Crosscutting Statistics

The Condition of Education

The Condition of Education 2003

This article was originally published as the Commissioner's Statement in the Compendium of the same name. The universe and sample survey data are from various studies carried out by NCES, as well as surveys conducted elsewhere, both within and outside of the federal government.

Introduction

With the creation of the original Department of Education in 1867, the Congress declared that it should "gather statistics and facts on the condition and progress of education in the United States and Territories." The National Center for Education Statistics (NCES) currently responds to this mission for the Department of Education through such publications as *The Condition of Education*, a mandated report submitted to Congress on June 1st each year.

Reauthorization of the Center through the Education Services Reform Act of 2002 (P.L. 107–279) reaffirms this mandate. The Act calls upon NCES to release information that is valid, timely, unbiased, and relevant.

Recognizing that reliable data are critical in guiding efforts to improve education in America, *The Condition of Education 2003* presents indicators of important developments and trends in American education. Recurrent themes underscored by the indicators include participation and persistence in education, student performance and other outcomes, the environment for learning, and societal support for education. In addition, this year's special analysis examines children's reading achievement and classroom experiences in kindergarten and 1st grade, with a focus on the school, classroom, and home factors associated with the likelihood of children becoming good readers.

The main findings in this volume are summarized in this statement. First, the findings of a special analysis of children's reading achievement in kindergarten and 1st grade are summarized. Then, the main findings of the 44 indicators that appear in the six following sections of the report are summarized section by section.

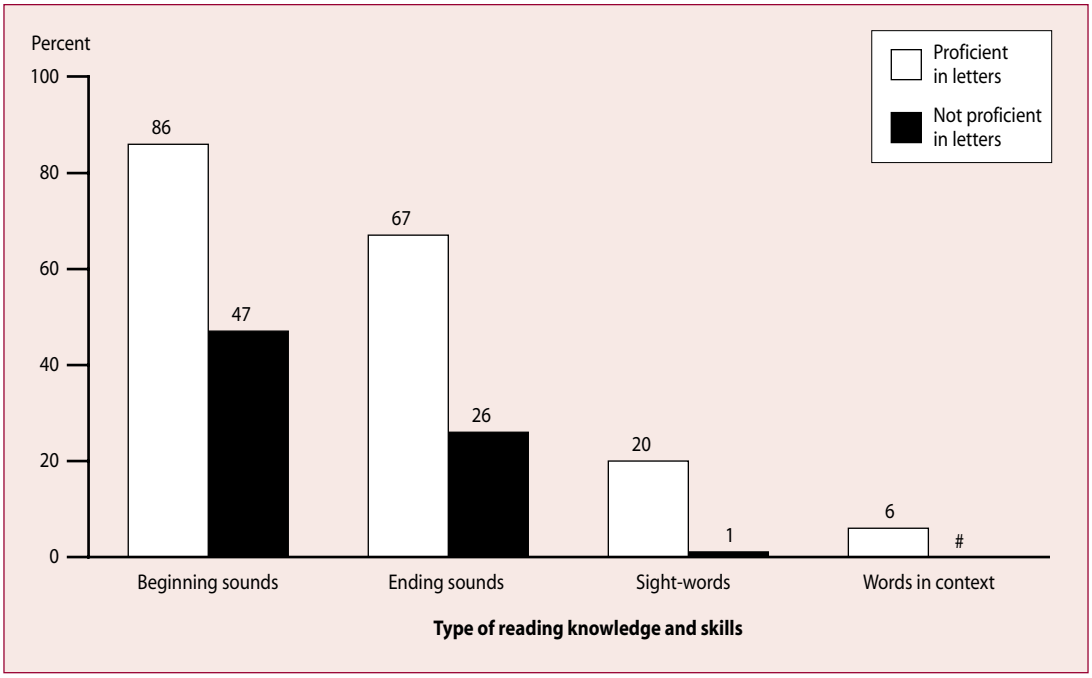
Special Analysis of Reading—Young Children's Achievement and Classroom Experiences

This year's special analysis discusses findings from the Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), which is following a nationally representative sample of children from kindergarten through 5th grade to collect information on their reading achievement, home literacy environment, and reading instruction. The ECLS-K

survey provides current data on the reading skills of young children, focusing on their experiences in kindergarten through 1st grade and the classroom experiences of kindergartners who are beginning to read.

- The differences in children's reading skills and knowledge, often observed in later grades, appear to be present when children enter kindergarten and persist or increase throughout the first 2 years of school. For example, when children entered kindergarten (in fall 1998) and after 2 years of school (in spring 2000), White children had higher assessment scores in reading than Black and Hispanic children, and children from poor families had lower scores than children from nonpoor families.
- The resources that children possessed when they began kindergarten, such as their early literacy skills and the richness of their home literacy environment, were related to their reading skills and knowledge upon entering kindergarten and their gains in reading achievement by the end of kindergarten (e.g., figure A) and 1st grade.
- During kindergarten and 1st grade, children from less advantaged family backgrounds made gains that helped close the gap between themselves and their more advantaged peers in terms of basic reading skills, such as recognizing letters; however, on more difficult skills, such as reading simple words, the gap between these groups widened.
- Rates of enrollment in full-day and half-day kindergarten classes are related to where the children live, their race/ethnicity, and the poverty level of their families. In 1998–99, enrollment rates in full-day kindergarten were higher in the South (83 percent) than in the Northeast, Midwest, and West (41, 45, and 23 percent, respectively). Enrollment rates were also higher in urban and rural areas (59 and 65 percent, respectively) than in suburban areas (45 percent), and higher for Black children than White, Hispanic, and Asian children (79 vs. 49, 46, and 40 percent, respectively).
- Full- and half-day public school kindergarten classes are alike in several ways, although full-day programs can and do devote more time to certain aspects of instruction. No differences were found between full- and half-day kindergarten programs in the percentage of time teachers reported spending on whole class,

Figure A. Percentage of children demonstrating specific reading knowledge and skills in the spring of kindergarten, by proficiency in recognizing letters at kindergarten entry: Spring 1999



#Rounds to zero.

SOURCE: Denton, K., and West, J. (2002). *Children's Reading and Mathematics Achievement in Kindergarten and First Grade* (NCES 2002–125), figure 5. (Previously published as figure 3 on p. 6 of the report from which this article is excerpted.) Data from U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), Base Year Public-Use Data File (NCES 2001–029).

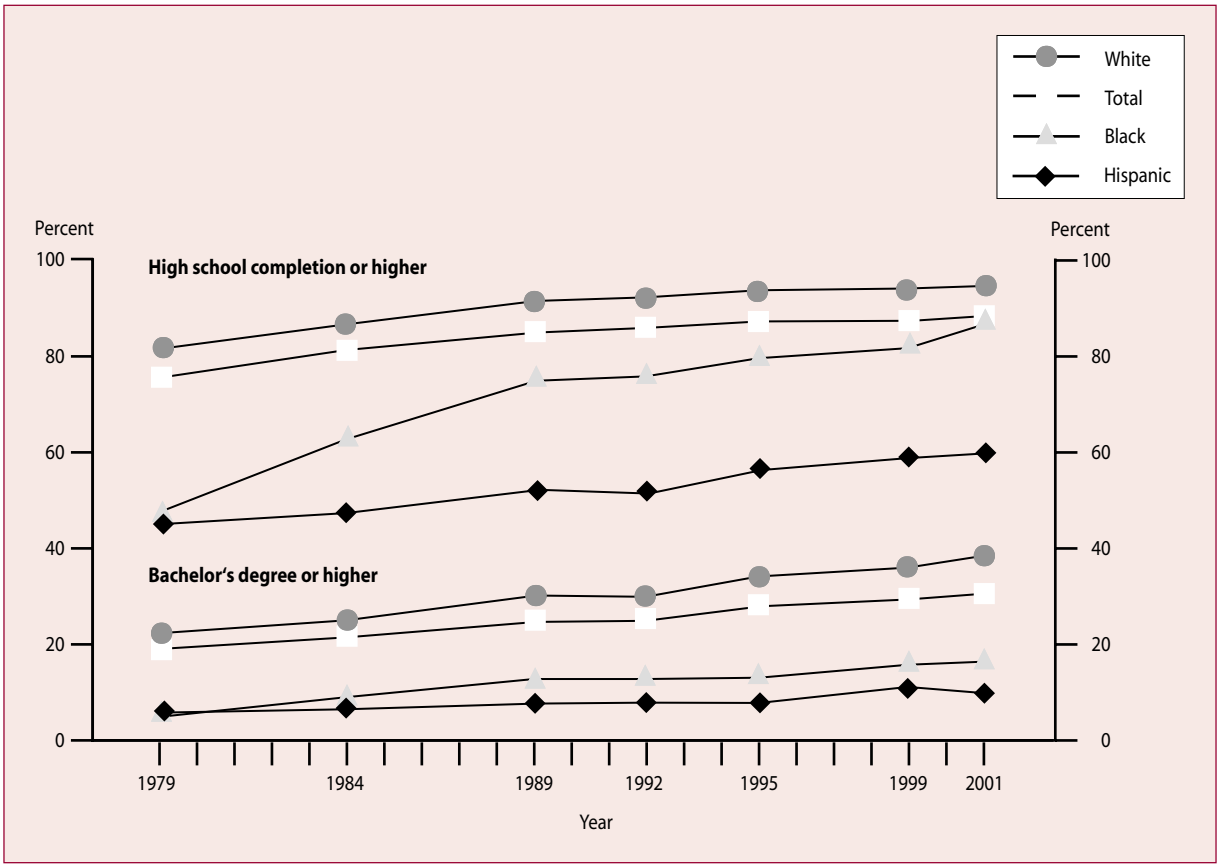
small group, and individual activities in 1998–99. Teachers in both types of programs reported devoting time each day to reading instruction. In both types of programs, teachers most frequently focused on teaching children to recognize the letters of the alphabet, followed by matching the letters to sounds and learning the conventions of print. However, the latter two skills were more likely to be taught daily in full-day than in half-day classes.

Participation in Education

As the U.S. population increases, so does its enrollment at all levels of education. At the elementary and secondary level, growth is due largely to demographic changes in the size of the school-age population. At the postsecondary level, both population growth and increasing enrollment rates help explain rising enrollments. Adult education is also increasing due to the influence of both demographic shifts in the age of the U.S. population and increasing rates of enrollment, as influenced by changing employer requirements for skills. As enrollments have risen, the cohorts of learners—of all ages—have become more diverse than ever before.

- Public elementary and secondary enrollment is projected to reach 47.9 million in 2005, decrease to 47.6 million in 2010, and then increase to 47.7 million in 2012. The West will experience the largest increase in enrollments of all regions in the country.
- Over the past 20 years, the education level of parents of school-aged children has increased, though the parents of Black and Hispanic children continue to have less education than their White peers (figure B). The percentages of Black and White children living in

Figure B. Percentage of 5- to 17-year-olds whose parents had at least completed high school or attained a bachelor's degree or higher, by race/ethnicity: Selected years 1979–2001



NOTE: 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. Information on parents' educational attainment is available only for those parents who lived in the same household with their child. Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Other race/ethnicities are included in the total but are not shown separately.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), March Supplement, various years, previously unpublished tabulation (January 2003). (Originally published as the Family Characteristics figure on p. 19 of the complete report from which this article is excerpted.)

poverty in 2001 were smaller than the percentages in 1976, with Black children experiencing a larger decline.

