

# *Glossary*





## Glossary

---

### A

**ACT assessment:** An examination administered by ACT, Inc. (formerly the American College Testing Program) and used to predict the facility with which an individual will progress in earning college-level subjects. The ACT differs from the SAT in that it assesses students' knowledge in the curricular areas of English, mathematics, reading, and science reasoning.

**Adult education:** College, vocational, or occupational programs, continuing education or noncredit courses, correspondence courses and tutoring, as well as courses and other educational activities provided by employers, community groups, and other providers.

**Advanced degree:** Any formal degree attained after the bachelor's degree. Advanced degrees include master's degrees, doctoral degrees, and first-professional degrees.

**Alternative schools:** Alternative schools serve students whose needs cannot be met in a regular, special education, or vocational school. They provide nontraditional education and may serve as an adjunct to a regular school. These schools fall outside the categories of regular, special education, and vocational education, although they may provide similar services or curriculum. Some examples of alternative schools are schools for potential dropouts, residential treatment centers for substance abuse (if they provide elementary or secondary education), schools for chronic truants, and schools for students with behavioral problems. Between 3 and 4 percent of schools in the Common Core of Data files are vocational schools.

**Associate's degree:** A degree granted for the successful completion of a subbaccalaureate program of studies, usually requiring at least 2 years (or the equivalent) of full-time col-

lege-level study. This includes degrees granted in a cooperative or work-study program.

### B

**Baccalaureate degree:** (See Bachelor's degree.)

**Bachelor's degree:** A degree granted for the successful completion of a baccalaureate program of studies, usually requiring at least 4 years (or the equivalent) of full-time college-level study. This includes degrees granted in a cooperative or work-study program.

### C

**Capital outlay:** The expenditures for property and for buildings and alterations completed by school district staff or contractors.

**Care from a center-based program:** Includes care on a regular basis that occurs at Head Start, day care centers, nursery schools, or preschools.

**Care from a nonrelative:** Includes care on a regular basis by home child care providers, regular sitters, or neighbors. Excludes Head Start, day care centers, nursery schools, or preschools.

**Care from a relative:** Includes care on a regular basis from nonparental and nonguardian relatives (e.g., grandparents, siblings, aunts, uncles) that occurs in or outside the child's home.

**Carnegie unit:** A standard of measurement used for secondary education that represents the completion of a course that meets one period per day for 1 year.

**Center-based programs:** Includes Head Start, nursery schools, prekindergartens, day care centers, and preschools.

## Glossary

**Certificate:** An award granted for the successful completion of a subbaccalaureate program of studies, which usually requires less than 2 years of full-time postsecondary study.

**Child cares for self:** Includes self-care only.

**Cohort:** A group of individuals who have a statistical factor in common, for example, year of birth.

**College:** A postsecondary school that offers a general or liberal arts education, usually leading to an associate's, bachelor's, master's, doctor's, or first-professional degree. Junior colleges and community colleges are included under this terminology.

**Combined schools:** A combined school has one or more of grades K–6 and one or more of grades 9–12. For example, schools with grades K–12, 6–9, or 1–12 are classified as combined schools. Schools in which all students are ungraded (i.e., not classified by standard grade levels) are also classified as combined.

**Community service:** Volunteer activities undertaken in the school or community. Such community service includes any one-time or ongoing activity such as tutoring students, visiting senior citizens, and so on, but it does not include work for pay. It might be something done through one's school, church or synagogue, or on one's own.

**Comprehensive reform:** Efforts to improve education for all students by establishing high content and performance standards and redesigning the various components of the educational system in a coordinated and coherent fashion to support students' learning to the standards.

**Constant dollars:** Dollar amounts that have been adjusted by means of price and cost

indexes to eliminate inflationary factors and allow direct comparison across years.

**Consumer Price Index (CPI):** This price index measures the average change in the cost of a fixed-market basket of goods and services purchased by consumers.

**Control of institutions:** A classification of institutions of elementary/secondary or postsecondary education by whether the institution is operated by publicly elected or appointed officials (public control) or by privately elected or appointed officials and derives its major source of funds from private sources (private control).

**Core New Basics curriculum:** The most commonly implemented form of the New Basics curriculum, which includes 4 years of English, 3 years of mathematics, 3 years of science, and 3 years of social studies, but not the one-half year of computer science included in the New Basics curriculum. (See also New Basics curriculum.)

**Cost of college attendance:** Cost of living for students attending postsecondary institutions, including tuition and fees, books, room and board, child care, transportation, and other miscellaneous expenses.

**Current dollars:** Dollar amounts that have not been adjusted to compensate for inflation.

**Current expenditures per pupil in enrollment:** Current expenditures for the regular school term divided by the total number of students registered in a given school unit at a given time, generally in the fall of a year.

**Current expenditures (elementary/secondary):** The expenditures for operating local public schools, excluding capital outlay and interest on school debt. These expenditures include such items as salaries for school per-

## Glossary

---

sonnel, fixed charges, student transportation, school books and materials, and energy costs. Beginning in 1980–81, expenditures for state administration are excluded.

### D

**Dependent student:** A student who, under federal criteria, is considered to be financially dependent on his or her parents or guardians. Most full-time students are considered dependent until they are 24 years old.

**Distance education:** Instructional programs or courses in which the instructor and students need not be in the same physical place, particularly those relying on computers, audio, or video technology as the medium for delivery and, sometimes, for two-way interaction.

**Doctor's degree:** An earned degree carrying the title of Doctor. The Doctor of Philosophy degree (Ph.D.) is the highest academic degree and requires mastery within a field of knowledge and demonstrated ability to perform scholarly research. Other doctorates are awarded for fulfilling specialized requirements in professional fields, such as education (Ed.D.), musical arts (D.M.A.), business administration (D.B.A.), and engineering (D.Eng. or D.E.S.). Many doctor's degrees in both academic and professional fields require an earned master's degree as a prerequisite. First-professional degrees, such as M.D. and D.D.S., are not included under this heading. (See First-professional degree.)

**Dropout:** The term is used to describe both the event of leaving school before graduating and the status of an individual who is not in school and who is not a graduate. Transferring from a public to a private school, for example, is not regarded as a dropout event. A person who drops out of school may later return and graduate but is called a “dropout” at the time he or she left school. At the time the person returns to school, he or she is

called a “stopout.” Measures to describe these often complicated behaviors include the event dropout rate (or the closely related school persistence rate), the status dropout rate, and the high school completion rate. (See Status dropout and Event dropout.)

### E

**Educational and general expenditures:** The sum of current-fund expenditures for instruction, research, public service, academic support, student services, institutional support, operation and maintenance of plant, and awards from restricted and unrestricted funds. (See Expenditures.)

**Educational attainment:** The highest grade of regular school attended and completed.

**Elementary:** Grades K–8.

**Elementary school:** A school classified as elementary by state and local practice and composed of any span of grades not above grade 8. Preschool or kindergarten is included under this heading only if it is an integral part of an elementary school or a regularly established school system.

**Elementary/secondary schools:** As reported in this publication, includes only regular schools (i.e., schools that are part of state and local school systems, and also most private, not-for-profit elementary/secondary schools, both religiously affiliated and nonsectarian). Schools not reported include subcollegiate departments of institutions of higher education, residential schools for exceptional children, federal schools for American Indians, and federal schools on military posts and other federal installations.

**English:** A group of instructional programs that describes the English language arts, including composition, creative writing, and the study of literature.

## Glossary

**Enrollment:** The total number of students registered in a given school unit at a given time, generally in the fall of a year.

**Event dropout:** Event rates calculated using the October 1999 CPS data measure the proportion of students who dropped out between October 1998 and October 1999. These dropouts are 15- through 24-year-olds who were enrolled in high school in October 1998 but had not completed high school and were not enrolled in grades 10–12 a year later. According to this definition, a young person could complete high school by either earning a high school diploma or receiving an alternative credential such as a GED. Specifically, the numerator of the event rate for 1999 is the number of persons ages 15–24 surveyed in 1999 who were enrolled in high school in October 1998, were not enrolled in October 1999, and also did not complete high school (i.e., had not received a high school diploma or an equivalency certificate) between October 1998 and October 1999. The denominator of the event rate is the sum of the dropouts (i.e., the numerator) and the number of all persons ages 15–24 who attended grades 10–12 in 1998 and were still enrolled in 1999 or had graduated or completed high school.

**Expenditures:** Charges incurred, whether paid or unpaid, which are presumed to benefit the current fiscal year. For elementary/secondary schools, these include all charges for current outlays plus capital outlays and interest on school debt. For postsecondary education institutions, these include current outlays plus capital outlays. For government, these include charges net of recoveries and other correcting transactions other than for retirement of debt, investment in securities, extension of credit, or as agency transactions. Also, government expenditures include only external transactions, such as the provision of prerequisites or other payments in kind.

Aggregates for groups of governments exclude intergovernmental transactions among the governments.

**Expenditures per pupil:** Charges incurred for a particular period of time divided by a student unit of measure, such as enrollment, average daily attendance, or average daily membership.

## F

**Family and consumer sciences education:** Consists of courses intended to prepare students for roles outside the paid labor market, including home economics, child development, foods and nutrition, and clothing courses.

**Family income:** The combined income of all family members age 14 and above living in the household for the period of 1 year. Income includes money income from jobs; net income from business, farm, or rent; pensions; dividends; interest; social security payments; and any other money income.

**Federal aid:** Student financial aid provided through the federal government. This aid can either be provided by or administered by a federal agency. Federal agencies providing aid include the Department of Education, Department of Health and Human Services, Department of Defense, Veterans Administration, and the National Science Foundation. Federal aid can be in the form of grants, loans, and work-study aid.

**Federal funds:** Amounts collected and used by the federal government for the general purposes of the government. There are four types of federal fund accounts: the general fund, special funds, public enterprise funds, and intragovernmental funds. The major federal fund is the general fund, which is derived from general taxes and borrowing. Federal funds also include certain earmarked

## Glossary

---

collections, such as those generated by and used to finance a continuing cycle of business-type operations.

**First-professional degree:** A degree that signifies both completion of the academic requirements for beginning practice in a given profession and a level of professional skill beyond that normally required for a bachelor's degree. This degree is usually based on a program requiring at least 2 academic years of work before entrance and a total of at least 6 academic years of work to complete the degree program, including both prior-required college work and the professional program itself. By NCES definition, first-professional degrees are awarded in the fields of dentistry (D.D.S or D.M.D.), medicine (M.D.), optometry (O.D.), osteopathic medicine (D.O.), pharmacy (D.Pharm.), podiatric medicine (D.P.M.), veterinary medicine (D.V.M.), chiropractic (D.C. or D.C.M.), law (J.D.), and theological professions (M.Div. or M.H.L.).

**Fiscal year:** The yearly accounting period for the federal government, which begins on October 1 and ends on the following September 30. The fiscal year is designated by the calendar year in which it ends; for example, fiscal year 1992 begins on October 1, 1991 and ends on September 30, 1992. (From fiscal year 1844 to fiscal year 1976, the fiscal year began on July 1 and ended on the following June 30.)

