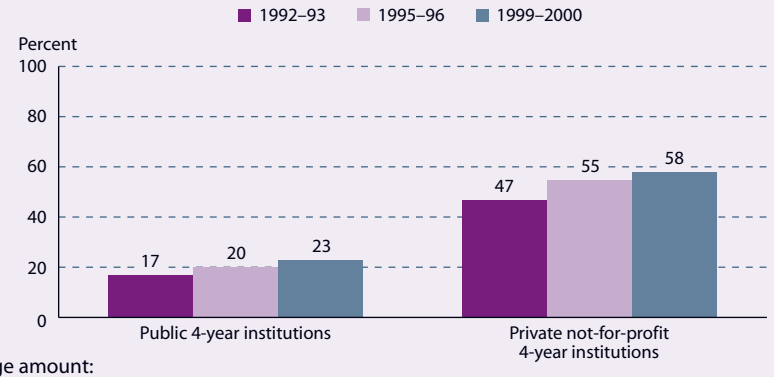
SOURCE: U.S. Department of Education, NCES, Common Core of Data (CCD), "Public School District Universe Survey," 1991–92, 1992–93, and 1994–95 to 2000–01; "Public School District Financial Survey," 1991–92, 1992–93, and 1994–95 to 2000–01; and Geographic Cost of Education Indexes (GCEIs) available from the Education Finance Statistics Center (*http://nces.ed.gov/edfin/*).

Institutional Aid at 4-Year Colleges and Universities

The percentage of full-time undergraduates receiving institutional aid and the average amount awarded increased at both public and private not-for-profit 4-year institutions during the 1990s.

Institutional aid is awarded to undergraduate students in the form of grants, fellowships, assistantships, loans, and institution-sponsored work-study, but almost all is grant aid. Institutions can award aid to students based on financial need, merit (academic, athletic, or other), or a combination of need and merit. The use of institutional aid at 4-year institutions has been increasing. In 1992–93, some 17 percent of full-time undergraduates at public institutions and 47 percent at private not-for-profit institutions received institutional aid. By 1999–2000, the respective proportions had increased to 23 and 58 percent. During this period, the average award (adjusted for inflation) increased from $2,200 to $2,700 at public institutions and from $5,900 to $7,000 at private not-for-profit institutions.

INSTITUTIONAL AID: Percentage of full-time undergraduates enrolled in 4-year institutions who received institutional aid, and among recipients, the average amounts received (in constant 1999 dollars), by control of institution: 1992–93, 1995–96, and 1999–2000



Average amount:		
1992–93	$2,200	$5,900
1995–96	2,500	6,000
1999–2000	2,700	7,000

NOTE: Both dependent and independent students are included in this analysis, but students' income quarters are determined with reference only to students with the same dependency status.

SOURCE: Horn, L., and Peter, K. (2003). *What Colleges Contribute: Institutional Aid to Full-Time Undergraduates Attending 4-Year Colleges and Universities* (NCES 2003–157), figures A and B. Data from U.S. Department of Education, NCES, 1992–93, 1995–96, and 1999–2000 National Postsecondary Student Aid Studies (NPSAS:93, 96, and 2000).

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