- In 1999, 16 percent of all children ages 5–17 lived in households where the annual income in the previous year was below the poverty level. Compared with students in other types of communities, students in school districts in central cities were more likely to be poor, and students in the urban fringe or rural areas within metropolitan areas were less likely to be poor.
- The number of 5- to 24-year-olds who spoke a language other than English at home more than doubled between 1979 and 1999. In 1999, among these young people who spoke a language other than English at home, one-third spoke English with difficulty (i.e., less than "very well"). Spanish was the language most frequently spoken among those who spoke a language other than English at home.
- In a change from the enrollment patterns of the 1980s and 1990s, undergraduate enrollment in the current decade is projected to increase at a faster rate in 4-year institutions than in 2-year institutions. Women's undergraduate enrollment is expected to continue increasing at a faster rate than men's.
- Two percent of undergraduate students were foreign students with visas and 5 percent were foreign-born permanent residents, compared with 9 and 3 percent, respectively, of graduate and first-professional students in 1999–2000.
- Graduate and first-professional enrollment in degree-granting institutions increased from 1976 to 2000, with women's enrollment growing at a faster rate than men's. During this period, the percentage of female graduate students increased from 46 to 58 percent.
- The percentage of persons 16 and above participating in adult education—including basic skills instruction, apprenticeships, work-related courses, personal interest courses, English as a second language (ESL) classes, and college or university credential programs—increased from 1991 to 2001. Work-related courses and personal interest courses were the most popular forms of adult education in 2001.

Learner Outcomes

How well does the American educational system—and its students—perform? Data from national and international assessments can help answer this question, as can data on adult experiences later in life. In some areas, such as mathematics, geography, and U.S. history, the performance of elementary and secondary students has improved over the past decade, but not in all grades assessed. International assessments place the performance of U.S. students in perspective and assist policymakers, researchers, and the public in understanding how the performance of U.S. students compares with that of their peers in other countries.

- According to the Progress in International Reading Literacy Study (PIRLS), U.S. 4th-graders performed above the international average of 35 countries in reading literacy in 2001. Three countries had a higher average combined reading literacy scale score than the United States and 23 countries had a lower average score.
- U.S. 15-year-olds performed at the international average of 27 Organization for Economic Cooperation and Development (OECD) countries in reading literacy in 2000, scoring below the average of 3 countries (Canada, Finland, and New Zealand) and above the average of 4 OECD countries (Greece, Portugal, Luxembourg, and Mexico).
- The average mathematics scale scores of children who entered kindergarten in fall 1998 increased by 8 points by the end of kindergarten and by another 10 points (one standard deviation) by the end of 1st grade. Their average reading scale scores increased by 10 points in kindergarten and by 19 points in 1st grade. Differences in the average reading and mathematics skills of kindergartners by their mother's level of education persisted or increased throughout their kindergarten and 1st-grade years.
- The mathematics performance of 4th- and 8th-graders assessed by the National Assessment of Educational Progress (NAEP) increased steadily throughout the 1990s. The performance of 12th-graders increased between 1990 and 1996 but then declined through 2000. In 2000, 26 percent of 4th-graders, 27 percent of 8th-graders, and 17 percent of 12th-graders performed at or above the *Proficient* level for each grade, defined as "solid academic performance for each grade assessed."
- Students in high-poverty public schools—using the percentage of students eligible for free or reduced-price lunch as a measure of poverty—scored lower on the 4th-grade NAEP Mathematics Assessment than did students in low-poverty public schools in 2000.

- The performance of 4th- and 8th-graders on the NAEP Geography Assessments increased from 1994 to 2001, while no difference was found for 12th-graders. In 2001, 21 percent of 4th-graders, 30 percent of 8th-graders, and 25 percent of 12th-graders scored at or above the *Proficient* level defined as "solid academic performance for each grade assessed."
- The performance of 4th- and 8th-graders on the NAEP U.S. History Assessments improved from 1994 to 2001, while no difference was found for 12th-graders. Eighteen percent of 4th-graders, 17 percent of 8th-graders, and 11 percent of 12th-graders scored at or above the *Proficient* level in 2001.
- The more education people have, the more likely they are to vote in presidential and congressional elections. Thirty-eight percent of U.S. voting-age citizens who had not completed high school voted in 2000, compared with 77 percent of those with a bachelor's degree or higher.
- Fifty percent of U.S. students in grade 9 participated in a community-related volunteer organization in 1999, a higher percentage than in any of the 27 other countries participating in the Civic Education Study.

Student Effort and Educational Progress

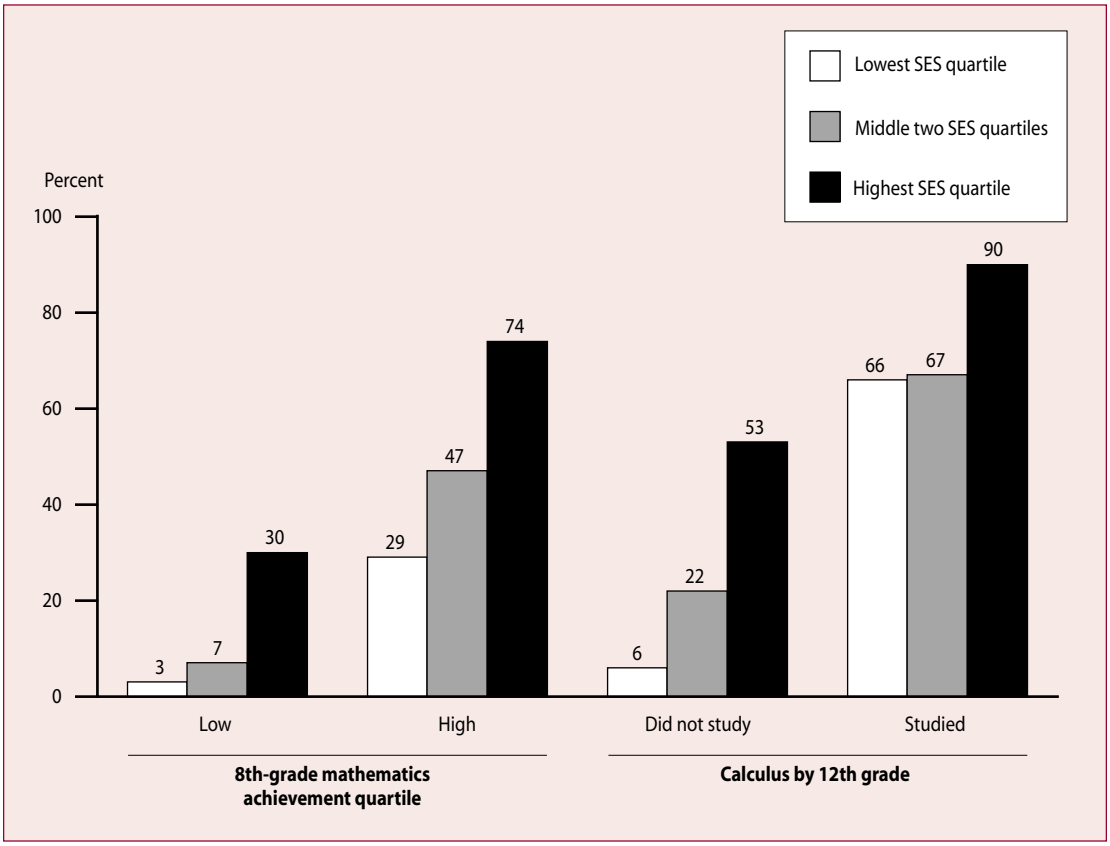
Many factors are associated with school success, persistence, and progress toward high school graduation or a college degree. These include student motivation and effort, the expectations and encouragement of others, learning opportunities, and financial assistance. Monitoring these factors in relation to the progress of different groups of students through the educational system and tracking their educational attainment are important to knowing how well we are doing as a nation in education.

- One indicator of the failure to persist in school is the "status dropout rate" (i.e., the percentage of young people who have not completed high school and are not enrolled in school). Since 1972, status dropout rates for Whites and Blacks ages 16–24 have declined, but they have remained relatively stable since the early 1990s. The rates for Hispanic youths have not decreased and remain higher than the rates for other racial/ethnic groups.
- Since 1983, immediate college enrollment rates have increased faster for Blacks than Whites, narrowing the gap between the two groups. During the 1980s and 1990s, White immediate college enrollment rates increased, but Hispanic rates remained stagnant, widening the gap between Hispanics and Whites.
- On average, first-time recipients of bachelor's degrees in 1999–2000 who did not leave college temporarily for 6 months or more took 55 months to complete a degree. Those who attended only one institution took less time on average (51 months) to complete a degree than those who attended multiple institutions.
- Among students who sought a bachelor's degree and began their postsecondary studies at a 4-year institution in 1995–96, just over half graduated from that institution within 6 years. Others in this group transferred and earned a degree elsewhere, making the cohort's 6-year rate of attaining a bachelor's degree higher (63 percent).
- The transfer rates of community college students are related to their initial degree goals. Among undergraduates starting at a public 2-year postsecondary institution in 1995–96, about one-half who intended to obtain a bachelor's degree and about one-fourth who sought an associate's degree transferred to a 4-year institution within 6 years.
- Postsecondary attainment rates vary with students' socioeconomic status, but rigorous academic preparation and achievement in school can partially compensate for disadvantaged backgrounds. Among students from low socioeconomic backgrounds (SES), those who studied calculus in high school were about 10 times more likely than those who did not to have completed a bachelor's degree or higher by 2000 (figure C). In contrast, among high SES students, those who completed calculus were 1.7 times as likely as those who did not to have completed a bachelor's degree or higher.
- Pell Grant recipients tend to start their postsecondary studies with more disadvantages than low- and middle-income nonrecipients. However, among 1995–96 beginning postsecondary students, no difference was found in the overall persistence rates of Pell recipients and nonrecipients after 6 years—that is, in the percentages of students who attained any degree or certificate or were still enrolled.

Contexts of Elementary and Secondary Education

Student performance in elementary and secondary schools is shaped by many factors in the school environment. These factors include the courses offered in the school and taken

Figure C. Percentage of 1988 8th-graders in selected categories who had completed at least a bachelor's degree by 2000, by family socioeconomic status



NOTE: The socioeconomic status (SES) variable has five equally weighted, standardized components: father's education, mother's education, family income, father's occupation, and mother's occupation.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988 (NELS: 88/2000), "Fourth Follow-up, 2000." (Originally published as the Student Attainment figure on p. 47 of the complete report from which this article is excerpted.)

by students, the instructional methods used by teachers, the options for learning available to students with special needs, and the climate for learning and discipline in the schools. Monitoring these and other factors provides better understanding of conditions in schools that shape student learning.

