NCES
National Center for Education Statistics

the condition of education 2003 in Brief

U.S. Department of Education
Institute of Education Sciences
NCES 2003–068

National Center for Education Statistics

U.S. Department of Education
Institute of Education Sciences
NCES 2003–068

The Condition of Education 2003 in Brief

June 2003

Editors

Andrea Livingston
MPR Associates, Inc.

John Wirt
National Center for Education Statistics

U.S. Department of Education
Rod Paige
Secretary

Institute of Education Sciences
Grover J. Whitehurst
Director

National Center for Education Statistics
Val Plisko
Associate Commissioner

The National Center for Education Statistics (NCES) is the primary federal entity for collecting, analyzing, and reporting data related to education in the United States and other nations. It fulfills a congressional mandate to collect, collate, analyze, and report full and complete statistics on the condition of education in the United States; conduct and publish reports and specialized analyses of the meaning and significance of such statistics; assist state and local education agencies in improving their statistical systems; and review and report on education activities in other countries.

NCES activities are designed to address high priority education data needs; provide consistent, reliable, complete, and accurate indicators of education status and trends; and report timely, useful, and high quality data to the U.S. Department of Education, the Congress, the states, other education policymakers, practitioners, data users, and the general public.

We strive to make our products available in a variety of formats and in language that is appropriate to a variety of audiences. You, as our customer, are the best judge of our success in communicating information effectively. If you have any comments or suggestions about this or any other U.S. Department of Education, National Center for Education Statistics product or report, we would like to hear from you. Please direct your comments to:

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

June 2003

The NCES World Wide Web Home Page is: *http://nces.ed.gov*
The NCES World Wide Web Electronic Catalog is: *http://nces.ed.gov/pubsearch*

Suggested Citation:
U.S. Department of Education, National Center for Education Statistics, *The Condition of Education 2003 in Brief,* NCES 2003–068, by Andrea Livingston and John Wirt. Washington, DC: 2003.

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

To order this publication or the complete volume, write:
U.S. Department of Education, ED Pubs, P.O. Box 1398, Jessup, MD 20794–1398
or call toll free 1–877–4ED–PUBS.
The complete volume also appears on the NCES web site (*http://nces.ed.gov/programs/coe).*

What's Inside

This publication contains a sample of the 44 indicators in ***The Condition of Education 2003***. To order the entire printed edition of ***The Condition***, complete and return the enclosed card or call ED PUBS (1-877-4ED-PUBS).

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

Since 1870, the federal government has gathered data about students, teachers, schools, and education funding. As mandated by Congress, the U.S. Department of Education's National Center for Education Statistics (NCES) annually publishes a statistical report on the status and progress of education in the United States. ***The Condition of Education*** includes data and analysis on a wide variety of issues. The indicators in the 2003 edition are in six sections:

- Participation in Education
- Learner Outcomes
- Student Effort and Educational Progress
- Contexts of Elementary and Secondary Education
- Contexts of Postsecondary Education
- Societal Support for Learning

The indicators in ***The Condition of Education*** use data from government and private sources. The complete publication includes a special analysis on children's reading achievement and classroom experiences in kindergarten and 1st grade. It also contains additional tables and notes related to each indicator.

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

THIS PAGE INTENTIONALLY LEFT BLANK

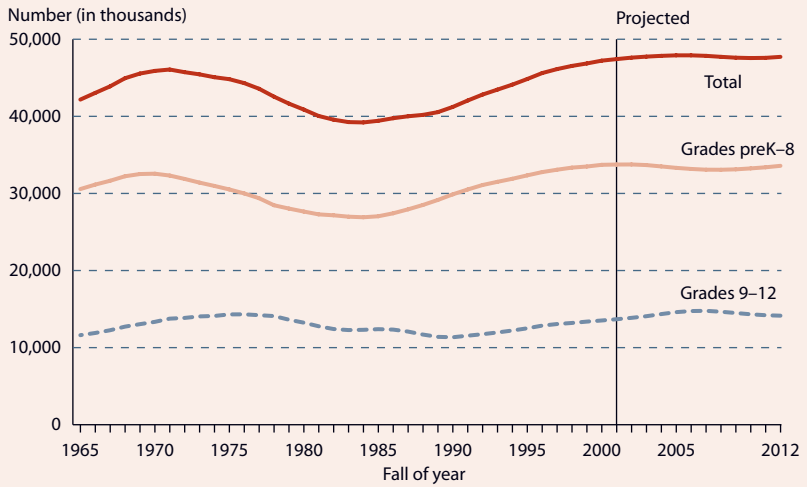
Contents

Past and Projected Elementary and Secondary School Enrollments

Public elementary and secondary enrollment is projected to reach 47.9 million in 2005, before decreasing slowly to 47.6 million in 2010.