**Foreign languages:** A group of instructional programs that describes the structure and use of language that is common or indigenous to individuals of the same community or nation, the same geographical area, or the same cultural traditions. Programs cover such features as sound, literature, syntax, phonology, semantics, sentences, prose, and verse, as well as the development of skills and attitudes used in communicating and evaluat-

ing thoughts and feelings through oral and written language.

**Free-lunch eligibles:** The National School Lunch Program's assistance program for low-income children. Families with school-age children who fall below the poverty level and have no other significant assets are eligible to receive government assistance in the form of free or reduced-price school lunches.

**Full-time enrollment:** The number of students enrolled in higher education courses with a total credit load equal to at least 75 percent of the normal full-time course load.

**Full-time instructional faculty:** Those members of the instruction/research staff who are employed full time as defined by the institution, including faculty with release time for research and faculty on sabbatical leave. The full-time category excludes faculty who are employed to teach less than two semesters, three quarters, two trimesters, or two 4-month sessions; replacements for faculty on sabbatical leave or those on leave without pay; faculty for preclinical and clinical medicine; faculty who are donating their services; faculty who are members of military organizations and who are paid on a different pay scale from civilian employees; academic officers whose primary duties are administrative; and graduate students who assist in the instruction of courses.

**Full-time worker:** One who is employed for 35 or more hours per week, including paid leave for illness, vacation, and holidays. Hours may be reported either for a survey reference week, or for the previous calendar year, in which case they refer to the usual hours worked.

**Full-time-equivalent (FTE) enrollment:** For institutions of higher education, enrollment of full-time students, plus the full-time equivalent of part-time students as reported by institutions. In the absence of an equiva-

## Glossary

lent reported by an institution, the FTE enrollment is estimated by adding one-third of part-time enrollment to full-time enrollment.

### G

**GED recipient:** A person who has obtained certification of high school equivalency by meeting state requirements and passing an approved exam, which is intended to provide an appraisal of the person's achievement or performance in the broad subject matter areas usually required for high school graduation.

**General labor market preparation:** Consists of courses that teach general employment skills, including keyboarding, word processing, industrial arts and technology education, career exploration, and general work experience.

**Graduate:** An individual who has received formal recognition for the successful completion of a prescribed program of studies.

**Grants:** Also known as scholarships, these are funds for postsecondary education that do not have to be repaid.

**Gross Domestic Product (GDP):** Gross national product less net property income from abroad. Both gross national product and gross domestic product aggregate only the incomes of residents of a nation, corporate and individual, derived directly from the current production of goods and services. However, gross national product also includes net property from abroad. (See Gross National Product [GNP].)

**Gross National Product (GNP):** A measure of the money value of the goods and services available to the nation from economic activity. GNP can be viewed in terms of expenditure categories, which include purchases of goods and services by consumers and government, gross private domestic investment, and net exports of goods and services. The goods and services included are largely those

bought for final use (excluding illegal transactions) in the market economy. A number of inclusions, however, represent imputed values, the most important of which is rental value of owner-occupied housing. GNP, in this broad context, measures the output attributable to the factors of production, labor, and property supplied by U.S. residents.

**Group of Seven (G-7):** This group is composed of seven industrialized nations with large economies: Canada, France, Germany, Italy, Japan, the United Kingdom, and the United States.

### H

**Hearing impairment:** An impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance, in the most severe case because the child is impaired in processing linguistic information through hearing.

**High school:** A secondary school offering the final years of high school work necessary for graduation, usually including grades 10, 11, 12 (in a 6-3-3 plan) or grades 9, 10, 11, and 12 (in a 6-2-4 plan).

**HOPE Scholarship Tax Credit:** This federal income tax credit is designed to help taxpayers pay the cost of the first 2 years of postsecondary education.

**Humanities:** Instructional programs in the following fields: area and ethnic studies, foreign languages, letters, liberal/general studies, multi/interdisciplinary studies, philosophy and religion, theology, and the visual and performing arts.

### I

**Instruction:** This category includes expenditures of the colleges, schools, departments,



## Glossary

---

and other instructional divisions of postsecondary education institutions and expenditures for departmental research and public service, which are not separately budgeted. Includes expenditures for both credit and noncredit activities. Excludes expenditures for academic administration where the primary function is administration (e.g., academic deans).

**Instructional expenditures (elementary/secondary):** Current expenditures for activities directly associated with the interaction between teachers and students. These include teacher salaries and benefits, supplies (such as textbooks), and purchased instructional services.

**Instructional staff:** Full-time-equivalent number of positions, not the number of different individuals occupying the positions during the school year. In local schools, includes all public elementary and secondary (junior and senior high) day-school positions that are in the nature of teaching or in the improvement of the teaching-learning situation. Includes consultants or supervisors of instruction, principals, teachers, guidance personnel, librarians, psychological personnel, and other instructional staff. Excludes administrative staff, attendance personnel, clerical personnel, and junior college staff.

### K

**Kindergarten:** Includes transitional kindergarten, kindergarten, and pre-first-grade students.

### L

**Labor force:** Individuals employed as civilians, unemployed, or in the armed services during the survey week. The “civilian labor force” is composed of all civilians classified as employed or unemployed.

**Life sciences:** Life sciences are instructional programs that describe the systematic study

of living organisms. Life sciences include biology, biochemistry, biophysics, and zoology.

**Loan:** Borrowed money that must be repaid.

**Local Education Agency (LEA):** (See School district.)

### M

**Master’s degree:** A degree awarded for successful completion of a program generally requiring 1 or 2 years of full-time college-level study beyond the bachelor’s degree. One type of master’s degree, including the Master of Arts degree, or M.A., and the Master of Science degree, or M.S., is awarded in the liberal arts and sciences for advanced scholarship in a subject field or discipline and demonstrated ability to perform scholarly research. A second type of master’s degree is awarded for the completion of a professionally oriented program, for example, an M.Ed. in education, an M.B.A. in business administration, an M.F.A. in fine arts, an M.M. in music, an M.S.W. in social work, and an M.P.A. in public administration. A third type of master’s degree is awarded in professional fields for study beyond the first-professional degree, for example, the Master of Laws (LL.M.) and Master of Science in various medical specializations.

**Metropolitan population:** The population residing in metropolitan statistical areas (MSAs). (See Metropolitan Statistical Area [MSA].)

**Metropolitan Statistical Area (MSA):** A large population nucleus and the nearby communities that have a high degree of economic and social integration with that nucleus. Each MSA consists of one or more entire counties (or county equivalents) that meet specified standards pertaining to population, commuting ties, and metropolitan character. In New England, towns and cities, rather than coun-

## Glossary

ties, are the basic units. MSAs are designated by the Office of Management and Budget. An MSA includes a city and, generally, its entire urban area and the remainder of the county or counties in which the urban area is located. An MSA also includes such additional outlying counties that meet specified criteria relating to the metropolitan character and level of commuting of workers into the central city or counties. Specified criteria governing the definition of MSAs recognized before 1980 are published in *Standard Metropolitan Statistical Areas: 1975*, issued by the Office of Management and Budget. New MSAs were designated when 1980 and 1990 counts showed that they met one or both of the following criteria:

(1) Included a city with a population of at least 50,000 within their corporate limits; or

(2) Included a Census Bureau-defined urbanized area (which must have a population of at least 50,000) and a total MSA population of at least 100,000 (or, in New England, 75,000).

**Minority:** Any racial/ethnic group that is nonwhite and not Hispanic is considered minority.

**Modal grade:** The modal grade is the year of school in which the largest proportion of students of a given age are enrolled. Enrolled persons are classified according to their relative progress in school; that is, whether the grade or year in which they were enrolled was below, at, or above the modal (or typical) grade for persons of their age at the time of the survey.

**Multiple disabilities:** Concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment,

etc.), the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.

### N

**Natural sciences:** A group of fields of study that includes the life sciences, physical sciences, and mathematics.

**New Basics curriculum:** A minimum curriculum recommended by the National Commission of Excellence in Education (NCEE) in 1983 to be completed by high school graduates that consists of 4 years of English; 3 years each of mathematics, science, and social studies; and one-half year of computer science. College-bound high school graduates are also advised to complete 2 years of foreign language. (See also Core New Basics curriculum.)

**Nonmetropolitan residence group:** The population residing outside metropolitan statistical areas. (See Metropolitan Statistical Area [MSA].)

**Nonsectarian school:** A private school whose curriculum and operation are independent of religious orientation and influence in all but incidental ways.

**Nonsupervisory instructional staff:** Persons such as curriculum specialists, counselors, librarians, remedial specialists, and others possessing education certification but not responsible for the day-to-day teaching of the same group of pupils.

**Nontenure-track faculty:** Faculty members who were either not on the tenure track or whose faculty status lacked a tenure system at the sampled institution.

**Nursery school:** (See Preprimary.)

## Glossary

---

### O

**Obligations:** Amounts of orders placed, contracts awarded, services received, or similar legally binding commitments made by federal agencies during a given period that will require outlays during the same or some future period.

**Occupational concentrator:** Public high school graduate who earns 3.0 or more credits in a single occupational program area.

**Occupational education:** Vocational education programs that prepare students for a specific occupation or cluster of occupations, including agriculture, business, marketing, health care, protective services, trade and industrial, technology, food service, child care, and personal and other services programs. Also called occupationally specific education or specific labor market preparation.

**Occupational investor:** Public high school graduate who earns 3.0 or more credits in occupational education.

**Odds ratio:** Odds is the ratio of success to failure in probability calculation. Odds ratio is the ratio of one odds to another.

**Orthopedic impairments:** A severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.); impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.); and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

**Other expenditures:** Other than support services and capital outlay, the sum of all other current fund expenditures for community ser-

vices, nonpublic school programs, adult education, community colleges, interest on school debt, and other expenditures.

**Other support services staff (elementary and secondary school):** All staff not reported in other categories. This group includes media personnel, social workers, data processors, health maintenance workers, bus drivers, security, cafeteria workers, and other staff.

**Outlays:** The value of checks issued, interest accrued on the public debt, or other payments made, net of refunds and reimbursements.

### P

**Parent:** In the Current Population Survey, a parent is defined as a biological, adoptive, step-, or foster parent, or a legal guardian. In other words, "parents" have some biological or legal association to the child. A parent is not necessarily the head of the household. A parent's highest education level was determined by merging information from the parent's record with information from his or her children's record. When no parent resided in the household, information from the legal guardian's record was merged with information from the children's record.

**Parental care only:** Includes care on a regular basis by parents only. Excludes children who receive care from relatives, nonrelatives, center-based programs, or self on a regular basis.

**Part-time enrollment:** The number of students enrolled in higher education courses with a total credit load less than 75 percent of the normal full-time credit load.

**Percentile (score):** A value on a scale of zero to 100 that indicates the percent of a distribution that is equal to or below it. For ex-

## Glossary

ample, a score in the 95<sup>th</sup> percentile is a score equal to or better than 95 percent of all other scores.