- The percentage of high school graduates who completed advanced academic levels of English (courses classified as "honors") and foreign language study (3 years or more) doubled between 1982 and 2000.
- Asians/Pacific Islanders were more likely to have completed advanced English courses than Hispanics and Blacks, and Whites more than Hispanics, but no other differences were detected. Asians/Pacific Islanders, Hispanics, and Whites were more likely to have completed advanced foreign language courses than Blacks and American Indians.
- According to findings from the 1999 Third International Mathematics and Science Study (TIMSS) Video Study, in 8th-grade mathematics lessons in the United States, students spend 53 percent of the time reviewing previously studied content and 48 percent of the time studying new content.
- Public alternative schools and programs serve students who are at risk of dropping out of school for various reasons, including poor grades, truancy, suspension, and pregnancy. In 2001, 39 percent of public school districts had alternative schools and programs, serving about 613,000 at-risk students. Public alternative schools were most common in school districts with large enrollments, in urban areas, and in the Southeast.
- In 1999–2000, students in middle grades were more likely than students in high schools to have out-of-field teachers—teachers who lack a major and certification

in the subject they teach. Out-of-field teachers taught a larger proportion of English students in the middle grades than in high school, as was also true for mathematics, science, and social science.

- In 1999–2000, private schools and schools with high minority enrollments were more likely to employ teachers with 3 or fewer years of teaching experience than were public schools and schools with low minority enrollments. Beginning teachers were evenly distributed across public and private schools by sex, however.
- In 1999–2000, the size of the student body at a typical high school varied by location. In urban areas, almost half of all high schools were large (900 or more students), whereas in rural areas, half of all high schools were very small (fewer than 300 students). A positive relationship exists between the size of regular schools and the percentage of teachers who reported that apathy, tardiness, absenteeism, dropping out, and drug use are "serious problems" in their school.
- Assault, theft, and other forms of victimization at school affect all types of students. However, in 1999, students who reported gangs or guns at their schools were more likely to report victimization than students who did not report these conditions.

Contexts of Postsecondary Education

The postsecondary education system encompasses various types of institutions, both public and private. Although issues of student access, persistence, and attainment have been predominant concerns in postsecondary education, the contexts in which postsecondary education takes place matter as well. The diversity of the undergraduate and graduate populations, the various educational missions and learning environments of colleges and universities, the courses that students take, the modes of learning that are employed, and the ways in which colleges and universities attract and use faculty and other resources all are important aspects of the context of postsecondary education.

- Undergraduates display considerable diversity in their demographic, enrollment, and employment characteristics. In 1999–2000, more than half of undergraduates were women, close to a third were other than White, and 43 percent were of nontraditional college age (24 years or older). Eighty percent were employed, including 39 percent who were employed full time.
- The number of associate's degrees awarded increased at a faster rate than the number of bachelor's degrees between 1990–91 and 2000–01. The number of associate's degrees awarded increased more during the first half of this period than in the latter half, while the number of bachelor's degrees awarded increased by 6 to 7 percent during each 5-year period.
- In 1999–2000, about 9 percent of undergraduates reported having a disability that created difficulties for them as a student: about half of these students attended public 2-year institutions, and another 26 percent attended public 4-year institutions. Among students with disabilities, 22 percent reported not receiving the services or accommodations they needed.
- The majority of postsecondary institutions had taken actions that affected faculty tenure as of 1998, and the proportion of recently hired faculty who were not on a tenure track increased from 1992 to 1998. These institutions offered early or phased retirement to full-time tenured faculty more often than they instituted more stringent standards for granting tenure or downsizing tenured faculty.

Societal Support for Learning

Society and its members—families, individuals, employers, and governmental and private organizations—provide support for education in various ways, such as spending time on learning activities, encouraging and supporting learning, and investing money in education. This support includes learning activities that take place outside schools and colleges in communities, workplaces, and other kinds of organizations, as well as the financial support of learning inside schools and colleges. Parents contribute to the education of their children in the home through encouraging them to learn and teaching them directly. Communities impart learning and values to their members through various kinds of formal and informal modes. Financial investments in education are made both by individuals in the form of income spent on their own education (or the education of their children) and by the public in the form of public appropriations for the education of the population. These investments in education are made at all levels of the education system. Other collective entities, such as employers and other kinds of organizations, also invest in various forms of education for their members.

- Children with richer home literacy environments demonstrated higher levels of reading skills and

knowledge when they entered kindergarten in 1998–99 than did children with less rich literacy environments. Children's home literacy environment varied by their poverty level, with poor children scoring lower than nonpoor children on a home literacy index.

- The percentage of poor and nonpoor children who participated in literacy activities with a family member increased between 1993 and 2001. Despite these increases, nonpoor children were more likely than poor children to engage frequently in certain literacy activities in 2001, such as being read to by a family member or being told a story.
- Fifty percent of children in kindergarten through 8th grade were enrolled in a variety of nonparental care arrangements after school in 2001 (figure D). Black children were more likely than White and Hispanic children to participate in nonparental care.
- Total expenditures per elementary/secondary student adjusted for inflation increased from $6,700 in 1991–92 to $8,100 in 1999–2000. The largest increases occurred in central cities of midsize metropolitan statistical areas and rural locations.
- School districts with the highest poverty levels received less local general revenues per student (revenues for any educational purpose) than districts with the lowest poverty levels in 1999–2000. State general revenues and federal and state categorical revenues (revenues for specific educational purposes) tend to compensate for these lower amounts.
- In 1999, public and private expenditures per student for the member countries of OECD averaged $4,850 at the combined elementary and secondary level and $9,210 at the postsecondary level. The United States and Switzerland, two of the world's wealthiest countries, ranked highest in expenditures per student at the elementary/secondary and postsecondary levels. Wealthy countries such as the United States spent more on education, but typically did not spend a higher percentage of their wealth on education than did less wealthy nations.
- Both average tuition and fees and the total price of attending college were higher for undergraduates in 1999–2000 than in 1992–93. The net price (total price minus grants), however, did not change for students in the lowest income quartile.
- The percentage of full-time undergraduates with federal loans, available to all undergraduates, increased between 1992–93 and 1999–2000. No change was observed in the percentage with federal grants, typically available only to low-income undergraduates.
- Among employed adults ages 25–64 who participated in adult education in 2001, 87 percent received employer financial support for work-related education. A higher percentage of employed adults received support for work-related education than for non-work-related education.

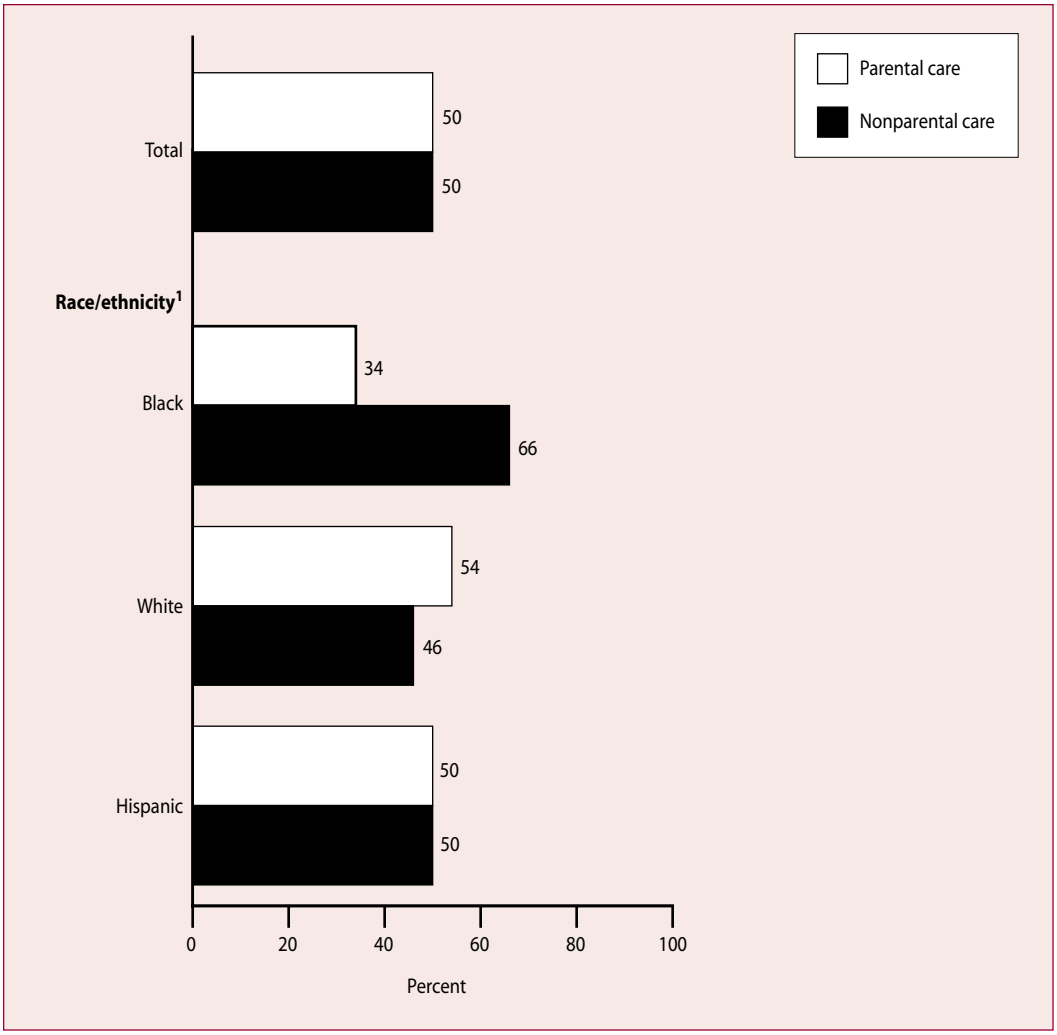
Conclusion

Trends in the condition of American education continue to show a mixed picture. In reading, U.S. 4th-graders outscored their counterparts in many other countries, and the percentage of high school graduates completing advanced-level courses in English has increased since the early 1980s. Yet the reading literacy scores of 15-year-olds in the United States were at the average among industrialized countries. In mathematics, the performance of 4th- and 8th-graders increased steadily throughout the 1990s, but the performance of 12th-graders increased in the early part of the decade and then declined. Only 17 percent of 12th-graders scored at or above the *Proficient* level. One-quarter of 12th-graders scored at or above the *Proficient* level in geography, and about 10 percent scored at this level in history.

The poverty level of students sets the social context for their progress and achievement in school. In the 4th, 8th, and 12th grades, the average mathematics scores of students decline as the percentage of students who receive free or reduced-price lunch in the school increases. The percentage of students from families below the poverty line is highest in central cities and lowest in the urban fringe or rural areas within metropolitan areas.

In the coming decade, total enrollments in elementary and secondary education are projected to remain at or near their current levels, and the trends toward greater diversity in the racial/ethnic composition of the population are expected to continue. The level of parental education has increased for all children in the past 20 years, potentially promoting higher student achievement and attainment in the years ahead. During the past two decades, the number of language-minority students has grown, with a doubling of the percentage of 5- to 24-year-olds who speak a language other than English in the home.

