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List of Indicators on *The Condition of Education* Web Site (2000–2002)

This List of Indicators includes all the indicators that appear on *The Condition of Education* Web Site (<http://nces.ed.gov/programs/coe>), drawn from the 2000, 2001, and 2002 print volumes. The list is organized first by section and then by subject area. Thus, the indicator numbers and the years in which the indicators were published are not sequential.

	Indicator—Year
Section 1—Participation in Education	
<i>All Ages</i>	
Educational Enrollment Rates, by Age	1–2000
<i>Preprimary Education</i>	
Enrollment in Early Childhood Education Programs	1–2002
<i>Elementary/Secondary Education</i>	
Past and Projected Elementary and Secondary School Enrollments	2–2002
Racial/Ethnic Distribution of Public School Students	3–2002
Language Spoken at Home by Hispanic Students	6–2000
Poverty Among School-Aged Children	4–2002
Parental Education, by Race/Ethnicity	4–2001
<i>Undergraduate Education</i>	
Past and Projected Undergraduate Enrollments	5–2002
Undergraduate Enrollment of Minority Students	8–2000
<i>Graduate and Professional Education</i>	
Trends in Graduate/First-Professional Enrollments	6–2002
Graduate/Professional Enrollment and Employment	6–2001
<i>Adult Learning</i>	
Participation in Adult Learning	7–2001
Section 2—Learner Outcomes	
<i>Early Childhood Outcomes</i>	
Students’ Overall Reading and Mathematics Performance Through 1 st Grade	8–2001
Children’s Skills and Proficiency in Reading and Mathematics Through 1 st Grade	9–2001
<i>Academic Outcomes</i>	
Reading Performance of Students in Grade 4	7–2002
Trends in the Reading Performance of 9-, 13-, and 17-Year-Olds	10–2001
Reading Performance of Students in Grades 4, 8, and 12	13–2000
Trends in the Achievement Gap in Reading Between White and Black Students	8–2002
International Comparisons of Reading Literacy	9–2002
Writing Performance of Students in Grades 4, 8, and 12	14–2000
Mathematics Performance of Students in Grades 4, 8, and 12	10–2002
Trends in the Mathematics Performance of 9-, 13-, and 17-Year-Olds	12–2001
Poverty and Student Achievement	11–2002
Science Performance of Students in Grades 4, 8, and 12	12–2002
Trends in the Science Performance of 9-, 13-, and 17-Year-Olds	13–2001

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	Indicator–Year
High Performance in Mathematics and Science	16–2000
International Comparisons of 8 th -Graders' Performance in Mathematics and Science	13–2002
International Comparisons of Student Performance in Mathematics	18–2000
Physics and Advanced Mathematics Performance	19–2000
<i>Adult Literacy</i>	
Adult Literacy Habits and Media Use	15–2001
<i>Social and Cultural Outcomes</i>	
Civics Performance of Students	20–2000
Civic Performance of U.S. Students in an International Perspective	15–2002
Community Service Participation in Grades 6–12	16–2001
Civic Activities of Youth: News Attentiveness	21–2000
Education and Health	14–2002
<i>Economic Outcomes</i>	
Annual Earnings of Young Adults	16–2002
Section 3—Student Effort and Educational Progress	
<i>Student Attitudes and Aspirations</i>	
Educational Plans	19–2001
Attitudes About Mathematics	25–2000
<i>Student Effort</i>	
First-Time Kindergartners' Approaches to Learning	26–2000
Students' Absence From School	17–2002
12 th -Graders' Effort and Interest in School	18–2002
Time Spent on Homework and on the Job	21–2001
Students' Use of Time	22–2001
Credits Earned in High School	27–2000
<i>Elementary/Secondary Persistence and Progress</i>	
Status Dropout Rates, by Race/Ethnicity	19–2002
Later Completions by Dropouts	29–2000
<i>Transitions to College</i>	
Who Is Prepared for College, by Family Income	30–2000
Perceptions of College Costs	25–2001
College Qualifications and College Enrollment	21–2002
Enrollment of Students With Risk Factors	22–2002
Mathematics Curriculum and College Enrollment	24–2001
Immediate Transition to College	20–2002
<i>Postsecondary Persistence and Progress</i>	
Persistence of Beginning Postsecondary Students	27–2001
High School Academic Preparation and Postsecondary Progress	23–2002