**Personal income:** Current income received by persons from all sources minus their personal contributions for social insurance. Classified as “persons” are individuals (including owners of unincorporated firms), nonprofit institutions serving individuals, private trust funds, and private noninsured welfare funds. Personal income includes transfers (payments not resulting from current production) from government and business such as social security benefits and military pensions, but excludes transfers among persons.

**Postsecondary education:** The provision of formal instructional programs with a curriculum designed primarily for students who have completed the requirements for a high school diploma or equivalent. This includes programs of an academic, vocational, and continuing professional education purpose and excludes vocational and adult basic education programs. (See also *Supplemental Note 10*.)

**Prekindergarten:** (See Preprimary.)

**Preprimary:** Elementary education programs for children who are too young for first grade. Includes center-based programs and kindergarten.

**Private school or institution:** A school or institution that is controlled by an individual or agency other than a state, a subdivision of a state, or the federal government, which is usually not supported primarily by public funds and is not operated by publicly elected or appointed officials.

**Public service:** Funds budgeted specifically for public service and expended for activities es-

tablished primarily to provide noninstructional services beneficial to groups external to the institution. Examples are seminars and projects provided to particular sectors of the community and expenditures for community services and cooperative extension services.

**Purchasing Power Parity (PPP) indices:** Purchasing Power Parity (PPP) exchange rates, or indices, are the currency exchange rates that equalize the purchasing power of different currencies, meaning that when a given sum of money is converted into different currencies at the PPP exchange rates, it will buy the same basket of goods and services in all countries. PPP indices are the rates of currency conversion that eliminate the difference in price levels among countries. Thus, when expenditures on Gross Domestic Product (GDP) for different countries are converted into a common currency by means of PPP indices, they are expressed at the same set of international prices, so that comparisons among countries reflect only differences in the volume of goods and services purchased.

## R

**Regular schools:** (See Elementary/secondary schools.)

**Remedial education:** Instruction for a student lacking the reading, writing, or mathematics skills necessary to perform college-level work at the level required by the attended institution.

**Revenues:** All funds received from external sources, net of refunds, and correcting transactions. Noncash transactions such as receipt of services, commodities, or other receipts “in kind” are excluded, as are funds received from the issuance of debt, liquidation of investments, and nonroutine sale of property.

## Glossary

---

### S

**Salary:** The total amount regularly paid or stipulated to be paid to an individual, before deductions, for personal services rendered while on the payroll of a business or organization.

**Salary workers:** Any person who worked one or more days during the previous year and was paid on the basis of a yearly salary is considered a salary worker.

**SAT:** (See Scholastic Assessment Test.)

**Scholastic Assessment Test (SAT):** An examination administered by the Educational Testing Service (ETS) and used to predict the facility with which an individual will progress in learning college-level subjects. The SAT differs from the ACT in that it assesses students' aptitude in English, reading, and mathematics generally rather than on their curricular knowledge.

**School administrators:** Those staff members whose activities are concerned with directing and managing the operation of a particular school. They may be principals or assistant principals, including those who coordinate school instructional activities with those of the local education agency (LEA) and other appropriate units.

**School district:** An education agency at the local level that exists primarily to operate public schools or to contract for public school services. Synonyms are "local basic administrative unit" and "local education agency."

**School year:** The 12-month period of time denoting the beginning and ending dates for school accounting purposes, usually from July 1 through June 30.

**Science:** The body of related courses concerned with knowledge of the physical and

biological world and with the processes of discovering and validating this knowledge.

**Secondary:** Grades 9–12.

**Secondary school:** A school that has any span of grades beginning with the next grade following an elementary or middle school (usually grade 7, 8, or 9) and ending with or below grade 12. Both junior high schools and senior high schools are included.

**Service-learning:** An educational activity, program, or curriculum that seeks to promote students' learning through experiences associated with volunteerism or community service.

**Social studies:** A group of instructional programs that describes the substantive portions of behavior, past and present activities, interactions, and organizations of people associated together for religious, benevolent, cultural, scientific, political, patriotic, or other purposes.

**Socioeconomic Status (SES):** The SES quartile variable used for both High School and Beyond and the National Education Longitudinal Study of 1988 Eighth Graders was built using parental education level, parental occupation, family income, and household items. Students were placed in quartiles based on their standardized composite score. By definition, one-quarter of each cohort will reside in the bottom SES quartile, even if education levels, income, and the number of persons in more prestigious occupations increase. The terms high, middle, and low SES refer to the upper, middle two, and lower quartiles of the weighted SES composite index distribution.

**Special education schools:** Special education schools provide educational services to students with special physical or mental needs—i.e., students with mental disabilities (such

## Glossary

as mental retardation or autism); physical disabilities (such as hearing impairments); or learning disabilities (such as dyslexia). About 2 percent of schools in the Common Core of Data files are special education schools.

**Specific learning disabilities:** A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not apply to children who have learning problems that are primarily the result of visual, hearing, or motor disabilities; of mental retardation; of emotional disturbance; or of environmental, cultural, or economic disadvantage.

**Speech or language impairments:** A communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance.

**Standard deviation:** The standard deviation measures the spread of a set of data around the mean of the data. In a normal distribution, approximately 68 percent of scores fall within plus or minus one standard deviation of the mean, and 95 percent fall within plus or minus two standard deviations of the mean.

**Status dropout rates:** The status dropout rate is a cumulative rate that estimates the proportion of young adults who are dropouts, regardless of when they dropped out. The numerator of the status dropout rate for 1999, for example, is the number of young adults ages 16–24 years who, as of October 1999, had not completed high school and were not

currently enrolled. The denominator is the total number of 16- to 24-year-olds in October 1999.

**Stopout:** (See Dropout.)

**Subbaccalaureate degree:** Award granted for the successful completion of studies at either 2-year or less-than-2-year institutions. Subbaccalaureate degrees typically include associate's degrees and certificates.

### T

**Technical/professional fields:** A group of occupationally oriented fields of study, other than engineering and computer science, that includes agriculture and agricultural sciences, architecture, business and management, communications, education, health sciences, home economics, law, library and archival sciences, military sciences, parks and recreation, protective services, and public affairs.

**Tenure-track faculty:** Faculty members who were either tenured or on the tenure track at their institution.

**Tuition and fees:** A payment or charge for instruction or compensation for services, privileges, or the use of equipment, books, or other goods.

### U

**Undergraduate students:** Students registered at a postsecondary education institution in a program leading to a baccalaureate degree or other formal award below the baccalaureate such as an associate's degree.

**Unemployed:** Civilians who had no employment but were available for work and (1) had engaged in any specific job-seeking activity within the past 4 weeks; (2) were waiting to be called back to a job from which

## Glossary

---

they had been laid off; or (3) were waiting to report to a new wage or salary job within 30 days.

**University:** A postsecondary education institution that consists of a liberal arts college, a diverse graduate program, and usually two or more professional schools or faculties and that is empowered to confer degrees in various fields of study.

### V

**Vocational education:** Organized educational activities that offer a sequence of courses that provide individuals with the academic and technical knowledge and skills needed to prepare for further education and for careers requiring less than a bachelor's degree. At the high school level, vocational

education consists of occupational education, general labor market preparation, and family and consumer sciences education.

**Vocational education schools:** Vocational schools primarily serve students who are being trained for semi-skilled or technical occupations. They may be part of a regular district (along with academic schools) or in a vocational district (serving more than one academic school district). About 1 percent of schools in the Common Core of Data files are vocational schools.

### Y

**Year-round worker:** One who was employed at least 50 weeks during the previous calendar year, including paid leave for illness, vacation, or other reasons.

**THIS PAGE INTENTIONALLY LEFT BLANK**



# *Bibliography*



---

## Contents

NCES Publications (Complete citation) .....	282
NCES Publications (Chronologically, by NCES number) .....	286
Other Publications .....	290
NCES Surveys .....	295
Surveys From Other Agencies .....	297

## NCES Publications (Complete citation)

---

Alsalam, N. (1996). *Findings From the Condition of Education 1995: The Cost of Higher Education* (NCES 96-769). U.S. Department of Education, NCES. Washington, DC: U.S. Government Printing Office.

Berkner, L., Horn, L., and Clune, M. (2000). *Descriptive Summary of 1995-96 Beginning Postsecondary Students: Three Years Later, With an Essay on Students Who Started at Less-Than-4-Year Institutions* (NCES 2000-154). U.S. Department of Education, NCES. Washington, DC: U.S. Government Printing Office.

Bradburn, E.M. (forthcoming). *Distance Education Instruction by Postsecondary Faculty and Staff at Degree-Granting Institutions* (NCES 2001-162). U.S. Department of Education, NCES. Washington, DC: U.S. Government Printing Office.

Campbell, J.R., Hombo, C.M., and Mazzeo, J. (2000). *NAEP 1999 Trends in Academic Progress: Three Decades of Student Performance* (NCES 2000-469). U.S. Department of Education, NCES. Washington, DC: U.S. Government Printing Office.

Chambers, J.G. (1998). *Geographic Variations in Public Schools' Costs* (NCES 98-04). U.S. Department of Education. Washington, DC: NCES Working Paper.

Chen, X., Tuma, J., Daniel, B., and Scott, L.A. (forthcoming). *Trends in High School Academic Coursetaking: Mathematics, Science, English and Foreign Language Course Completion, 1982 to 1998* (NCES 2001-325). U.S. Department of Education, NCES. Washington, DC: U.S. Government Printing Office.

Choy, S. (2000). *Debt Burden Four Years After College* (NCES 2000-188). U.S. Department of Education, NCES. Washington, DC: U.S. Government Printing Office.

Choy, S.P. (2000). *Low-Income Students: Who They Are and How They Pay for Their Education* (NCES 2000-169). U.S. Department of Education, NCES. Washington, DC: U.S. Government Printing Office.

Choy, S., and Geis, S. (1997). *Early Labor Force Experiences and Debt Burden* (NCES 97-286). U.S. Department of Education, NCES. Washington, DC: U.S. Government Printing Office.

Choy, S., and Moskovitz, R. (1998). *Student Financing of Graduate and First-Professional Education, 1995-96* (NCES 98-083). U.S. Department of Education, NCES. Washington, DC: U.S. Government Printing Office.

Choy, S., and Ottinger, C. (1998). *Choosing a Postsecondary Institution* (NCES 98-080). U.S. Department of Education, NCES. Washington, DC: U.S. Government Printing Office.

Cuccaro-Alamin, S., and Choy, S.P. (1998). *Postsecondary Financing Strategies: How Undergraduates Combine Work, Borrowing, and Attendance* (NCES 98-088). U.S. Department of Education, NCES. Washington, DC: U.S. Government Printing Office.

Decker, P.T., Rice, J.K., and Moore, M.T. (1997). *Education and the Economy: An Indicators Report* (NCES 97-69). U.S. Department of Education, NCES. Washington, DC: U.S. Government Printing Office.