Figure D. Percentage of children in kindergarten through 8th grade who participated in parental and nonparental care arrangements after school, by race/ethnicity: 2001



[1]Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic unless specified.

NOTE: Includes children participating in regularly scheduled care arrangements after school that occur at least once monthly, with the exception of extracurricular activities, which are scheduled at least once weekly. There are two types of extracurricular activities: those selected for the purpose of providing children with adult supervision and those that children join because of personal interest and enjoyment. The activities selected for supervisory purposes are considered to be a nonparental care arrangement. Home-schooled children have been excluded.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program (ASPA–NHES:2001). (Originally published as the Care Arrangements for Children After School figure on p. 76 of the complete report from which this article is excerpted.)

In contrast to enrollments in elementary and secondary education, postsecondary enrollments are projected to increase in the next decade. At the undergraduate and graduate levels, enrollments have grown faster among women than men in recent years: 56 percent of undergraduate students and 58 percent of graduate students were women in 2000. The students who attend U.S. postsecondary institutions are changing in other ways, too. Close to one-third of undergraduates are other than White, and 43 percent are age 24 or older. Eleven percent of undergraduate students are foreign born.

Paralleling the growth in postsecondary education, participation in adult education has increased as well. Most adults who participate in adult education receive various forms of support from their employers.

NCES produces an array of reports each month that present findings about the U.S. education system. *The Condition of Education* is the culmination of a yearlong project. It includes data that were available by early April 2003. In the coming months, many other reports and surveys informing us about education will be released, including student assessments of elementary and secondary reading, writing, and mathematics; the baseline year of a new longitudinal study of high school students; and reports on schools and teachers with state-by-state information. As with the indicators in this volume, these surveys and reports will continue to inform Americans about the condition of education.

Data sources: Many studies from NCES and other sources.

For technical information, see the complete report:

National Center for Education Statistics. (2003). *The Condition of Education 2003* (NCES 2003–067).

For questions about content, contact John Wirt (john.wirt@ed.gov).

To obtain the complete report (NCES 2003–067), call the toll-free ED Pubs number (877–433–7827), visit the NCES Electronic Catalog (http://nces.ed.gov/pubsearch), or contact GPO (202–512–1800).

Digest of Education Statistics 2002

Thomas D. Snyder and Charlene M. Hoffman

This article was excerpted from the Foreword and Introduction to the Compendium of the same name. The sample survey and universe data are from numerous sources, both government and private, and draw especially on the results of surveys and activities carried out by NCES.

The 2002 edition of the *Digest of Education Statistics,* produced by the National Center for Education Statistics (NCES), is the 38th in a series of publications initiated in 1962. (The *Digest* has been issued annually except for combined editions for the years 1977–78, 1983–84, and 1985–86.) Its primary purpose is to provide a compilation of statistical information covering the broad field of American education from prekindergarten through graduate school.

The publication contains information on a variety of subjects in the field of education statistics, including the number of schools and colleges, teachers, enrollments, and graduates, in addition to educational attainment, finances, federal funds for education, libraries, and international education. Supplemental information on population trends, attitudes on education, education characteristics of the labor force, government finances, and economic trends provides background for evaluating education data.

In addition to updating many of the statistics that have appeared in previous years, this edition contains a significant amount of new material, including

- average salary for full-time public school teachers, by highest degree and years of experience;
- number and characteristics of public charter schools;
- total and current expenditures per student, by function and state;
- revenue of private for-profit degree-granting institutions, by source;
- expenditures of private for-profit degree-granting institutions, by purpose;
- civics knowledge and engagement of 14-year-old students, by country;
- average reading, mathematics, and science literacy scores of 15-year-olds, by country;
- distribution of 15-year-olds at reading literacy proficiency levels, by country; and
- use of the Internet by persons age 3 and over, by population characteristics.

Participation in Formal Education

In the fall of 2002, about 69.2 million persons were enrolled in American schools and colleges (table A). About 4.3 million were employed as elementary and secondary school teachers and as college faculty. Other professional, administrative, and support staff of educational institutions numbered 4.8 million. Thus about 78.3 million people were involved, directly or indirectly, in providing or receiving formal education. In a nation with a population of about 288 million, more than 1 out of every 4 persons participated in formal education. All data for 2002 in this article are projected.

Elementary/Secondary Education

Enrollment

Enrollment in public elementary and secondary schools rose 21 percent between 1985 and 2002. The fastest public school growth occurred in the elementary grades (prekindergarten through grade 8), where enrollment rose 25 percent over the same period, from 27.0 million to 33.8 million. Private school enrollment grew more slowly than public school enrollment over this period, rising 7 percent, from 5.6 million in 1985 to 6.0 million in 2002. As a result, the proportion of students enrolled in private schools declined slightly, from 12 percent in 1985 to 11 percent in 2002.

Since the enrollment rates of kindergarten and elementary school-age children have not changed much in recent years, increases in public and private elementary school enrollment have been driven primarily by increases in the number of children in this age group. Public secondary school enrollment declined 8 percent from 1985 to 1990, but then rose 22 percent from 1990 to 2002, for a net increase of 12 percent.

NCES forecasts record levels of total elementary and secondary enrollment for the next several years as the school-age population crests. The projected fall 2002 public school enrollment marks a new record, and new records are expected every year through 2005. Public elementary school enrollment is projected to decline slowly until the later part of the decade and then increase, so that the fall 2012 projection is slightly lower than the 2002 enrollment.

Table A. Projected number of participants in educational institutions, by level and control of institution: Fall 2002
[In millions]

Participants	All levels (elementary, secondary, and degree-granting)	Elementary and secondary schools			Degree-granting institutions		
		Total	Public	Private	Total	Public	Private
Total	78.3	60.3	53.7	6.6	18.0	13.6	4.4
Enrollment	69.2	53.6	47.6	6.0	15.6	12.0	3.6
Teachers and faculty	4.3	3.5	3.1	0.4	0.8	0.5	0.2
Other professional, administrative, and support staff	4.8	3.2	2.9	0.3	1.6	1.1	0.5

NOTE: Enrollment data include students in local public school systems and in most private schools (religiously affiliated and nonsectarian). The data exclude students in subcollegiate departments of postsecondary institutions and federal schools. Elementary and secondary enrollment includes most kindergarten and some nursery school enrollment, but excludes preprimary enrollment in schools that do not offer first grade or above. Enrollment data for degree-granting institutions include full-time and part-time students enrolled in degree-credit and non-degree-credit programs in universities, other 4-year colleges, and 2-year colleges that participated in Title IV federal financial aid programs. Data for teachers and other staff in public and private elementary and secondary schools and colleges and universities are reported in terms of full-time equivalents. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, unpublished projections and estimates. (This table was prepared August 2002.)
(Originally published as table 1 on p. 11 of the complete report from which this article is excerpted.)

In contrast, public secondary school enrollment is expected to increase 2 percent between 2002 and 2012.

Teachers

A projected 3.5 million elementary and secondary school teachers were engaged in classroom instruction in the fall of 2002. This number has risen in recent years, up about 27 percent since 1990. The number of public school teachers in 2002 was 3.1 million, and the number of private school teachers was about 0.4 million.

The number of public school teachers has risen slightly faster than the number of students over the past 10 years, resulting in small declines in the pupil/teacher ratio. In the fall of 2001, there were an estimated 15.9 public school pupils per teacher, compared with 17.3 public school pupils per teacher 10 years earlier. Over the same period, the pupil/teacher ratio in private schools increased from 14.9 to 15.2. Data from the last half of the 1990s show a continuation of the historical trend toward lower public school pupil/teacher ratios, which had been stable during the late 1980s and early 1990s.

The salaries of public school teachers, which lost purchasing power to inflation during the 1970s, rose faster than the inflation rate in the 1980s. Since 1990–91, salaries for teachers have generally maintained pace with inflation. The average salary for teachers in 2001–02 was $44,604, about 2 percent higher than in 1991–92, after adjustment for inflation.

Student performance

Most of the student performance data in the *Digest* are drawn from the National Assessment of Educational Progress (NAEP). The NAEP assessments have been conducted using three basic designs. The main NAEP reports current information for the nation and specific geographic regions of the country. It includes students drawn from both public and nonpublic schools and reports results for student achievement at grades 4, 8, and 12. The main NAEP assessments follow the frameworks developed by the National Assessment Governing Board and use the latest advances in assessment methodology.

Since 1990, NAEP assessments have also been conducted at the state level. States that choose to participate receive assessment results that report on the performance of students in that state. In its content, the state assessment is identical to the assessment conducted nationally. However, because the national NAEP samples prior to 2002 were not designed to support the reporting of accurate and representative state-level results, separate representative samples of students were selected for each participating jurisdiction/state and additional students needed to yield national estimates were selected from nonparticipating states.

NAEP long-term trend assessments are designed to give information on changes in the basic achievement of America's youth since the early 1970s. They are administered nationally and report student performance at ages 9, 13, and 17 and in grades 4, 8, and 11 in writing. Measuring trends of student achievement or change over time requires

the precise replication of past procedures. Therefore, the long-term trend instrument does not evolve based on changes in curricula or in educational practices.

Reading. Overall achievement scores on the long-term trend reading assessment for the country's 9-, 13-, and 17-year-old students are mixed. Reading performance scores for 9- and 13-year-olds were higher in 1999 than they were in 1971. However, there were no detectable differences between their 1999 and 1984 scores. There was no detectable difference in the reading performance of 17-year-olds in 1999 compared to 1971.

Black 9-, 13-, and 17-year-olds exhibited higher reading performance in 1999 than in 1971. However, performance for all three age groups in 1999 was not significantly different from that in 1984. The performance levels of White 9- and 13-year-olds also rose between 1971 and 1999. Separate data for Hispanics were not gathered in 1971, but changes between 1975 and 1999 indicate an increase in performance among 9-, 13-, and 17-year-olds. There was no significant difference between the 1984 and 1999 reading performance of 9-, 13-, and 17-year-old Hispanics.

Mathematics. Results from assessments of mathematics proficiency indicate that scores of 9-, 13-, and 17-year-old students were higher in 1999 than in 1973. No difference was detected between the scores in 1994 and 1999. This pattern was similar for White, Black, and Hispanic students.

A NAEP assessment of states in 2000 found that mathematics proficiency varied widely among eighth-graders in the 44 participating jurisdictions (39 states, American Samoa, Guam, Department of Defense overseas and domestic schools, and the District of Columbia). Overall, 65 percent of these eighth-grade students performed at or above the *Basic* level in mathematics, and 26 percent performed at or above the *Proficient* level.[1] Only four jurisdictions (one state, the District of Columbia, American Samoa, and Guam) had significantly fewer than 50 percent of students performing at least at the *Basic* level in math.