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	Indicator—Year
Risk Factors and Persistence Toward a Bachelor's Degree	35–2000
Remediation and Degree Completion	29–2001
Persistence of Students With Pell Grants	24–2002
Sex Differences in Graduate/Professional Enrollment	36–2000
<i>Completions</i>	
Degrees Earned by Women	30–2001
Educational Attainment	25–2002
International Comparisons of Educational Attainment	32–2001
Section 4—Contexts of Elementary and Secondary Education	
<i>Coursetaking and Standards</i>	
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Coursetaking in Science and Mathematics	27–2002
Trends in English and Foreign Language Coursetaking	33–2001
Coursetaking in English and Foreign Languages	34–2001
Trends in High School Occupational Coursetaking	35–2001
<i>Learning Opportunities</i>	
Class Size of Kindergartens	37–2001
Interest Areas and Centers in Kindergarten Classrooms	42–2000
International Comparisons of Quality in 8 th -Grade Mathematics Lessons	36–2001
Student/Teacher Ratios in Public Elementary and Secondary Schools	38–2001
Teachers' Readiness to Use Computers and the Internet	39–2001
Students' Use of the Internet	45–2000
<i>Special Programs</i>	
Inclusion of Students With Disabilities in Regular Classrooms	28–2002
<i>School Choice</i>	
Parental Choice of Schools	29–2002
Public Charter Schools	30–2002
<i>Teachers</i>	
Academic Background of College Graduates Who Enter and Leave Teaching	31–2002
Educational Background of Teachers	32–2002
International Comparison of Teacher Preparation in 8 th -Grade Mathematics and Science	43–2001
Participation in Professional Development	33–2002
<i>School Climate and Discipline</i>	
School-Related Violence and Safety	44–2001
Student Victimization	34–2002
<i>Other School Resources</i>	
Overcrowding in Schools	45–2001
Age of School Buildings	49–2000

List of Indicators on *The Condition of Education* Web Site (2000–2002)

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	Indicator—Year
Section 5—Contexts of Postsecondary Education	
<i>Characteristics of Postsecondary Students</i>	
Undergraduate Diversity	35–2002
<i>Programs and Courses</i>	
Degrees and Fields of Study	36–2002
<i>Learning Opportunities</i>	
Student Satisfaction With Instruction	51–2000
Instructional Methods of Postsecondary Faculty	46–2001
Perceived Impact of Work on Postsecondary Learning	37–2002
Instructional Faculty and Staff Who Teach Undergraduates	47–2001
Technology in Postsecondary Teaching	48–2001
Student Participation in Distance Education	38–2002
Distance Education by Postsecondary Faculty	49–2001
<i>Special Programs</i>	
Services for Disabled Postsecondary Students	54–2000
<i>Faculty</i>	
Status of Women and Minority Faculty	39–2002
Faculty Salaries	55–2000
<i>College Resources</i>	
Time Allocation of Full-Time Instructional Faculty	51–2001
Part-Time Instructional Faculty and Staff	50–2001
Section 6—Societal Support for Learning	
<i>Family Support</i>	
Early Reading Activities	52–2001
Before and After School Care	53–2001
Parental Involvement in Schools	54–2001
<i>Community Support</i>	
Parents' Attitudes Toward Schools	40–2002
<i>Public Financial Support</i>	
Public Elementary and Secondary Expenditures	56–2001
Public Effort to Fund Education	42–2002
International Comparisons of Expenditures for Education	41–2002
Changes in Public School Revenue Sources	43–2002
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Net Price of College Attendance	44–2002
Financial Preparation for Postsecondary Education	66–2000
Debt Burden 4 Years After College	59–2001