## NCES Publications (Complete citation)

Continued

Goldhaber, D.D., and Brewer, D.J. (1997). Evaluating the Effect of Teacher Degree Level on Educational Performance. In W. Fowler (Ed.), *Developments in School Finance, 1996* (NCES 97-535) (pp. 197-210). U.S. Department of Education, NCES. Washington, DC: U.S. Government Printing Office.

Hafner, A. (1990). *A Profile of the American Eighth Grader: NELS:88 Student Descriptive Summary* (NCES 90-458). U.S. Department of Education, NCES. Washington, DC: U.S. Government Printing Office.

Henke, R., Chen, X., and Geis, S. (2000). *Progress Through the Teacher Pipeline: 1992-93 College Graduates and Elementary/Secondary School Teaching as of 1997* (NCES 2000-152). U.S. Department of Education, NCES. Washington, DC: U.S. Government Printing Office.

Horn, L., and Nuñez, A.-M. (2000). *Mapping the Road to College: First-Generation Students' Math Track, Planning Strategies, and Context of Support* (NCES 2000-53). U.S. Department of Education, NCES. Washington, DC: U.S. Government Printing Office.

Kaufman, P., Kwon, J., Klein, S., and Chapman, C. (2000). *Dropout Rates in the United States: 1999* (NCES 2001-022). U.S. Department of Education, NCES. Washington, DC: U.S. Government Printing Office.

Kim, K., and Creighton, S. (1999). *Participation in Adult Education in the United States: 1998-1999* (NCES 2000-027). U.S. Department of Education. Washington, DC: NCES.

Kirshstein, R.J., Matheson, N., and Jing, Z. (1997). *Instructional Faculty and Staff in Higher Education Institutions: Fall 1987 and Fall 1992* (NCES 97-470). U.S. Department of Education, NCES. Washington, DC: U.S. Government Printing Office.

Kleiner, B., and Chapman, C. (1999). *Youth Service-Learning and Community Service Among 6<sup>th</sup>- Through 12<sup>th</sup>-Grade Students in the United States: 1996 and 1999* (NCES 2000-028). U.S. Department of Education. Washington, DC: NCES.

Levesque, K., and Hudson, L. (forthcoming). *Trends in High School Vocational Coursetaking: 1982-1998* (NCES 2001-019). U.S. Department of Education, NCES. Washington, DC: U.S. Government Printing Office.

Lewis, L., Alexander, D., and Farris, E. (1997). *Distance Education in Higher Education Institutions* (NCES 98-062). U.S. Department of Education, NCES. Washington, DC: U.S. Government Printing Office.

Lewis, L., Farris, E., Stone, K., and Levin, D. (1999). *Distance Education at Postsecondary Education Institutions: 1997-98* (NCES 2000-013). U.S. Department of Education, NCES. Washington, DC: U.S. Government Printing Office.

Mayer, D.P., Mullens, J.E., and Moore, M.T. (2000). *Monitoring School Quality: An Indicators Report* (NCES 2001-030). U.S. Department of Education, NCES. Washington, DC: U.S. Government Printing Office.

## NCES Publications (Complete citation)

---

### Continued

Nord, C.W., Brimhall, D., and West, J. (1997). *Fathers' Involvement in Their Children's Schools* (NCES 98-091). U.S. Department of Education, NCES. Washington, DC: U.S. Government Printing Office.

Nord, C.W., Lennon, J., Liu, B., and Chandler, K. (1999). *Home Literacy Activities and Signs of Children's Emerging Literacy, 1993 and 1999* (NCES 2000-026). U.S. Department of Education. Washington, DC: NCES.

Nuñez, A.-M., and Cuccaro-Alamin, S. (1998). *First-Generation Students: Undergraduates Whose Parents Never Enrolled in Postsecondary Education* (NCES 98-082). U.S. Department of Education, NCES. Washington, DC: U.S. Government Printing Office.

Parrish, T. (1996a). *Do Districts Enrolling High Percentages of Minority Students Spend Less?* (NCES 97-917). U.S. Department of Education. Washington, DC: NCES.

Parrish, T. (1996b). *Do Rich and Poor Districts Spend Alike?* (NCES 97-916). U.S. Department of Education. Washington, DC: NCES.

Rowand, C. (2000). *Teacher Use of Computers and the Internet in Public Schools* (NCES 2000-090). U.S. Department of Education. Washington, DC: NCES.

U.S. Department of Education, NCES. (1996). *The Condition of Education 1996* (NCES 96-304). Washington, DC: U.S. Government Printing Office.

U.S. Department of Education, NCES. (1997). *The Condition of Education 1997* (NCES 97-388). Washington, DC: U.S. Government Printing Office.

U.S. Department of Education, NCES. (1998a). *The Condition of Education 1998* (NCES 98-013). Washington, DC: U.S. Government Printing Office.

U.S. Department of Education, NCES. (1998b). *The 1994 High School Transcript Study Tabulations: Comparative Data on Credits Earned and Demographics for 1994, 1990, 1987 and 1982 High School Graduates REVISED* (NCES 98-532). Washington, DC: U.S. Government Printing Office.

U.S. Department of Education, NCES. (1999a). *The Condition of Education 1999* (NCES 1999-022). Washington, DC: U.S. Government Printing Office.

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

U.S. Department of Education, NCES. (2000a). *Condition of America's Public School Facilities: 1999* (NCES 2000-032). Washington, DC: U.S. Government Printing Office.

U.S. Department of Education, NCES. (2000b). *The Condition of Education 2000* (NCES 2000-062). Washington, DC: U.S. Government Printing Office.

## NCES Publications (Complete citation)

Continued

- U.S. Department of Education, NCES. (2000c). *Digest of Education Statistics 1999* (NCES 2000–031). Washington, DC: U.S. Government Printing Office.
- U.S. Department of Education, NCES. (2000d). *Highlights From the Third International Mathematics and Science Study-Repeat (TIMSS-R)* (NCES 2001–027). Washington, DC: U.S. Government Printing Office.
- U.S. Department of Education, NCES. (2000e). *Highlights From the TIMSS Videotape Classroom Study* (NCES 2000–094). Washington, DC: U.S. Government Printing Office.
- U.S. Department of Education, NCES. (2000f). *National Household Education Surveys Program (NHES) 1999 Data Files: Adult Education and Life-Long Learning Survey* (NCES 2000–079). Washington, DC: U.S. Government Printing Office.
- U.S. Department of Education, NCES. (2000g). *Projections of Education Statistics to 2010* (NCES 2000–071). Washington, DC: U.S. Government Printing Office.
- U.S. Department of Education, NCES. (2000h). *Pursuing Excellence: Comparisons of International Eighth-Grade Mathematics and Science Achievement From a U.S. Perspective, 1995 and 1999* (NCES 2001–028). Washington, DC: U.S. Government Printing Office.
- U.S. Department of Education, NCES. (2000i). *Teachers' Tools for the 21st Century: A Report on Teachers' Use of Technology* (NCES 2000–102). Washington, DC: U.S. Government Printing Office.
- U.S. Department of Education, NCES. (2001). *Digest of Education Statistics 2000* (NCES 2001–034). Washington, DC: U.S. Government Printing Office.
- Vaden-Kiernan, N., and Chandler, K. (1997). *Parents' Reports of School Practices to Involve Families* (NCES 97–327). U.S. Department of Education. Washington, DC: U.S. Government Printing Office.
- Warburton, E.C., Bugarin, R., and Nuñez, A.-M. (2001). *Bridging the Gap: Academic Preparation and Postsecondary Success of First-Generation Students* (NCES 2001–153). U.S. Department of Education, NCES. Washington, DC: U.S. Government Printing Office.
- Warburton, E.C., and Chen, X. (forthcoming). *Teaching With Technology: Use of Advanced Telecommunications by Postsecondary Instructional Faculty and Staff* (NCES 2001–199). U.S. Department of Education, NCES. Washington, DC: U.S. Government Printing Office.
- West, J., Denton, K., and Germino-Hausken, E. (2000). *America's Kindergartners* (NCES 2000–070). U.S. Department of Education, NCES. Washington, DC: U.S. Government Printing Office.
- West, J., Denton, K., and Reaney, L. (2000). *The Kindergarten Year* (NCES 2001–023). U.S. Department of Education, NCES. Washington, DC: U.S. Government Printing Office.
- Williams, C. (2000). *Internet Access in U.S. Public Schools and Classrooms: 1994–99* (NCES 2000–086). U.S. Department of Education. Washington, DC: NCES.

## NCES Publications (Chronologically, by NCES number)

---

NCES 90–458: Hafner, A. (1990). *A Profile of the American Eighth Grader: NELS:88 Student Descriptive Summary*.

NCES 96–304: U.S. Department of Education, NCES. (1996). *The Condition of Education 1996*.

NCES 96–769: Alsalam, N. (1996). *Findings From the Condition of Education 1995: The Cost of Higher Education*.

NCES 97–269: Decker, P.T., Rice, J.K., and Moore, M.T. (1997). *Education and the Economy: An Indicators Report*.

NCES 97–286: Choy, S., and Geis, S. (1997). *Early Labor Force Experiences and Debt Burden*.

NCES 97–327: Vaden-Kiernan, N., and Chandler, K. (1997). *Parents' Reports of School Practices to Involve Families*.

NCES 97–388: U.S. Department of Education, NCES. (1997). *The Condition of Education 1997*.

NCES 97–470: Kirshstein, R.J., Matheson, N., and Jing, Z. (1997). *Instructional Faculty and Staff in Higher Education Institutions: Fall 1987 and Fall 1992*.

NCES 97–535: Goldhaber, D.D., and Brewer, D.J. (1997). Evaluating the Effect of Teacher Degree Level on Educational Performance. In W. Fowler (Ed.), *Developments in School Finance, 1996*.

NCES 97–916: Parrish, T. (1996a). *Do Rich and Poor Districts Spend Alike?*

NCES 97–917: Parrish, T. (1996b). *Do Districts Enrolling High Percentages of Minority Students Spend Less?*

NCES 98–04: Chambers, J.G. (1998). *Geographic Variations in Public Schools' Costs*.

NCES 98–013: U.S. Department of Education, NCES. (1998). *The Condition of Education 1998*.

NCES 98–062: Lewis, L., Alexander, D., and Farris, E. (1997). *Distance Education in Higher Education Institutions*.

NCES 98–080: Choy, S., and Ottinger, C. (1998). *Choosing a Postsecondary Institution*.

NCES 98–082: Nuñez, A.-M., and Cuccaro-Alamin, S. (1998). *First-Generation Students: Undergraduates Whose Parents Never Enrolled in Postsecondary Education*.

NCES 98–083: Choy, S., and Moskovitz, R. (1998). *Student Financing of Graduate and First-Professional Education, 1995–96*.

## NCES Publications (Chronologically, by NCES number)

Continued

NCES 98–088: Cuccaro-Alamin, S., and Choy, S.P. (1998). *Postsecondary Financing Strategies: How Undergraduates Combine Work, Borrowing, and Attendance*.

NCES 98–091: Nord, C.W., Brimhall, D., and West, J. (1997). *Fathers' Involvement in Their Children's Schools*.