Science. Long-term changes in science performance have been mixed, though scores over the past 10 years have been stable for two out of the three age groups. In 1999, science performance among 17-year-olds was lower than in 1969, but higher than in 1990. No difference was detected between the science performance of 13-year-olds in 1999 compared to 1970 or 1990. The science performance of 9-year-olds increased between 1970 and 1999, but there was no significant difference between 1990 and 1999.

International comparisons. The 1999 Third International Mathematics and Science Study (TIMSS 1999[2]), which was conducted 4 years after the original TIMSS, focuses on the mathematics and science achievement of eighth-graders in 38 countries. In TIMSS 1999, the international average score of the 38 participating countries was 487 in mathematics and 488 in science. In 1999, U.S. eighth-graders, on average, scored higher in both mathematics and science than the international average of the 38 countries. In mathematics, the average U.S. score was higher than the score in 17 countries, no different from the score in 6 countries, and lower than the score in 14 countries. In science, the average U.S. score was higher than the score in 18 countries, no different from the score in 5 countries, and lower than the score in 14 countries.

Postsecondary Education

College enrollment

College enrollment hit a record level of 15.3 million in fall 2000 and another record of 15.6 million in 2002. College enrollment is expected to increase by an additional 13 percent between 2002 and 2012. Despite decreases in the traditional college-age population during the 1980s and early 1990s, total enrollment increased during this period because of the high enrollment rate of older women and recent high school graduates. Between 1990 and 2000, the number of full-time students increased by 15 percent compared to a 5 percent increase in part-time students.

Faculty and staff

In the fall of 1999, there were 1,028,000 faculty members in degree-granting institutions. Making up this figure were 591,000 full-time and 437,000 part-time faculty. In 1998, full-time instructional faculty and staff generally taught more hours and more students than part-time instructors, with 21 percent of full-time instructors teaching 15 or more hours per week and 13 percent teaching 150 or more students. About 9 percent of part-time instructors taught 15 or more hours per week, and 4 percent taught 150 or more students.

[1]The NAEP achievement levels are set by the National Assessment Governing Board. The *Basic* level denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work, while the *Proficient* level represents solid academic performance.

[2]In earlier reports, TIMSS 1999 is also referred to as TIMSS–R (TIMSS–Repeat).

Graduates, Degrees, and Attainment

The estimated number of high school graduates in 2001–02 totaled 2.9 million. Approximately 2.6 million graduated from public schools, and 0.3 million graduated from private schools. The number of high school graduates has declined from its peak in 1976–77, when 3.2 million students earned diplomas. In contrast, the number of General Educational Development (GED) credentials issued rose from 332,000 in 1977 to 648,000 in 2001. The dropout rate also declined over this period, from 14 percent of all 16- to 24-year-olds in 1977 to 11 percent in 2001. The number of postsecondary degrees conferred during the 2001–02 school year by degree level has been projected: 619,000 associate's degrees; 1,282,000 bachelor's degrees; 468,000 master's degrees; 80,800 first-professional degrees; and 44,900 doctor's degrees.

The U.S. Census Bureau collects annual statistics on the educational attainment of the population. Between 1990 and 2001, the proportion of the adult population 25 years of age and over who had completed high school rose from 78 percent to 84 percent, and the proportion of adults with a bachelor's degree increased from 21 percent to 26 percent. Over the same period, the proportion of young adults (25- to 29-year-olds) completing high school showed a small increase of about 2 percentage points, to 88 percent in 2001, and the proportion completing bachelor's degrees rose from 23 percent to 29 percent.

Education Expenditures

Expenditures for public and private education, from kindergarten through graduate school (excluding post-secondary schools not awarding associate's or higher degrees), are estimated at $745 billion for 2001–02. The expenditures of elementary and secondary schools are expected to total $454 billion for 2001–02, while those of colleges and universities are expected to total $291 billion. The total expenditures for education are expected to amount to 7.4 percent of the gross domestic product in 2001–02, about the same percentage as in the recent past.

Data sources: Many sources of data, including most NCES studies.

For technical information, see the complete report:

Snyder, T.D., and Hoffman, C.M. (2003). *Digest of Education Statistics 2002* (NCES 2003–060).

Author affiliations: T.D. Snyder and C.M. Hoffman, NCES.

For questions about content, contact Thomas D. Snyder (tom.snyder@ed.gov).

To obtain the complete report (NCES 2003–060), call the toll-free ED Pubs number (877–433–7827), visit the NCES Electronic Catalog (http://nces.ed.gov/pubsearch), or contact GPO (202–512–1800).

Status and Trends in the Education of Hispanics

Charmaine Llagas

This article was originally published as the Highlights and Introduction of the Statistical Analysis Report of the same name. The universe and sample survey data come from NCES as well as from other federal agencies and organizations.

Introduction

The Hispanic population in the United States is growing rapidly and will soon become the largest minority group, surpassing the Black population by 2005. Hispanics have made gains in several key education areas in the past 20 years, but despite these gains, gaps in academic performance between Hispanic and non-Hispanic White students remain.

Status and Trends in the Education of Hispanics examines the current condition and recent trends in the educational status of Hispanics in the United States. The report presents a selection of indicators that illustrate the educational gains made in recent years, as well as the many gaps that still exist. These indicators are examined in four major sections: Demographic Overview; Preprimary, Elementary, and Secondary Education; Postsecondary Education; and Outcomes of Education. The report draws on the many statistics published by the National Center for Education Statistics (NCES) as well as data from other federal agencies and organizations.

Highlights

The report's highlights are as follows:

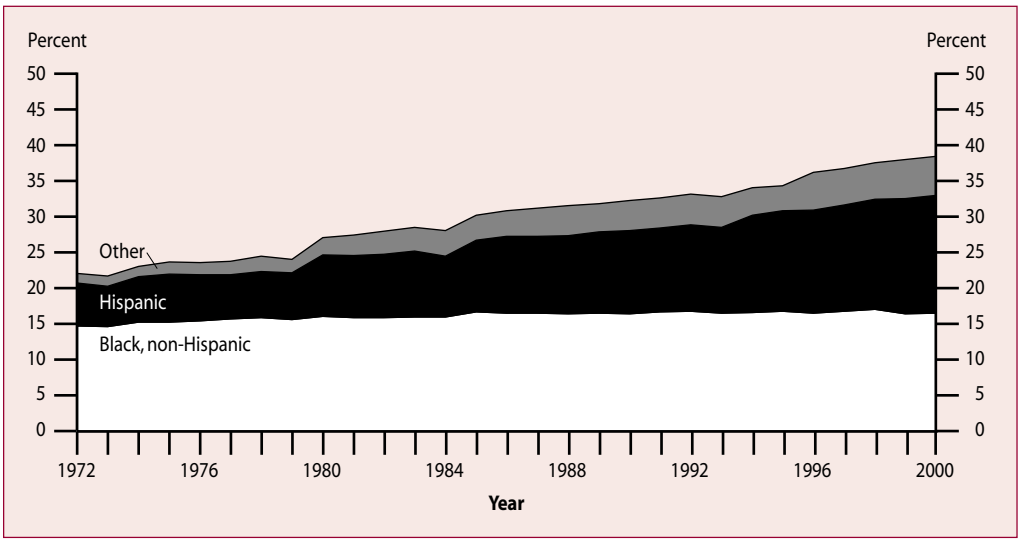
Demographic overview

- The Hispanic population is younger, on average, than the population overall.

Preprimary, elementary, and secondary education

- Much of the recent rise in minority enrollment in elementary and secondary schools may be attributed to the growth in the number of Hispanic students (figure A).

Figure A. Percent of public school students enrolled in grades K–12 who were minorities, by race/ethnicity: 1972–2000



SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2002*, based on U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys, 1972–2000. (Originally published on p. 27 of the complete report from which this article is excerpted.)

- Hispanic students have retention and suspension/expulsion rates that are higher than those of Whites, but lower than those of Blacks.
- Hispanic students have higher high school dropout rates (figure B) and lower high school completion rates than White or Black students.
- Hispanic students had higher National Assessment of Educational Progress (NAEP) reading, mathematics, and science scores in 1999 than in the 1970s, though their NAEP performance remains lower than that of White students.
- In 1998, Hispanic high school graduates earned more credits than did 1982 graduates, especially in academic subjects. They also narrowed the gap with Whites in academic credits earned.
- Hispanic students are more likely than White and Black students to complete advanced foreign language classes.
- More Hispanic students than in previous years are taking Advanced Placement (AP) examinations.
- Over one-half of Hispanic students speak mostly English at home.
- The birth rates of Hispanic females ages 15 to 19 are higher than those of females from other racial/ethnic groups.

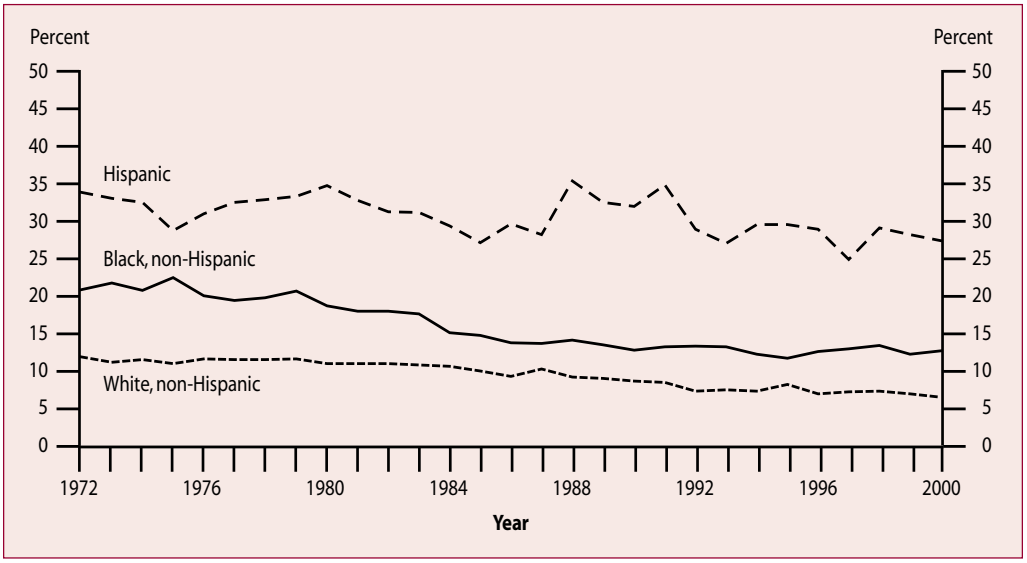
Postsecondary education

- Hispanic enrollments in colleges and universities increased between 1980 and 2000, although a smaller proportion of Hispanics completed college compared to Whites and Blacks (table A).
- In the 1999–2000 school year, the most popular fields of study in which Hispanics earned bachelor's degrees were business, social sciences/history, psychology, and education.
- About two out of five Hispanics 17 years old and over participate in adult education.

Outcomes of education

- There is a positive relationship between education and salary for all racial/ethnic groups, but the incomes of Hispanic men are lower than those of White men at most educational levels.