As a result of the "baby boom echo" and rising immigration, public elementary and secondary school enrollment increased in the latter part of the 1980s and in the 1990s, reaching an estimated 47.6 million in 2002. Through the first half of this decade, public enrollment for prekindergarten through grade 12 is projected to continue increasing to 47.9 million in 2005, decrease to 47.6 million in 2010, and then increase to 47.7 million in 2012. Public enrollment in prekindergarten through grade 8 is projected to decrease from 2002 through 2008 and then to increase, whereas public enrollment in grades 9–12 is projected to increase through 2007 and then to decrease.

SCHOOL ENROLLMENT: Public elementary and secondary school enrollment in prekindergarten through grade 12 (in thousands), by grade level, with projections: Fall 1965–2012



NOTE: Includes kindergarten and most prekindergarten enrollment.

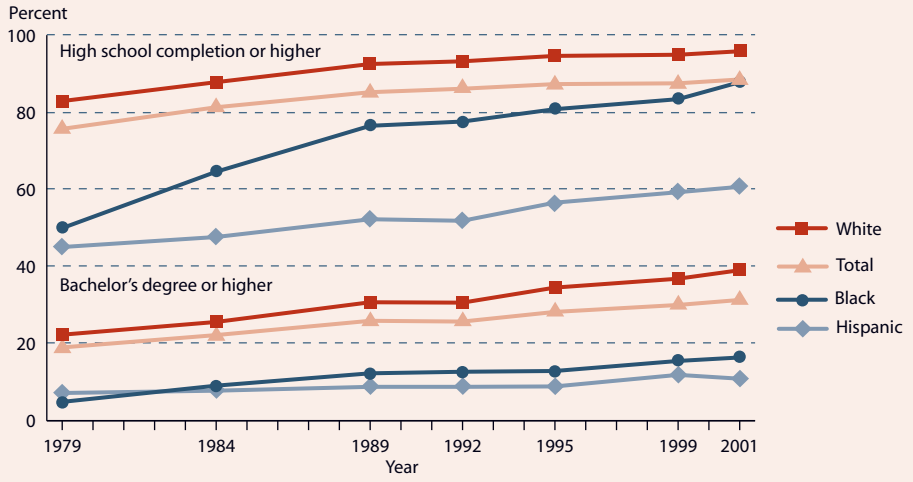
SOURCE: U.S. Department of Education, NCES. (2002). *Projections of Education Statistics to 2012* (NCES 2002–030), table 1 and *Digest of Education Statistics 2001* (NCES 2002–130), table 37. Data from U.S. Department of Education, NCES, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1987–2000 and *Statistics of Public Elementary and Secondary School Systems*, various years.

Family Characteristics of 5- to 17-Year-Olds

The level of parental education has increased for children in the past 20 years, though the parents of Black and Hispanic children continue to have less education than their White peers.

From 1979 to 2001, the percentage of 5- to 17-year-olds whose parents had at least completed high school increased from 76 to 88 percent, and the percentage whose parents had a bachelor's degree or higher increased from 19 to 31 percent. The parents of Black children had the largest increase in the percentage completing high school or higher, and the parents of White children had the largest increase in the percentage attaining a bachelor's degree or higher. In 2001, the parents of White children were more likely to have completed high school or higher than their Black and Hispanic peers, and the parents of Black children were more likely to have done so than their Hispanic peers.

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



NOTE: The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. In 1994, the survey methodology for the CPS was changed and weights were adjusted. Information on parents' educational attainment is available only for those parents who lived in the same household with their child. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Other race/ethnicities are included in the total but are not shown separately.