NCES 98–532: U.S. Department of Education, NCES. (1998b). *The 1994 High School Transcript Study Tabulations: Comparative Data on Credits Earned and Demographics for 1994, 1990, 1987 and 1982 High School Graduates REVISED*.

NCES 1999–022: U.S. Department of Education, NCES. (1999a). *The Condition of Education 1999*.

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

NCES 2000–013: Lewis, L., Farris, E., Stone, K., and Levin, D. (1999). *Distance Education at Postsecondary Education Institutions: 1997–98*.

NCES 2000–026: Nord, C.W., Lennon, J., Liu, B., and Chandler, K. (1999). *Home Literacy Activities and Signs of Children's Emerging Literacy, 1993 and 1999*.

NCES 2000–027: Kim, K., and Creighton, S. (1999). *Participation in Adult Education in the United States: 1998–1999*.

NCES 2000–028: Kleiner, B., and Chapman, C. (1999). *Youth Service-Learning and Community Service Among 6<sup>th</sup>- Through 12<sup>th</sup>-Grade Students in the United States: 1996 and 1999*.

NCES 2000–031: U.S. Department of Education, NCES. (2000c). *Digest of Education Statistics 1999*.

NCES 2000–032: U.S. Department of Education, NCES. (2000a). *Condition of America's Public School Facilities: 1999*.

NCES 2000–062: U.S. Department of Education, NCES. (2000b). *The Condition of Education 2000*.

NCES 2000–070: West, J., Denton, K., and Germino-Hausken, E. (2000). *America's Kindergartners*.

NCES 2000–071: U.S. Department of Education, NCES. (2000c). *Projections of Education Statistics to 2010*.

NCES 2000–079: U.S. Department of Education, NCES. (2000d). *National Household Education Surveys Program (NHES) 1999 Data Files: Adult Education and Life-Long Learning Survey*.



## NCES Publications (Chronologically, by NCES number)

---

### Continued

NCES 2000–086: Williams, C. (2000). *Internet Access in U.S. Public Schools and Classrooms: 1994–99*.

NCES 2000–090: Rowand, C. (2000). *Teacher Use of Computers and the Internet in Public Schools*.

NCES 2000–094: U.S. Department of Education, NCES. (2000e). *Highlights From the TIMSS Videotape Classroom Study*.

NCES 2000–102: U.S. Department of Education, NCES. (2000f). *Teachers' Tools for the 21st Century: A Report on Teachers' Use of Technology*.

NCES 2000–152: Henke, R., Chen, X., and Geis, S. (2000). *Progress Through the Teacher Pipeline: 1992–93 College Graduates and Elementary/Secondary School Teaching as of 1997*.

NCES 2000–153: Horn, L., and Nuñez, A.-M. (2000). *Mapping the Road to College: First-Generation Students' Math Track, Planning Strategies, and Context of Support*.

NCES 2000–154: Berkner, L., Horn, L., and Clune, M. (2000). *Descriptive Summary of 1995–96 Beginning Postsecondary Students: Three Years Later, With an Essay on Students Who Started at Less-Than-4-Year Institutions*.

NCES 2000–169: Choy, S.P. (2000). *Low-Income Students: Who They Are and How They Pay for Their Education*.

NCES 2000–188: Choy, S. (2000). *Debt Burden Four Years After College*.

NCES 2000–469: Campbell, J.R., Hombo, C.M., and Mazzeo, J. (2000). *NAEP 1999 Trends in Academic Progress: Three Decades of Student Performance*.

NCES 2001–019: Levesque, K., and Hudson, L. (forthcoming). *Trends in High School Vocational Coursetaking: 1982–1998*.

NCES 2001–022: Kaufman, P., Kwon, J., Klein, S., and Chapman, C. (2000). *Dropout Rates in the United States: 1999*.

NCES 2001–023: West, J., Denton, K., and Reaney, L. (2000). *The Kindergarten Year*.

NCES 2001–027: U.S. Department of Education, NCES. (2000g). *Highlights From the Third International Mathematics and Science Study—Repeat (TIMSS-R)*.

NCES 2001–028: U.S. Department of Education, NCES. (2000h). *Pursuing Excellence: Comparisons of International Eighth-Grade Mathematics and Science Achievement From a U.S. Perspective, 1995 and 1999*.

NCES 2001–030: Mayer, D.P., Mullens, J.E., and Moore, M.T. (2000). *Monitoring School Quality: An Indicators Report*.

## NCES Publications (Chronologically, by NCES number)

---

Continued

NCES 2001–034: U.S. Department of Education, NCES. (2001). *Digest of Education Statistics 2000*.

NCES 2001–153: Warburton, E.C., Bugarin, R., and Nuñez, A.-M. (2001). *Bridging the Gap: Academic Preparation and Postsecondary Success of First-Generation Students*.

NCES 2001–162: Bradburn, E.M. (forthcoming). *Distance Education Instruction by Postsecondary Faculty and Staff at Degree-Granting Institutions*.

NCES 2001–199: Warburton, E.C., and Chen, X. (forthcoming). *Teaching With Technology: Use of Advanced Telecommunications by Postsecondary Instructional Faculty and Staff*.

NCES 2001–325: Chen, X., Tuma, J., Daniel, B., and Scott, L.A. (forthcoming). *Trends in High School Academic Coursetaking: Mathematics, Science, English and Foreign Language Course Completion, 1982 to 1998*.

## Other Publications

---

Achilles, C. (1996). Response to Eric Hanushek: Students Achieve More in Smaller Classes. *Educational Leadership*, 53(5): 76–77.

Adelman, C. (1999). *Answers in the Toolbox: Academic Intensity, Attendance Patterns, and Bachelor's Degree Attainment*. U.S. Department of Education. Washington, DC: Office of Educational Research and Improvement.

American Council on Education. (2000). *Developing a Distance Education Policy for 21st Century Learning*. Washington, DC: Author.

Ballou, D. (1996). Do Public Schools Hire The Best Applicants? *The Quarterly Journal of Economics*: 97–133.

Beentjes, J.W.J., and Van der Voort, T.H.A. (1988). Television's Impact on Children's Reading Skills: A Review of the Research. *Reading Research Quarterly*, 23: 389–413.

Bjorner, J., Kristensen, T.S., Orth-Gomer, K., Tibblin, G., Sullivan, M., and Westerholm, P. (1996). *Self-Rated Health: A Useful Concept in Research, Prevention, and Clinical Medicine*. Stockholm: Swedish Council for Planning and Coordination of Research.

Boyer Commission on Educating Undergraduates in the Research University. (1998). *Reinventing Undergraduate Education: A Blueprint for America's Research Universities*. Stony Brook, NY: State University of New York.

Braddock, D. (1999, November). Employment Outlook: 1998–2008. “Occupational Employment Projections to 2008.” *Monthly Labor Review*: 51–77.

Branson, M.S. (1994). *What Does Research on Political Attitudes and Behavior Tell Us About the Need for Improving Education for Democracy?* Paper presented at the International Conference on Education for Democracy, Malibu, CA.

Breneman, D.W. (1998). Remediation in Higher Education: Its Extent and Cost. In *Brookings Papers on Education Policy*. Washington, DC: Brookings Institution.

Burkam, D.T. (2001). *English Coursetaking and the NELS:88 Transcript Data*. Ann Arbor, MI: The University of Michigan.

Burkam, D.T., Lee, V.E., and Smerdon, B.A. (1997). *Mathematics, Foreign Language, and Science Coursetaking and the NELS:88 Transcript Data*. Ann Arbor, MI: The University of Michigan.

Coleman, J.R. (1965). *Adolescents and the Schools*. New York: Basic Books.

The College Board. (1998). *Trends in College Pricing*. Washington, DC: The College Entrance Examination Board.

Darling-Hammond, L. (2000, January 1). Teacher Quality and Student Achievement: A Review of State Policy Evidence. *Education Policy Analysis Archives*, 8(1). Available: <http://olam.ed.asu.edu/epaal/v8n1/> [March 15, 2001].

## Other Publications

Continued

- Davis, J. (1997). *College Affordability, A Closer Look at the Crisis*. Washington, DC: Sallie Mae Education Institute.
- Eckert, P. (1989). *Jocks and Burnouts: Social Categories and Identity in the High School*. New York: Teachers College Press.
- Federal Interagency Forum on Child and Family Statistics. (2000). *America's Children: Key National Indicators of Well-Being*. Washington, DC: U.S. Government Printing Office.
- Finn, J.D. (1998). *Class Size and Students at Risk: What Is Known? What Is Next?* U.S. Department of Education. Washington, DC: Office of Educational Research and Improvement.
- Gappa, J.M., and Leslie, D.W. (1993). *The Invisible Faculty: Improving the Status of Part-timers in Higher Education*. San Francisco: Jossey-Bass.
- Glass, G.V., and Smith, M.L. (1979). Meta-Analysis of Research on Class Size and Achievement. *Education Evaluation and Policy Analysis*, 1(1): 2–16.
- Green, K.C. (1999). Executive Summary. In *The 1999 National Survey of Information Technology in Higher Education* (pp. 1–4). Encino, CA: The Campus Computing Project. Available: <http://www.campuscomputing.net> [January 9, 2001].
- Grissmer, D.W., Kirby, S.N., Berends, M., and Williamson, S. (1994). *Student Achievement and the Changing American Family*. RAND Distribution Services. Available: <http://www.rand.org/cgi-bin/Abstracts/ordi/getabbydoc.pl?doc=MR-488> [January 23, 2001].
- Hanushek, E.A. (1999, Summer). Some Findings From an Independent Investigation of the Tennessee STAR Experiment and From Other Investigations of Class Size Effects. *Educational Evaluation and Policy Analysis*, 21(2): 143.
- Harris, J.R. (1998). *The Nurture Assumption: Why Children Turn Out the Way They Do*. New York: Free Press.
- Hayge, H.V. (1997, September). Developments in Women's Labor Force Participation. *Monthly Labor Review*: 41–46.
- Henderson, A., and Berla, N. (Eds.). (1994). *A New Generation of Evidence: The Family Is Critical to Student Achievement*. Washington, DC: National Committee for Citizens in Education.
- Hossler, D., Schmit, J., and Vesper, N. (1999). *Going to College: How Social, Economic, and Educational Factors Influence the Decisions Students Make*. Baltimore: The Johns Hopkins University Press.
- International Association for the Evaluation of Educational Achievement, TIMSS International Study Center. (1997a). *Mathematics Achievement in the Middle School Years: IEA's Third International Mathematics and Science Study (TIMSS)*. Chestnut Hill, MA: Boston College. Available: [http://timss.bc.edu/isc\\_publications.html](http://timss.bc.edu/isc_publications.html) [April 12, 2001].

## Other Publications

---

### Continued

International Association for the Evaluation of Educational Achievement, TIMSS International Study Center. (1997b). *Mathematics Achievement in the Primary School Years: IEA's Third International Mathematics and Science Study (TIMSS)*. Chestnut Hill, MA: Boston College. Available: [http://timss.bc.edu/isc/isc\\_publications.html](http://timss.bc.edu/isc/isc_publications.html) [April 12, 2001].