Figure B. Percent of 16- to 24-year-olds who were high school dropouts, by race/ethnicity: 1972–2000



NOTE: The data presented here represent the status dropout rate, which is the percentage of 16- to 24-year-olds who are out of school and who have not earned a high school credential. Another way of calculating dropout rates is the event dropout rate, which is the percentage of 15- to 24-year-olds who dropped out of grades 10 through 12 in the 12 months preceding the fall of each data collection year. Event dropout rates are not presented here.

SOURCE: P. Kaufman, M.N. Alt, and C.D. Chapman, *Dropout Rates in the United States: 2000*, based on U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys, 1972–2000. (Originally published on p. 41 of the complete report from which this article is excerpted.)

Table A. Percentage distribution of enrollment in colleges and universities, by race/ethnicity: 1980 and 2000

	1980			2000		
Race/ethnicity	Total	2-year	4-year	Total	2-year	4-year
Total	100	100	100	100	100	100
White, non-Hispanic	81	79	83	68	64	71
Black, non-Hispanic	9	10	8	11	12	11
Hispanic	4	6	3	10	14	7
Asian/Pacific Islander	2	3	2	6	7	6
American Indian/Alaska Native	1	1	0	1	1	1
Nonresident alien	3	1	3	3	1	5

NOTE: Includes 2-year and 4-year degree-granting institutions that were participating in Title IV federal financial aid programs. Detail may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2002*, based on the Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities Survey," 1980–81, and 2000–01 Integrated Postsecondary Education Data System, "Fall Enrollment Survey" (IPEDS-EF:2000). (Originally published on p. 97 of the complete report from which this article is excerpted.)

Data sources:

NCES: Various publications, such as *The Condition of Education* and *Digest of Education Statistics.*

Other: U.S. Department of Commerce, Bureau of the Census; U.S. Department of Health and Human Services, Centers for Disease Control and Prevention (CDC); U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration; U.S. Department of Labor, Bureau of Labor Statistics; College Entrance Examination Board; American College Testing Program (ACT).

For technical information, see the complete report:

Llagas, C. (2003). *Status and Trends in the Education of Hispanics* (NCES 2003–008).

Author affiliation: C. Llagas, American Institutes for Research.

For questions about content, contact Thomas D. Snyder (thomas.snyder@ed.gov).

To obtain the complete report (NCES 2003–008), call the toll-free ED Pubs number (877–433–7827) or visit the NCES Electronic Catalog (http://nces.ed.gov/pubsearch).

Data Products, Other Publications, and Funding Opportunities

Data Products

Other Publications

Other Publications (continued)

Funding Opportunities

Data Products

Data File: CCD Public Elementary/Secondary School Universe Survey: School Year 2001–02

Part of the NCES Common Core of Data (CCD), the "Public Elementary/Secondary School Universe Survey" has two primary purposes: (1) to provide a complete listing of all public elementary and secondary schools located in the 50 states, District of Columbia, and five outlying areas, or operated by the Department of Defense or Bureau of Indian Affairs; and (2) to provide basic information and descriptive statistics on all schools, their students, and their teachers. Data are provided annually by state education agencies (SEAs) from their administrative records. The 2001–02 data set contains 97,623 records, one for each of the listed schools.

The following information is included for each school: NCES and state school ID numbers; name of the agency that operates the school; name, address, and phone number of the school; school type (regular, special education, vocational education, or alternative); operational status (open, closed, new, added, or changed agency); locale code; latitude and longitude; full-time-equivalent classroom teacher count; low/high grade span offered; school level; Title I and schoolwide Title I eligibility status; magnet school and charter school status (yes or no); free lunch–eligible, reduced-price lunch–eligible, and total free and reduced-price lunch–eligible students; migrant students enrolled in previous year; student totals and detail (by grade, race/ethnicity, and gender); and pupil/teacher ratio.

The data can be downloaded from the NCES Electronic Catalog either in SAS files or in flat files that can be used with other statistical processing programs, such as SPSS. Documentation is provided in separate files.

For questions about this data product, contact Beth Aronstamm Young (beth.young@ed.gov).

To obtain this data product (NCES 2003–357), visit the NCES Electronic Catalog (http://nces.ed.gov/pubsearch).

Data File: CCD Local Education Agency Universe Survey: School Year 2001–02

The Common Core of Data (CCD) "Local Education Agency Universe Survey" is one of the surveys that make up the CCD collection of surveys. This survey provides (1) a complete listing of every education agency in the United States responsible for providing free public elementary/secondary instruction or education support services; and (2) basic information about all education agencies and the students for whose education the agencies are responsible. Most of the agencies listed are school districts or other local education agencies (LEAs). The data are provided annually by state education agencies (SEAs) from their administrative records. The 2001–02 data set contains 17,276 records, one for each public elementary/secondary education agency in the 50 states, District of Columbia, five outlying areas, Department of Defense, and Bureau of Indian Affairs.

The data file includes the following information for each listed agency: NCES and state agency ID numbers; agency name, address, and phone number; agency type code; supervisory union number; county name; FIPS county code; metropolitan statistical area and metropolitan status codes; district locale code; operational status code; low/high grade span offered; number of ungraded students; number of PK–12 students; number of migrant students served in special programs; number of special education/Individualized Education Program students; instructional staff fields; support staff fields; number of limited-English-proficient students; and number of diploma recipients and other high school completers (by race/ethnicity and gender). Dropout counts by grade, race/ethnicity, and gender are published separately from the rest of the data.

The data can be downloaded from the NCES Electronic Catalog either in SAS files or in flat files that can be used with other statistical processing programs, such as SPSS. Documentation is provided in separate files.

For questions about this data product, contact Beth Aronstamm Young (beth.young@ed.gov).

To obtain this data product (NCES 2003–356), visit the NCES Electronic Catalog (http://nces.ed.gov/pubsearch).

Data File: CCD State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2001–02

The "State Nonfiscal Survey of Public Elementary/Secondary Education" is part of the Common Core of Data (CCD) collection of surveys. This survey provides public elementary and secondary student, staff, and graduate counts for the 50 states, District of Columbia, five outlying areas, Bureau of Indian Affairs schools, and U.S. Department of Defense dependents (domestic and overseas) schools. The data are provided annually

by state education agencies (SEAs) from their administrative records. The 2001–02 data set contains 59 records, one for each reporting state or jurisdiction.

For each state or jurisdiction, the data file includes the following information: name, address, and phone number of the SEA; number of teachers, by level; number of other staff, by occupational category; number of students, by grade and ungraded, as well as by race/ethnicity (five racial/ethnic categories); and number of high school completers (for school year 2000–01), by type of completion (diploma, high school equivalency, or other completion) and by race/ethnicity.

The data can be downloaded from the NCES web site either as an Excel file or as a flat file that can be used with statistical processing programs such as SPSS or SAS. Documentation is provided in separate files.

For questions about this data product, contact Beth Aronstamm Young (beth.young@ed.gov).

To obtain this data product (NCES 2003–359), visit the NCES Electronic Catalog (http://nces.ed.gov/pubsearch).

Data File: CCD National Public Education Financial Survey: Fiscal Year 2001

The Common Core of Data (CCD) "National Public Education Financial Survey" (NPEFS) provides detailed state-level data on public elementary and secondary education finances. Financial data are audited at the end of each fiscal year and then submitted to NCES by the state education agencies (SEAs) from their administrative records. This file provides data for fiscal year 2001 (school year 2000–2001). The data set contains 55 records, one for each of the 50 states, the District of Columbia, and four of the outlying areas (American Samoa, the Northern Marianas, Puerto Rico, and the Virgin Islands). (Guam did not report any data.)

For each state or jurisdiction, the data file includes revenues by source (local, intermediate, state, and federal); local revenues by type (e.g., local property taxes); current expenditures by function (instruction, support, and noninstruction) and by object (e.g., teacher salaries or food service supplies); capital expenditures (e.g., school construction and instructional equipment); average number of students in daily attendance; and total number of students enrolled.

The data can be downloaded from the NCES Electronic Catalog either as an Excel file or as a flat file that can be used with statistical processing programs, such as SPSS or SAS. Documentation is provided in separate files.

For questions about this data product, contact Frank H. Johnson (frank.johnson@ed.gov).

To obtain this data product (NCES 2003–361), visit the NCES Electronic Catalog (http://nces.ed.gov/pubsearch).

National Student Service-Learning and Community Service Survey (FRSS 71): Public-Use Data Files

This file contains data from the 1999 survey, "National Student Service-Learning and Community Service Survey," conducted through the NCES Fast Response Survey System (FRSS). The sample of public schools for this survey was selected from the 1996–1997 Common Core of Data (CCD) public school universe file. Over 79,000 regular schools were included in the CCD universe file, of which 49,000 were elementary schools, 15,000 were middle schools, and 16,000 were high schools or schools with combined elementary/secondary grades. For this survey, elementary, middle, and high schools (including combined schools) were selected.

The survey was sent to principals at elementary and secondary public schools, who passed it along to the school official most knowledgeable about the types of programs in question. Survey questions covered rates of student participation in the school's community service and service-learning programs, the presence of school policies requiring participation in these programs and the reasons schools encourage involvement in them, the level of integration of service learning into the curriculum, program staffing, types of service learning available to students, the availability of support and professional development for teachers, the presence of service-learning project evaluation measures, and sources of funding for the programs.

The data can be downloaded from the NCES Electronic Catalog either in SAS files or in flat files that can be used with other statistical programs, such as SPSS. Documentation is provided in separate files.

For questions about this data product, contact Bernard Greene (bernard.greene@ed.gov).

To obtain this data product (NCES 2003–074), visit the NCES Electronic Catalog (http://nces.ed.gov/pubsearch).

District Survey of Alternative Schools and Programs (FRSS 76): Public-Use Data Files

The 2001 "District Survey of Alternative Schools and Programs," conducted by NCES through its Fast Response Survey System (FRSS), is the first national study of public alternative schools and programs for students at risk of educational failure to provide data on topics related to the availability of public alternative schools and programs, enrollment, staffing, and services for these students. The survey was completed by the district-level personnel most knowledgeable about alternative schools and programs. Questions covered location of programs, enrollment, procedures for handling exceeded capacity, exit and entry policies and procedures, staffing, curriculum and services offered, and district background information.

This data file can be downloaded from the NCES Electronic Catalog either in SAS files or in flat files that can be used with other statistical programs, such as SPSS. Documentation is provided in separate files.

For questions about this data product, contact Bernard Greene (bernard.greene@ed.gov).

To obtain this data product (NCES 2003–053), visit the NCES Electronic Catalog (http://nces.ed.gov/pubsearch).

Internet Access in Public Schools, Fall 1999 (FRSS 75) and Fall 2000 (FRSS 79): Public-Use Data Files

These files contain data from the 1999 and 2000 administrations of "Internet Access in U.S. Public Schools," conducted through the NCES Fast Response Survey System (FRSS). The surveys were completed by school officials at elementary and secondary public schools. These officials were asked about Internet access and other information technology resources at their schools. Questions covered availability of computers, school- and classroom-level Internet access, whether or not particular groups within the school (i.e., administrative staff, teachers, students, disabled students) were able to access the Internet, number of computers on site, speed of Internet connection, sources of technology funding, and school personnel for advanced telecommunications support.

The data can be downloaded from the NCES Electronic Catalog either in SAS files or in flat files that can be used with other statistical programs, such as SPSS. Documentation is provided in separate files.

For questions about these data products, contact Bernard Greene (bernard.greene@ed.gov).

To obtain either the 1999 data product (NCES 2003–041) or the 2000 data product (NCES 2003–039), visit the NCES Electronic Catalog (http://nces.ed.gov/pubsearch).

Advanced Telecommunications in U.S. Private Schools, 1998–1999 (FRSS 68): Public-Use Data Files

This file contains data from "Advanced Telecommunications in U.S. Private Schools, 1998–1999," a survey conducted through the NCES Fast Response Survey System (FRSS). The survey was completed by school officials at private elementary and secondary schools. These officials were asked about Internet access and other information technology resources at their schools. The survey focused on computer and Internet availability, including the extent to which those resources were available for instruction; selected issues in the use of computers and the Internet, including instructional use of those resources, provision of teacher training, technical support for advanced telecommunications use, and barriers to the acquisition and use of advanced telecommunications; and various means of external support for advanced telecommunications.

The data can be downloaded from the NCES Electronic Catalog either in SAS files or in flat files that can be used with other statistical programs, such as SPSS. Documentation is provided in separate files.

For questions about this data product, contact Bernard Greene (bernard.greene@ed.gov).

To obtain this data product (NCES 2003–054), visit the NCES Electronic Catalog (http://nces.ed.gov/pubsearch).

Condition of Public School Facilities, 1999 (FRSS 73): Public-Use Data Files

This file contains data from the 1999 survey "Condition of Public School Facilities," conducted through the NCES Fast Response Survey System (FRSS). The survey sample consisted of 1,004 regular public elementary, middle, and high schools in the 50 states and the District of Columbia. The sample was selected from the 1996–97 NCES Common Core of Data (CCD) Public School Universe File. Included in the FRSS data file is information on the pervasiveness of air conditioning; the number of temporary classrooms; the number of days particular public schools were closed for repairs; planned construction, repairs, and additions; long-range facilities plans; the age of public schools; overcrowding and practices used to address overcrowding; estimated costs for bringing facilities to a satisfactory condition; and the overall condition of roofs, floors, walls, plumbing, heating, electric facilities, and safety features.

The data can be downloaded from the NCES Electronic Catalog either in SAS files or in flat files that can be used with other statistical programs, such as SPSS. Documentation is provided in separate files.

For questions about this data product, contact Bernard Greene (bernard.greene@ed.gov).

To obtain this data product (NCES 2003–037), visit the NCES Electronic Catalog (http://nces.ed.gov/pubsearch).

Occupational Programs and the Use of Skill Competencies at the Secondary and Postsecondary Levels, 1999 (FRSS 72 and PEQIS 11): Public-Use Data Files

Data from two 1999 surveys—the "Survey on Vocational Programs in Secondary Schools," conducted through the NCES Fast Response Survey System (FRSS), and the "Survey on Occupational Programs in Postsecondary Education Institutions," conducted through the NCES Postsecondary Education Quick Information System (PEQIS)—were collected to provide the U.S. Department of Education's Office of Vocational and Adult Education (OVAE) with national estimates on occupational activities. The FRSS survey was administered to public secondary schools that include grades 11 and 12, and respondents were asked about program activities for 28 selected occupations within 6 broad occupational areas. The PEQIS survey was administered to less-than-4-year postsecondary institutions, and respondents were asked to report on program activities for 32 selected occupations in the same 6 occupational areas. Survey findings are presented by school type (comprehensive, vocational) for the FRSS survey, and by level of institution (2-year, less-than-2-year) for the PEQIS survey.

These data files contain information on vocational and occupational programs at the secondary and postsecondary levels, including the availability of programs in a large variety of occupational areas, procedures used to ensure courses teach relevant job skills, the prevalence of skill competency lists, the level of industry/educator partnership in developing skill competency lists, and the types of credentials available through the programs.

The data can be downloaded from the NCES Electronic Catalog either in SAS files or in flat files that can be used with other statistical programs, such as SPSS. Documentation is provided in separate files.

For questions about this data product, contact Bernard Greene (bernard.greene@ed.gov).

To obtain this data product (NCES 2003–038), visit the NCES Electronic Catalog (http://nces.ed.gov/pubsearch).

Distance Education at Postsecondary Education Institutions, 1997–98 (PEQIS 9): Public-Use Data Files

This file contains data from the 1997–98 survey, "Distance Education at Postsecondary Education Institutions," conducted through the NCES Postsecondary Education Quick Information System (PEQIS). The survey was completed by the administrators at postsecondary education institutions most knowledgeable about the institutions' technology and distance education programs. These administrators were asked about distance education programs and technology used at their institutions. Questions covered the number of distance education courses and enrollments both overall and within specific disciplines; availability of degree, certificate, and graduate programs; differences in tuition and fees for distance education and regular courses; technology used to deliver distance education courses; and future plans for

distance education, especially concerning the type of technology to be used.

The data can be downloaded from the NCES Electronic Catalog either in SAS files or in flat files that can be used with other statistical programs, such as SPSS. Documentation is provided in separate files.

For questions about this data product, contact Bernard Greene (bernard.greene@ed.gov).

To obtain this data product (NCES 2003–051), visit the NCES Electronic Catalog (http://nces.ed.gov/pubsearch).

Data File, Public-Use: Public Libraries Survey: Fiscal Year 2001

The Public Libraries Survey (PLS) is conducted annually by NCES through the Federal-State Cooperative System (FSCS) for Public Library Data. The data are collected by a network of state data coordinators appointed by the Chief Officers of State Library Agencies (COSLA). For fiscal year (FY) 2001, the PLS includes data from 9,133 public libraries in the 50 states, the District of Columbia, and the outlying areas of Guam, the Northern Marianas, Palau, and the U.S. Virgin Islands.

Three database files were generated from the FY 2001 PLS: the Public Library Data File, Public Library State Summary/State Characteristics Data File, and Public Library Outlet Data File. The files include data on population of legal service area, number of full-time-equivalent staff, service outlets, public service hours, library materials, operating income and expenditures, capital outlay, total circulation, circulation of children's materials, reference transactions, library visits, children's program attendance, interlibrary loans, and electronic services.

The data and related documentation can be downloaded from the NCES Electronic Catalog in Microsoft Access or ASCII (flat file) formats.

For questions about this data product, contact P. Elaine Kroe (patricia.kroe@ed.gov).

To obtain this data product (NCES 2003–398), visit the NCES Electronic Catalog (http://nces.ed.gov/pubsearch).

Other Publications

The Nation's Report Card: Reading Highlights 2002

National Center for Education Statistics

The National Assessment of Educational Progress (NAEP), known as "The Nation's Report Card," is authorized by Congress, administered by NCES, and overseen by the National Assessment Governing Board (NAGB). For more than 30 years, NAEP has been the only ongoing national indicator of what American students know and can do in major academic subjects. In 2002, NAEP conducted a national assessment in reading at grades 4, 8, and 12 and a state assessment at grades 4 and 8.

This 20-page publication uses a full-color tabloid format to present highlights from the 2002 reading assessment. It describes assessment content; presents major findings as average scale scores and percentages of students scoring at or above achievement levels for the nation at grades 4, 8, and 12; shows results for participating states and jurisdictions at grades 4 and 8; and discusses performances of selected subgroups defined by gender and race/ethnicity. The publication also includes sample test questions and sample student responses.

For questions about content, contact Arnold Goldstein (arnold.goldstein@ed.gov).

To obtain this document (NCES 2003–524), call the toll-free ED Pubs number (877–433–7827) or visit the NCES Electronic Catalog (http://nces.ed.gov/pubsearch).

The Nation's Report Card: State Reading 2002 Reports

Laura Jerry and Anthony Lutkus

National Assessment of Educational Progress (NAEP) assessments are administered at both the state and national levels. The NAEP 2002 Reading Assessment collected state-level results for 4th- and 8th-graders and national-level results for 4th-, 8th-, and 12th-graders who attended public schools in states and other jurisdictions that volunteered to participate.

This series of reports provides each participating jurisdiction with an overview of its results from the NAEP 2002 Reading Assessment as well as previous

NAEP reading assessments. Each jurisdiction receives its own customized report, which presents results for public school students in that jurisdiction, along with national results for comparison. Each report also includes information on the sample of students assessed, the metrics for reporting student performance, and how the differences in performance are recorded, as well as a data tool that allows the user to develop custom data tables and perform tests of statistical significance for within- or across-state data comparisons.

Author affiliations: L. Jerry and A. Lutkus, Educational Testing Service.

For questions about content, contact Arnold Goldstein (arnold.goldstein@ed.gov).

To obtain a state report (NCES 2003–526), visit the NCES Electronic Catalog (http://nces.ed.gov/pubsearch).

Developments in School Finance: 2001–02

William J. Fowler, Jr. (editor)

Developments in School Finance: 2001–02 is the seventh education finance publication from the annual NCES Summer Data Conference. Each year, state department of education policymakers, fiscal analysts, and fiscal data providers attend the conference for fiscal training sessions and presentations by invited experts on developments in the field of education finance. This publication contains 10 of the papers presented at the July 2001 and July 2002 conferences.

The 2001 Summer Data Conference addressed the theme "Making Data Work." Discussions and presentations dealt with topics such as the effective display of finance data, assessing the financial condition of school districts, and the economic efficiency and funding adequacy of school districts. The theme for the 2002 Summer Data Conference was "Common Data, Common Goals," and the topics of education finance addressed included teacher pay, vouchers, measuring the cost of education, and the school district bond rating process.

Editor affiliation: W.J. Fowler, Jr., NCES.

For questions about this publication, contact William J. Fowler (william.fowler@ed.gov).

To obtain this publication (NCES 2003–403), call the toll-free ED Pubs number (877–433–7827) or visit the NCES Electronic Catalog (http://nces.ed.gov/pubsearch).

The Condition of Education 2003 in Brief

John Wirt and Andrea Livingston

The 2003 edition of *The Condition of Education,* a congressionally mandated NCES annual report, presents 44 indicators of the status and progress of education in the United States. *The Condition of Education 2003 in Brief* is a convenient reference brochure that contains abbreviated versions of 21 indicators from the full-length report, including both graphics and descriptive text.

Topics covered in *The Condition of Education 2003 in Brief* include enrollments in elementary/secondary and postsecondary education; student achievement; transfers from community colleges to 4-year institutions; college persistence rates; trends in English and foreign language coursetaking; out-of-field teaching in middle and high school; undergraduate diversity; changes in tenure policy and hiring; and levels of education funding. The data presented are from many government sources.

Author affiliations: J. Wirt, NCES; A. Livingston, MPR Associates, Inc.

For questions about content, contact John Wirt (john.wirt@ed.gov).

To obtain this publication (NCES 2003–068), call the toll-free ED Pubs number (877–433–7827) or visit the NCES Electronic Catalog (http://nces.ed.gov/pubsearch).