International Association for the Evaluation of Educational Achievement, TIMSS International Study Center. (1997c). *Science Achievement in the Middle School Years: IEA's Third International Mathematics and Science Study (TIMSS)*. Chestnut Hill, MA: Boston College. Available: [http://timss.bc.edu/isc/isc\\_publications.html](http://timss.bc.edu/isc/isc_publications.html) [April 12, 2001].

International Association for the Evaluation of Educational Achievement, TIMSS International Study Center. (1997d). *Science Achievement in the Primary School Years: IEA's Third International Mathematics and Science Study (TIMSS)*. Chestnut Hill, MA: Boston College. Available: [http://timss.bc.edu/isc/isc\\_publications.html](http://timss.bc.edu/isc/isc_publications.html) [April 12, 2001].

International Association for the Evaluation of Educational Achievement, TIMSS International Study Center. (1998). *Mathematics and Science Achievement in the Final Year of Secondary School: IEA's Third International Mathematics and Science Study (TIMSS)*. Chestnut Hill, MA: Boston College. Available: [http://timss.bc.edu/isc/isc\\_publications.html](http://timss.bc.edu/isc/isc_publications.html) [April 12, 2001].

Jencks, C., and Phillips, M. (Eds.). (1998). *The Black-White Test Score Gap*. Washington, DC: The Brookings Institution.

Kominski, R., and Siegel, P.M. (1993, September). Measuring Education in the Current Population Survey. *Monthly Labor Review*, 116(9): 34–38.

Krueger, A.B. (1999, May). Experimental Estimates of Education Production Functions. *Quarterly Journal of Economics*, 114(2): 497–532.

Lantz, P., Lynch, J.W., House, J.S., Lepkowski, J.M., Mero, R.P., Musick, M., and Williams, D.R. (in press). Socioeconomic Disparities in Health Change in a Longitudinal Study of U.S. Adults: The Role of Health Risk Behaviors. *Social Science and Medicine*.

Marco, G., Abdel-Fattah, A., and Baron, P. (1992). *Methods Used to Establish Score Comparisons on the Enhanced ACT Assessment and the SAT*. New York: College Entrance Examination Board.

McCartney, K.A., Clarke-Stewart, A., Rosenthal, R., Maccoby, E.K., and Scarr, S. (1999). *Does Child Care Quality Matter?* Paper presented at the biennial meeting of the Society for Research in Child Development, Albuquerque, NM.

Mosteller, F. (1995). The Tennessee Study of Class Size in the Early Grades. *The Future of Children*, 5(2): 113–127.

Murnane, R.J., and Levy, F. (1996). *Teaching the New Basic Skills: Principles for Educating Children to Thrive in a Changing Economy*. New York: The Free Press.

## Other Publications

Continued

National Commission on Excellence in Education. (1983). *A Nation at Risk: The Imperative for Educational Reform*. Washington, DC: Author.

The National Education Goals Panel. (1997). *Special Early Childhood Report, 1997*. Washington, DC: U.S. Government Printing Office.

The National Education Goals Panel. (1999). *The National Education Goals Report: Building a Nation of Learners, 1999*. Washington, DC: U.S. Government Printing Office.

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

President's Committee of Advisors on Science and Technology, Panel on Education Technology. (1997). *Report to the President on the Use of Technology to Strengthen K-12 Education in the United States*. Washington, DC: The White House.

Putnam, R. (2000). *Bowling Alone: The Collapse and Revival of American Community*. New York: Simon & Schuster.

Rivera-Batiz, F., and Marti, L. (1995). *Overcrowding in New York City Public Schools* (UME Research Report No. 95-1). New York: Columbia University, Institute for Urban and Minority Education.

Robinson, G.E., and Wittebols, J.H. (1986). *Class Size Research: A Related Cluster Analysis for Decision Making*. Arlington, VA: Education Research Service.

Ross, C.E., and Wu, C. (1996). Education, Age, and the Cumulative Advantage in Health. *Journal of Health and Social Behavior*, 37(1).

Scherschel, P.M. (1998). *Student Indebtedness: Are Borrowers Pushing the Limits?* Indianapolis, IN: USA Group Foundation.

Seligson, M. (1997, January/February). School-Age Child Care Comes of Age. *Child Care ActioNews*, 14(1).

Seppanen, P.S., Love, J.M., deVries, D.K., Bernstein, L., Seligson, M., Marx, F., and Kisker, E.E. (1993). *National Study of Before- and After-School Programs: Final Report*. U.S. Department of Education. Washington, DC: Office of Policy and Planning.

Slavin, R.E. (Ed.). (1989). *School and Classroom Organization*. Hillside, NJ: Lawrence Erlbaum Associates.

Snow, C. (1991). The Theoretical Basis for Relationships Between Language and Literacy in Development. *Journal of Research in Childhood Education*, 6: 5-10.

Snow, C.E., Burns, M.S., and Griffin, P. (Eds.). (1998). *Preventing Reading Difficulties in Young Children*. Washington, DC: National Academy Press.

## Other Publications

---

### Continued

Swail, W.S., and Perna, L.W. (2000). A View of the Landscape. In *2001 Outreach Program Handbook* (pp. xvii–xxxvi). New York: The College Board.

Those Scary College Costs (1996, April 29). *Newsweek*, 53: 52–55.

Townsend, R.B. (2000). Part-Time Teachers: The American Historical Association Survey. *Perspectives*, 38: 4.

Tyack, D., and Cuban, L. (1995). *Tinkering Toward Utopia*. Cambridge, MA: Harvard University Press.

U.S. Department of Education, Office of Special Education and Rehabilitative Services. (2000a). *22nd Annual Report to Congress on the Implementation of the Individuals With Disabilities Education Act*. Washington, DC: Author.

Vance, V.S., and Schlechty, P.C. (1982). The Distribution of Academic Ability in the Teaching Force: Policy Implications. *Phi Delta Kappan*: 22–27.

Viteritti, J.P. (2000, February 23). School Choice: Beyond the Numbers. *Education Week*, 19(24): 38, 44.

Baccalaureate and Beyond Longitudinal Study. Available: <http://nces.ed.gov/surveys/b&b> [March 15, 2001].

“Second Follow-up” (B&B:1993/1997).

Beginning Postsecondary Students Longitudinal Study. Available: <http://nces.ed.gov/surveys/bps/> [March 15, 2001].

“First Follow-up” (BPS:1996/1998).

Common Core of Data. Available: <http://nces.ed.gov/ccd/> [March 15, 2001].

“Public School District Financial Survey” 1991–92 to 1996–97.

“Public School District Universe Survey” 1991–92 to 1996–97.

Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), Public-use file.

Fast Response Survey System. Available: <http://nces.ed.gov/surveys/frss/> [March 15, 2001].

“Public School Teachers’ Use of Computers and the Internet,” FRSS, 1999.

High School and Beyond Longitudinal Study of 1980 Sophomores. Available: <http://nces.ed.gov/surveys/hsb/> [March 15, 2001].

“First Follow-up” (HS&B:1980/1982).

“Second Follow-up” (HS&B:1980/1984).

1982 High School Transcript Study

“Postsecondary Education Transcript Study” (HS&B:So PETS).

Higher Education General Information Survey (HEGIS), 1970–71.

“Degrees and Other Formal Awards Conferred” survey.

Integrated Postsecondary Education Data System (IPEDS), 1997–98. Available: <http://nces.ed.gov/ipeds/> [March 15, 2001].

“Completions” survey.



## NCES Surveys

---

### Continued

National Assessment of Educational Progress (NAEP). Available: <http://nces.ed.gov/nationsreportcard/site/home.asp> [March 15, 2001].

High School Transcript Studies, 1987, 1990, 1992, 1994, and 1998.

Long-Term Assessment, 1984 and 1999.

National Education Longitudinal Study of 1988 Eighth Graders. Available: <http://nces.ed.gov/surveys/nels88/> [March 15, 2001].

“Second Follow-up” (NELS:1988/1992).

“Third Follow-up” (NELS:1988/1994).

1992 High School Transcript Study.

National Household Education Surveys Program (NHES). Available: <http://nces.ed.gov/nhes/> [March 15, 2001].

1991 Adult Education Survey.

1993 School Safety and Discipline Survey.

1995 Adult Education Survey.

1996 Parent and Family Involvement in Education Survey

1999 Adult Education Survey.

1999 Parent Interview Survey.

1999 Parent and Youth Interview Survey.

National Postsecondary Student Aid Study (NPSAS:1996). Available: <http://nces.ed.gov/npsas>

National Study of Postsecondary Faculty (NSOPF:1999). Available: <http://nces.ed.gov/surveys/nsopf> [March 15, 2001].

Private School Surveys (PSS). Available: <http://nces.ed.gov/surveys/pss/> [March 15, 2001].

## Surveys From Other Agencies

---

U.S. Department of Commerce, Bureau of the Census. Available: <http://nces.ed.gov/surveys/cps/> [March 15, 2001].

March Current Population Surveys.

October Current Population Surveys.

U.S. Department of Health and Human Services, Centers for Disease Control, National Center for Health Statistics. *National Health Interview Survey, 1997*. Available: <http://www.cdc.gov/nchs/nhis.htm> [March 15, 2001].

U.S. Department of Health and Human Services, Public Health Service, Centers for Disease Control, National Center for Health Statistics. *National Health Interview Survey*. Available: <http://www.cdc.gov/nccdphp/dash/yrbs> [March 15, 2001].

Youth Risk Behavior Survey, 1993, 1995, 1997, and 1999.

University of Michigan, Institute for Social Research. *The Monitoring the Future Survey*, 1983, 1990, and 1998.

# *Index*





## Index

### A

Academic aspirations, xviii, xxii. *See also* Expectations for education

Academic preparation. *See* Curriculum, high school; Preparing for college

Academic standards, 41. *See also* Core New Basics high school curriculum

Access to postsecondary education, xviii–xxxvi. *See also* Postsecondary education

Achievement tests. *See also* College entrance examinations

- international comparisons, 14
- mathematics performance through elementary/secondary level, 12
- reading performance through elementary/secondary level, 10, 11
- science performance through elementary/secondary level, 13

ACT (American College Testing Program), xxii, xxviii. *See also* College entrance examinations

Adult learning, 7

Adult literacy, 15. *See also* Literacy

Advanced degrees, 30. *See also* Educational attainment

- attendance and employment patterns, 6
- parental level of education, xix

Advanced placement, xli–xlii, 33

African Americans. *See* Blacks

After school care, 53

Age and college attendance, xxx–xxxi

Age comparisons. *See also* Grade-level studies

- kindergarten through 1<sup>st</sup>-grade reading and mathematics skills, 8
- reading performance, 10, 11
- students' use of time, 22

Algebra, 24. *See also* Mathematics

American College Testing Program (ACT), xxii, xxviii. *See also* College entrance examinations

Applying for college, xxviii–xxx

Asian/Pacific Islanders, 34

Assessment of students, 46. *See also* Achievement tests

Associate's degrees, 27

Athletics, 20

At-risk students. *See* Students whose parents did not go to college

Attainment in education. *See* Educational attainment

Attendance status, postsecondary education, xxxiii, 5, 6

Attitudes of students, 19, 20

Austria, 57

### B

Baby boom echo, 2

Baccalaureate and Beyond Longitudinal Study (B&B), xix

Bachelor's degrees, 24. *See also* Educational attainment

- and adult learning patterns, 7
- parents having, 4
- persistence towards, 27, 28
- and student debt burden, 59

Beginning Postsecondary Students Longitudinal Study (BPS), xviii, xxx

Beyond New Basics high school curriculum, xlii, 28. *See also* Curriculum, high school

Birthrate for the U.S., 2

Blacks

- black-white reading achievement gap, 11
- choice of school affecting parental satisfaction, 41
- community service of young adults, 16
- dropout rates, 23
- educational attainment, 31
- English and foreign languages courses taken in high school, 34

### Reference Numbers

Arabic numerals (e.g., 2, 3, 4) refer to Indicator numbers.