To obtain the complete* Condition of Education *(NCES 2003–067), call the toll-free ED Pubs number (877–433–7827), visit the NCES Electronic Catalog (http://nces.ed.gov/pubsearch), or contact GPO (202–512–1800).

Mini-Digest of Education Statistics 2002

Charlene Hoffman

The *Mini-Digest of Education Statistics 2002* (the 10th edition) is a pocket-sized compilation of statistical information covering the broad field of American education from kindergarten through graduate school. It presents brief text summaries and short tables that serve as a convenient reference for materials found in greater detail in the complete *Digest of Education Statistics*.

The *Mini-Digest* includes sections on elementary/secondary and postsecondary enrollments, teachers and staff, educational outcomes, and finance. The data are from numerous sources, especially surveys and

activities carried out by NCES. Current and past-year data are included, as well as projections for elementary/secondary enrollment through 2012.

Author affiliation: C. Hoffman, NCES.

For questions about content, contact Charlene Hoffman (charlene.hoffman@ed.gov).

To obtain this publication (NCES 2003–061), call the toll-free ED Pubs number (877–433–7827) or visit the NCES Electronic Catalog (http://nces.ed.gov/pubsearch).

To obtain the complete* Digest *(NCES 2003–060), call the toll-free ED Pubs number (877–433–7827), visit the NCES Electronic Catalog (http://nces.ed.gov/pubsearch), or contact GPO (202–512–1800).

Facilities Information Management: A Guide for State and Local Education Agencies

Education Facilities Data Task Force, National Forum on Education Statistics

Decisions about school funding, renovation, modernization, and infrastructure improvements need to be supported by high-quality and timely data. This guide provides a framework for collecting, evaluating, and maintaining education facilities data and for using this information to answer important policy questions about school facilities. Included are listings of hundreds of facility data elements, information on developing customized information systems and standardizing the definitions of some key measures, and additional resources that will be helpful to those involved in compiling school facilities data.

Author affiliations: The Education Facilities Data Task Force of the National Forum on Education Statistics includes state and local education professionals and consultants from education associations.

For questions about content, contact Lee Hoffman (lee.hoffman@ed.gov).

To obtain this publication (NCES 2003–400), call the toll-free ED Pubs number (877–433–7827) or visit the NCES Electronic Catalog (http://nces.ed.gov/pubsearch).

NCES Handbook of Survey Methods

Lori Thurgood, Elizabeth Walter, George Carter, Susan Henn, Gary Huang, Daniel Nooter, Wray Smith, R. William Cash, and Sameena Salvucci

NCES is committed to explaining its statistical methods to its customers and seeking to avoid misinterpretation of its published data. This first edition of the *NCES Handbook of Survey Methods* furthers this commitment by presenting current explanations of how each survey program in NCES obtains and prepares the data it publishes. The handbook aims to provide users of NCES data with the information necessary to evaluate the suitability of the statistics for their needs, with a focus on the methodologies for survey design, data collection, and data processing. The handbook contains 28 chapters, 26 devoted to each of the 26 major NCES survey programs and 2 devoted to multiple NCES surveys or survey systems. It is intended for use as a companion report to *Programs and Plans of the National Center for Education Statistics*, which provides a summary description of the type of data collected by each program at NCES.

Author affiliations: L. Thurgood, E. Walter, G. Carter, S. Henn, G. Huang, D. Nooter, W. Smith, R. William Cash, and S. Salvucci, Synectics for Management Decisions, Inc.

For questions about content, contact Marilyn M. Seastrom (marilyn.seastrom@ed.gov).

To obtain this publication (NCES 2003–603), call the toll-free ED Pubs number (877–433–7827) or visit the NCES Electronic Catalog (http://nces.ed.gov/pubsearch).

Funding Opportunities

The AERA Grants Program

Jointly funded by the National Science Foundation (NSF), NCES, and the Institute of Education Sciences, this training and research program is administered by the American Educational Research Association (AERA). The program has four major elements: a research grants program, a dissertation grants program, a fellows program, and a training institute. The program is intended to enhance the capability of the U.S. research community to use large-scale data sets, specifically those of the NSF and NCES, to conduct studies that are relevant to educational policy and practice, and to strengthen communications between the educational research community and government staff.

Applications for this program may be submitted at any time. The application review board meets three times per year. The following are examples of grants recently awarded under the program:

Research Grants

- Marigee Bacolod, University of California, Irvine—Equalizing Educational Opportunities: Who Teaches and Where They Choose to Teach

- Sharon Judge, University of Tennessee—Resilient and Vulnerable At-Risk Children: What Makes the Difference?
- Xiaofeng Liu, University of South Carolina—Professional Support, School Conditions, and First-Year Teacher Attrition
- Ann O'Connell, University of Connecticut—Factors Associated With Growth in Proficiency During Kindergarten and Through First Grade
- Therese Pigott, Loyola University Chicago—Correlates of Success in Kindergarten
- David Post, University of Pittsburgh—Academic Achievement by Working Eighth-Grade Students in Ten Nations
- Catherine Weinberger, University of California, Santa Barbara—High School Leadership Skills and Adult Labor Market Outcomes

Dissertation Grants

- Doo Hwan Kim, University of Chicago—My Friend's Parents and My Parent's Friends: Impact of Parental Resources on Student's Competitiveness for College
- Natalie Lacireno-Paquet, George Washington University—Charter School Responses to Policy Regimes and Markets: The Effect on Service to Disadvantaged Students
- Kate Mahoney, Arizona State University—Linguistic Influences in Differential Item Functioning for English Learners on the NAEP Mathematics, 1996
- William Mangino, Yale University—Adolescent Peer Networks as Social Capital: The Academic Implications of Openness
- Zena Mello, Pennsylvania State University—Across Time and Place: The Development of Adolescents' Educational and Occupational Expectations in the Context of Parental and Neighborhood Socioeconomic Status
- Colin Ong-Dean, University of California, San Diego—Parents' Role in the Diagnosis and Accommodation of Disabled Children in the Educational Context
- Marjorie Wallace, Michigan State University—Making Sense of the Links: From Government Policy to Student Achievement

For more information, contact Edith McArthur (edith.mcarthur@ed.gov) or visit the AERA Grants Program web site (http://www.aera.net/grantsprogram).

The NAEP Secondary Analysis Grant Program

The NAEP Secondary Analysis Grant Program was developed to encourage education researchers to conduct secondary analysis studies using data from the National Assessment of Educational Progress (NAEP) and the NAEP High School Transcript Studies. This program is open to all public or private organizations and consortia of organizations. The program is typically announced annually, in the late fall, in the *Federal Register*. Grants awarded under this program run from 12 to 18 months and awards range from $15,000 to $100,000. The following grants were awarded for fiscal year 2003:

- Dr. Duncan Chaplin, Urban Institute—Estimating Relationships in NAEP
- Linda Cook, Educational Testing Service—Are the Inclusion Policies and Practices for State Assessment Systems and NAEP State Assessments Aligned?
- Dr. Louis DiBello, Educational Testing Service—Skill Profiles for Groups of Students at a Given NAEP Scale Level—Development and Demonstration
- David Grissmer, RAND—Analysis of Central City NAEP
- Andrew Houtenville, Cornell University—Monitoring Students With Disabilities Using NAEP Data
- Brian A. Jacob, Harvard College—Test-Based Accountability and Student Achievement: An Investigation of Differential Performance Trends on NAEP and State Assessments
- Akihito Kamata, Florida State University—Differential Item Functioning Analyses for Students With Test Accommodations on NAEP Test Items
- Donald J. Leu, University of Connecticut—The Impact of Computer Access and Use on Student Reading Achievement
- Christopher Swanson, Urban Institute—Measuring Classroom Instruction Using NAEP

For more information, contact Alex Sedlacek (alex.sedlacek@ed.gov).

AIR Grants Program

The Association for Institutional Research (AIR), with support from NCES and the National Science Foundation (NSF), has developed a grants program titled Improving Institutional Research in Postsecondary Educational Institutions. The goals of this program are to provide professional development opportunities to doctoral students, institutional researchers, educators, and administrators, and to foster the use of federal databases for institutional research in postsecondary education. The program has the following four major components:

- dissertation research fellowships for doctoral students;
- research grants for institutional researchers and faculty;
- a Summer Data Policy Institute in the Washington, DC, area to study the national databases of the NSF and NCES; and
- a senior fellowship program.

Calls for proposals go out in spring, and proposals are normally accepted through June 30 for work starting no later than September 1 of each year. The following are examples of grants awarded for fiscal year 2003:

- Lamont A. Flowers, University of Florida—Labor Market Outcomes of African American College Graduates
- Heidi Grunwald, University of Michigan—Factors Affecting Faculty Use of Instructional Technology in Traditional Classrooms: A Hierarchical Linear Model Approach
- Aruna Lakshmanan, Louisiana State University—A Longitudinal Study of Adolescent Educational Aspirations and Their Relation to College Choice Using Hierarchical Linear Modeling and Group-Based Mixture Modeling
- Sang Min Lee, University of Florida—Identifying Longitudinal Causal Model for Postsecondary Educational Attainment for Low Socioeconomic Status Students
- Susan Carol Losh, Florida State University—It's in the Details: Dimensions of Education, Gender, and Relations Among Basic Science Knowledge, Attitudes, Understanding Scientific Inquiry, and Pseudoscience Support in the American General Public
- Stephen R. Porter, Wesleyan University—Educating Future Scientists: Understanding the Impact of Baccalaureate Institutions on the Decision to Pursue Graduate Studies in Science and Engineering
- Jim S. Settle, University of Missouri-St. Louis—The Effect of Socioeconomic Status on Year-to-Year Persistence of First-Generation and Continuing-Generation College Students at Two-Year and Four-Year Institutions
- Leslie Stratton, Virginia Commonwealth University—The Sensitivity of Attrition Models to the Timing and Duration of Withdrawal: Analysis Using Beginning Postsecondary Longitudinal Data From 1990–1994

For more information, contact Susan Broyles (susan.broyles@ed.gov) or visit the AIR web site (http://www.airweb.org).

NPEC/AIR Focused Grants

The National Postsecondary Education Cooperative (NPEC) and the Association for Institutional Research (AIR) are pleased to announce the inaugural year of a focused grant program that will fund research and studies to increase understanding and knowledge in a specific issue area that has been identified by the NPEC Executive Committee as critically important to the postsecondary education community. This year the focus is on student success. Proposals may suggest undertaking a variety of activities that focus on student success. Proposals are due January 15 of each year and the grant award period is June 1, 2004, through May 31, 2005.

In 2004, NPEC and AIR plan to make 5 to 10 one-year grant awards ranging up to $15,000 for dissertation work and up to $30,000 for other activities. Grant recipients should plan on making a presentation of their work at NPEC's national conference in 2006. Travel to the conference will be paid by NPEC.

For more information, contact Roz Korb (roslyn.korb@ed.gov) or visit the AIR web site (http://www.airweb.org) for more information and instructions for writing and submitting proposals.