Roman numerals (e.g., ii, iii, iv) refer to page numbers in the Essay.

NOTE: To find information in previous editions of *The Condition of Education*, go to NCES's *Encyclopedia of ED Stats* at <http://nces.ed.gov/edstats/>

Blacks—*continued*

- enrolled in public schools, 3
- enrollment rates in college, 26
- mathematics performance through elementary/secondary level, 12
- and parental satisfaction with schools, 55
- parents' level of education, 4
- preprimary enrollment, 1
- reading habits of adults, 15
- reading performance through elementary/secondary level, 10, 11
- science performance through elementary/secondary level, 13

**C**

- Canada, 32, 57
- Center-based early childhood care, 1, 53
- Centers for Disease Control and Prevention, 44
- Certificate programs, 6, 27
- Child care, 1, 53
- Choice of school, elementary/secondary education, 41
- Choices of students for high school curriculum, xxviii
- Citizenship, 15, 16
- Class size, elementary/secondary schools, 37, 38
- College education. *See* Postsecondary education
- College entrance examinations, xxii, xxviii. *See also* Achievement tests
  - increasing participation in, 19
  - measuring teacher qualifications, 42
- College preparation. *See* Preparing for college
- College qualification index, xxv, xli
- Community service, 16, 54

- Computers in education, 39, 48
- Continuing education (adult education), 7
- Core New Basics high school curriculum, xxxiv, xlii. *See also* Curriculum, high school
  - and college persistence rates, 28
  - English and foreign languages, 34
- Cost of attending college, 55, 58
  - students' and parents' knowledge of, xxx, 25
  - and students' debts, 59
- Cost of Education Index, 56
- Crime in schools, 44
- Curriculum, high school, xxiv–xxviii
  - English and foreign language courses, 33, 34
  - levels of achievement, xli–xlii
  - mathematics, 24
  - and persistence at college, xxxiv–xxxvi, 28
  - vocational education, 35

**D**

- Day care, 53
- Debts for college, 59
- Degrees earned, 31
  - time taken to earn degree, xxxvi–xxxvii
  - by women, 30
- Denmark, 57
- Disabled students, 40
- Disadvantaged students. *See* Students whose parents did not go to college
- Discipline at school, 41
- Distance education, 49
- Doctoral degrees, 6, 30
- Doctoral institutions, 47, 48, 51
- Dropout rates, 23. *See also* Stopouts from postsecondary education

**Reference Numbers**

Arabic numerals (e.g., 2, 3, 4) refer to Indicator numbers.

Roman numerals (e.g., ii, iii, iv) refer to page numbers in the Essay.

# Index

## Continued

### E

- Early childhood education, 1, 37
- Earnings, young adults, 18. *See also* Income
- Educational attainment, 31
- affecting health, xxxv
  - affecting reading habits of adults, 15
  - and earnings of young adults, 18
  - and high school mathematics curriculum, 24
  - international comparisons, 32
- Eighth grade, 14, 36, 43
- Elementary/secondary education, 2, 33–45
- choice of school, 41
  - computer and Internet usage, 39
  - dropout rates, 23
  - English and foreign language courses taken, 33, 34
  - expectations for education, 19 (*See also* Expectations for education)
  - expenditures per student, 56, 57
  - homework, 21
  - international comparisons for mathematics and science, 14, 36
  - kindergarten through 1<sup>st</sup>-grade skills development, 8, 9
  - mainstreaming disabled students, 40
  - mathematics achievement, 12 (*See also* Mathematics)
  - overcrowding in schools, 45
  - parental educational attainment, 4 (*See also* Parents, level of education)
  - parental involvement in schools, 54
  - parents' satisfaction with schools, 55
  - racial distribution in, 3 (*See also* Race/ethnicity)
  - reading achievement, 10, 11
- Elementary/secondary education—*continued*
- science achievement, 13 (*See also* Science)
  - students' use of time, 21
  - student/teacher ratios, 38
  - values of high school seniors, 20
  - violence at school, 44
  - vocational education, 35
- E-mail, 48
- Employment status, xxxvii–xxxviii
- and dropouts from high school, 23
  - in high school, 21
  - while earning postbaccalaureate degree, 6
- English, courses taken in high school, xli, xlii, 33, 34
- English Speakers of Other Languages (ESOL), 15
- Enrollment, elementary/secondary schools, 2, 45
- Enrollment, postsecondary education, xviii, 5, 26
- and academic qualifications, xxiv–xxv
  - graduate programs, xxxviii
  - mathematics courses taken in high school affecting, xxvi–xxvii, 24
  - parental level of education affecting, xx, xxii, xxxiii
  - and preparing for college, xxix
- Enrollment, preprimary education, 1
- ESOL (English Speakers of Other Languages), 15
- Expectations for education, xviii, xxii
- attaining a degree, xxxv
  - and grade level of students, xxiii–xxiv
  - seniors for postsecondary education, 19, 20
- Expenditures for elementary/secondary education, 56, 57
- Extended families. *See* Families

### Reference Numbers

Arabic numerals (e.g., 2, 3, 4) refer to Indicator numbers.

Roman numerals (e.g., ii, iii, iv) refer to page numbers in the Essay.

**F**

Faculty, postsecondary education. *See also* Teachers/Teaching  
 instructional methods of, 46  
 part-time, 50  
 teaching distance education, 49  
 teaching undergraduates, 47  
 time allocation of, 51  
 use of technology, 48

Families. *See also* Income, family; Parents  
 child care, 53  
 and home activities, 52

Fathers. *See* Parents

Field of study  
 degrees earned by women, 30  
 instructional methods, 46

Financial aid to college students, xxix, xxxix, 58, 59

First-generation college students, xxx–xxxix  
 after earning a degree, xxxvii–xxxviii  
 after five years, xxxvi–xxxvii  
 characteristics of, xxx–xxxi  
 high school curriculum  
 enrollment in postsecondary education, 24  
 persistence in postsecondary education, 28  
 after three years, xxxiv–xxxvi

First grade, 8, 9

First-professional degrees, 6

First year at college, xxxi–xxxii, xxxiv

Foreign languages, courses taken in high school, xli, 33, 34

Fourth grade, 14

Four-year institutions, 58. *See also* Postsecondary education  
 and distance education courses, 49  
 enrollment rates, xxxiii, 5  
 expectations for high school seniors, 19  
 faculty at, 47

Four-year institutions—*continued*

first-generation students enrolling in, xx, xxx  
 mathematics taken in high school affecting enrollment in, xxvi, xxviii  
 paying for, 25  
 persistence towards a degree at, 27  
 preparation for enrollment, xxiii, xxx (*See also* Preparing for college)  
 remedial coursework at, 29  
 stopouts, xxxii, xxxiv  
 technology used at, 48

France, 32

Full-time attendance at postsecondary institution, xxxiii, 5, 6

**G**

Gender, 31  
 community service of young adults, 16  
 degrees earned by women, 30  
 differences in values of high school seniors, 20  
 English and foreign languages courses taken in high school, 34  
 enrollment rates in college, 5, 26  
 expectations for education, 19  
 mathematics performance through elementary/secondary level, 12  
 reading habits of adults, 15  
 and salary parity, xxxviii, 18  
 and school violence, 44  
 science performance through elementary/secondary level, 13

Geographic regions. *See* Regional distributions

Geometry, 24. *See also* Mathematics

Germany, 32, 36

Goals for education. *See* Expectations for education

**Reference Numbers**

Arabic numerals (e.g., 2, 3, 4) refer to Indicator numbers.

Roman numerals (e.g., ii, iii, iv) refer to page numbers in the Essay.



# Index

## Continued

Grade-level studies. *See also* Age comparisons  
 fourth- and 8<sup>th</sup>-grade reading and mathematics skills, 14  
 kindergarten through 1<sup>st</sup>-grade reading and mathematics skills, 8, 9  
 quality of teaching in 8<sup>th</sup>-grade mathematics, 36  
 teacher preparation for mathematics and science, 43

Grade-point average (GPA), xxxv

Grading students, 46

Graduate degrees  
 attendance and employment patterns, 6  
 earned by women, 30  
 first-generation college students enrolling in, xxxviii

Graduate students, 59

Great Britain, 32, 57

Gross domestic product (GDP), 57

## H

Head Start, 1

Health of population, 17

Higher education. *See* Postsecondary education

High school education, 31. *See also* Educational attainment; Elementary/secondary education  
 graduation rates, xxi, 23  
 international comparisons, 32  
 parents attaining, 4

Hispanics  
 choice of school affecting parental satisfaction, 41  
 community service of young adults, 16  
 dropout rates, 23  
 educational attainment, 31  
 English and foreign languages courses taken in high school, 34

Hispanics—*continued*  
 enrolled in public schools, 3  
 enrollment rates in college, 26  
 mathematics performance through elementary/secondary level, 12  
 and parental satisfaction with schools, 55  
 parents' level of education, 4  
 preprimary enrollment, 1  
 reading habits of adults, 15  
 reading performance through elementary/secondary level, 10  
 science performance through elementary/secondary level, 13

Home activities, 52

Homework, 21, 22

Honors courses, xli–xlii, 33

Hungary, 57

## I

Immigration, elementary/secondary school enrollment, 2

Income  
 faculty at higher education institutions, 49  
 family, 25  
 affecting health, 17  
 enrollment rates in college affecting, 26  
 and first-generation students, xxxi  
 influencing parental satisfaction, 55  
 and the net price of college attendance, 58  
 and parental involvement, 54  
 poverty levels, 56  
 first-generation college students, xxxvii–xxxviii  
 young adults, 18

Instructional methods, 48. *See also* Faculty; Teachers/Teaching

International comparisons  
 educational attainment, 32

## Reference Numbers

Arabic numerals (e.g., 2, 3, 4) refer to Indicator numbers.

Roman numerals (e.g., ii, iii, iv) refer to page numbers in the Essay.

International comparisons—*continued*  
 expenditures for education, 57  
 science and mathematics, 14, 43  
 Internet usage in education, 39, 48  
 Italy, 32

**J**

Japan, 32, 36, 57

**K**

Kindergarten, 8, 9, 37. *See also* Preprimary education

**L**

Labor market outcomes, xxxvii–xxxviii  
 Latch-key children, 53  
 Law degrees, 6  
 Leisure reading. *See* Reading  
 Lifelong learning (adult education), 7  
 Literacy, 15, 52. *See also* Reading  
 Loans to students for college, 59

**M**

Mainstreaming disabled students, 40  
 Master's degrees, 30  
 Mathematics, xli, xlii  
   and college enrollment, xxvi–xxviii, 24  
   international comparisons, 14, 36  
   in kindergarten through 1<sup>st</sup> grade, 8, 9  
   performance through elementary/secondary level, 12  
   quality of content, 36  
   remedial coursework in postsecondary education, 29  
   teachers' preparation for, 43  
   with vocational education, 35

Medical degrees, 6  
 Metropolitan areas, 56  
 Mexico, 57  
 Midwestern region schools. *See* Regional distributions  
 Mothers' level of education, 1, 8. *See also* Parents

**N**

National Assessment for Educational Progress (NAEP)  
   homework, 21  
   mathematics performance through elementary/secondary level, 12  
   reading performance through elementary/secondary level, 10, 11  
   science performance through elementary/secondary level, 13  
 National Center for Health Statistics, 17  
 National Commission of Excellence in Education, xlii  
 National Education Goals Panel, 15, 16  
 National Education Longitudinal Study (NELS), xviii, xix  
   educational expectations, xxii  
   postsecondary education persistence, xxx  
   proficiency test levels, xli  
 National Health Interview Survey, 17  
 National Household Education Surveys Program, 52  
 NELS. *See* National Education Longitudinal Study (NELS)  
 New Basics curriculum, xlii. *See also* Core New Basics; Curriculum, high school  
 Northeastern region schools. *See* Regional distributions  
 Norway, 57  
 Nursery schools, 1

**Reference Numbers**

Arabic numerals (e.g., 2, 3, 4) refer to Indicator numbers.

Roman numerals (e.g., ii, iii, iv) refer to page numbers in the Essay.

# Index

## Continued

### O

- Occupational coursetaking, 35. *See also* Vocational education
- Occupations chosen by college students, xxxvii. *See also* Field of study
- Office of Special Education Programs, 40
- Opinion surveys, parental satisfaction with school, 41, 55
- Organisation for Economic Co-operation and Development (OECD), 57
- Outcomes of education, 8–18
  - adult reading habits, 15
  - community service participation in grades 6–12, 16
  - earnings of young adults, 18
  - first-generation college students, xxxvii–xxxviii (*See also* First-generation college students)
  - health issues, 17
  - international comparisons in mathematics and science, 14
  - mathematics performance in elementary/secondary education, 12 (*See also* Mathematics)
  - reading and mathematics through 1<sup>st</sup> grade, 8–9
  - reading performance in elementary/secondary education, 10–11 (*See also* Reading)
  - science performance in elementary/secondary education, 13 (*See also* Science)
- Overcrowding in schools, 45

### P

- Parents, 25. *See also* Families; Income, family involvement with children's education, xxvii–xxx, 54
  - level of education, xviii–xli, 4 (*See also* Students whose parents did not go to college)

### Parents—*continued*

- affecting college enrollment rate of their children, 26
- affecting participation of children in community service, 16
- affecting persistence of their children at college, 28
- affecting preprimary education enrollment, 1
- affecting reading skills of kindergartners and 1<sup>st</sup>-graders, 8
- satisfaction with school at elementary/secondary level, 41, 55
- Part-time attendance at postsecondary institutions, xxxiii, 5, 6
- Part-time faculty and staff at postsecondary institutions, 50
- Paying for college, xxx, 58. *See also* Cost of attending college
- Peer culture, 20
- Persistence in education
  - elementary/secondary education, 23
  - postsecondary education, xxx–xxxvii
  - characteristics of first-generation students, xxx–xxxii (*See also* First-generation college students)
  - first-year challenges, xxxi–xxxii, xxxiv
  - after five years, xxxvi–xxxvii
  - high school curriculum affecting, 28
  - remedial coursework affecting, 29
  - after three years, xxxiv–xxxvi, 27
- Poland, 57
- Postsecondary education, 46–51. *See also* Four-year institutions; Students whose parents did not go to college; Two-year institutions
  - access to, xviii–xxxvi
  - adult learning, 7
  - cost of college attendance, 58

### Reference Numbers

Arabic numerals (e.g., 2, 3, 4) refer to Indicator numbers.

Roman numerals (e.g., ii, iii, iv) refer to page numbers in the Essay.

- Postsecondary education—*continued*
- degrees earned by women, 30
  - distance education, 49
  - employment while enrolled in graduate programs, 6
  - faculty and staff, 47, 50, 51
  - instructional methods, 46
  - international comparisons, 32, 57
  - mathematics curriculum in high school affecting, 24
  - perceptions of college costs, 25
  - persistence in attaining a degree, 27
  - preparing for, xxii–xxx (*See also* Preparing for college)
  - remedial coursework affecting persistence, 29
  - undergraduate enrollment, 5
- Poverty levels, 56
- Preparing for college, xxii–xxx
- application process, xxix–xxx
  - cost of attending college, xxx
  - expectations, xxiii
  - first-generation students, xxxi
  - high school curriculum choices, xxiv–xxviii, xxxiii (*See also* Curriculum, high school)
  - taking college entrance examinations, xxviii (*See also* College entrance examinations)
- Primary education, 1, 8, 9, 37
- Private elementary/secondary schools, 2. *See also* Elementary/secondary education
- class size of kindergarten classes, 37
  - English and foreign languages courses taken in high school, 34
  - enrollments, 2
  - parental satisfaction, 41
- Private postsecondary institutions, 27, 58
- Public elementary/secondary schools, 2. *See also* Elementary/secondary education; Postsecondary education
- class size of kindergarten classes, 37
  - English and foreign languages courses taken in high school, 34
  - expenditures per students, 56
  - overcrowding in, 45
  - racial distribution in, 3
  - student/teacher ratios in, 38
  - teachers' preparedness to use computers and the Internet, 39
- Public postsecondary institutions, 27, 58
- Pupil/teacher ratios, 38

## Q

- Qualifications of teachers, 42. *See also* Teachers/Teaching
- Qualifying for college, xxv, xli. *See also* Preparing for college

## R

- Race/ethnicity
- child care, 53
  - choice of school affecting parental satisfaction, 41
  - class size of kindergarten classes, 37
  - community service of young adults, 16
  - dropout rates, 23
  - educational attainment, 31
  - English and foreign languages courses taken in high school, 34
  - enrollment rates in college, 26
  - mathematics performance through elementary/secondary level, 12
  - parental involvement in schools, 54

## Reference Numbers

Arabic numerals (e.g., 2, 3, 4) refer to Indicator numbers.

Roman numerals (e.g., ii, iii, iv) refer to page numbers in the Essay.

# Index

## Continued

- Race/ethnicity—*continued*
- parental satisfaction with schools, 55
  - parents' level of education, 4
  - preprimary education, 1
  - reading habits of adults, 15
  - reading performance through elementary/secondary level, 10, 11
  - and school violence, 44
  - science performance through elementary/secondary level, 13
- Reading
- black-white achievement gap, 11
  - family activities encouraging, 52
  - in kindergarten through 1<sup>st</sup> grade, 8, 9
  - leisure, 15, 22
  - performance through elementary/secondary level, 10, 11
  - remedial coursework in postsecondary education, 29
- Regional distributions
- elementary/secondary school enrollment, 2, 3
  - overcrowding in schools, 45
- Relatives of families. *See* Families
- Remedial coursework in postsecondary education, 29
- Research by postsecondary faculty and staff, 51
- Risk factors, 52
- Rural education, elementary/secondary expenditures, 56
- Scholastic Assessment Tests (SAT), xxii, xxviii. *See also* College entrance examinations
- School climate, 44, 45
- School size
- overcrowding, 45
  - pupil/teacher ratios, 38
- School-sponsored activities, 16
- Science, xli, xlii
- international comparisons, 14
  - performance through elementary/secondary level, 13
  - teachers' preparation for, 43
- Secondary education. *See* Elementary/secondary education
- Seniors in high school, 19, 21
- Sex. *See* Gender
- Social studies, coursetaking in secondary school, xli, xlii
- Southern region schools. *See* Regional distributions
- Special education, 40
- Sports, 20
- Staff. *See* Faculty; Teachers/Teaching
- Stopouts from postsecondary education, xxxii, xxxiv, 27. *See also* Dropout rates
- Student loans, 59. *See also* Financial aid to college students
- Students whose parents did not go to college, xviii–xliii
- after college, xxxvii–xxxviii
  - characteristics of, xix–xx, xxxix
  - enrollment rates, xx, xxii
  - persistence in postsecondary education, xxx–xxxvii (*See also* First-generation college students)
  - preparing for college, xxii–xxx (*See also* Preparing for college)
- Student/teacher ratios, 38

## Reference Numbers

Arabic numerals (e.g., 2, 3, 4) refer to Indicator numbers.

Roman numerals (e.g., ii, iii, iv) refer to page numbers in the Essay.

- Surveys of opinions, parental satisfaction with school, 41, 55
- Sweden, 57
- Switzerland, 57
- T**
- Teachers/Teaching. *See also* Faculty, postsecondary education
- mathematics and science, 36, 43
  - preparedness in using computers and the Internet, 39
  - qualifications of, 42
  - ratios to students, 38
- Technology in education
- elementary/secondary, 39
  - postsecondary, 48
- Television, 22
- Tests. *See* Achievement tests; College entrance examinations
- Third International Mathematics and Science Study, 14, 36, 43
- Time, faculty use of, 51
- Time, student use of, 22
- Transfer students in postsecondary education, 27
- Transition to postsecondary education, 25, 26. *See also* Preparing for college
- Tuition/fees for college, 25, 58. *See also* Cost of attending college
- Two-year institutions, 58. *See also* Postsecondary education
- Two-year institutions—*continued*
- and distance education courses, 49
  - enrollment rates, 5
  - expectations for high school seniors, 19
  - first-generation students enrolling in, xx, xxx, xxxiii
  - persistence towards a degree at, 27
  - remedial coursework at, 29
  - stopouts at, xxxiv
- U**
- Undergraduate students, 47, 59
- United Kingdom of Great Britain, 32, 57
- Urbanicity and elementary/secondary expenditures, 56
- V**
- Violence at schools, 44
- Vocational education, 19, 35
- Volunteerism, 16, 54
- W**
- Weapons in schools, 44
- Web sites, 48
- Western region schools. *See* Regional distributions
- Women, earning degrees, 30. *See also* Gender
- Working while attending school (secondary education), 21. *See also* Employment status

## Reference Numbers

Arabic numerals (e.g., 2, 3, 4) refer to Indicator numbers.

Roman numerals (e.g., ii, iii, iv) refer to page numbers in the Essay.