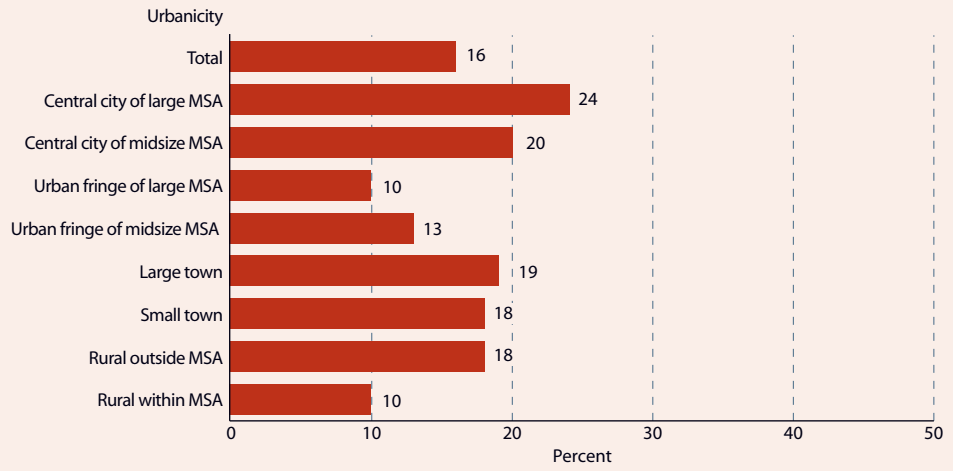
SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), March Supplement, various years, previously unpublished tabulation (January 2003).

Concentration of Poverty by School District Urbanicity

Comparing students by urbanicity, students in central cities are more likely to be poor, and students in urban fringe or rural areas within metropolitan areas are less likely to be poor.

In 1999, 16 percent of all children ages 5–17 lived in poverty. The concentration of poverty among all school-aged children varied appreciably by the urbanicity of school districts in which they lived. Twenty-four percent of school-age children in school districts in central cities of large metropolitan areas lived in poverty, followed by 20 percent of children living in school districts in central cities within midsize metropolitan areas. The areas with the lowest concentration of school-age children in poverty (10 percent) were rural areas within metropolitan areas and urban fringes of large metropolitan areas. More school-age children were in poverty in rural areas outside metropolitan areas and in large and small towns than in the urban fringe.

ELEMENTARY AND SECONDARY EDUCATION: Percentage of related children ages 5–17 in poverty, by urbanicity: 1999



NOTE: MSAs denote metropolitan statistical areas and are geographic areas containing a large population nucleus together with adjacent communities having a high degree of social and economic integration. To define poverty, the Bureau of the Census uses a set of money income thresholds, updated annually, that vary by family size and composition to determine who is poor. If a family's income is less than the family's threshold, then that family, and every individual in it, is considered poor.

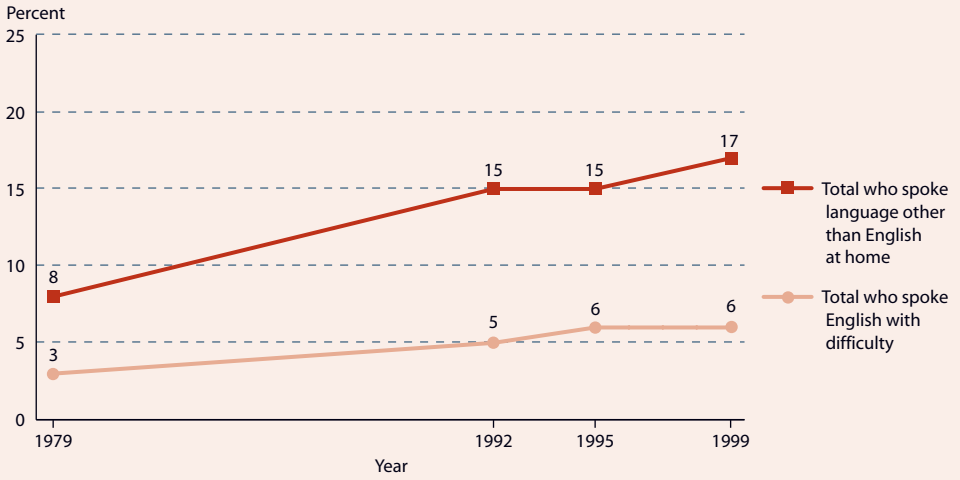
SOURCE: U.S. Department of Education, NCES, Common Core of Data (CCD), "Local Education Agency (School District) Universe Survey," 2000–01 and U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), Small Area Income and Poverty estimates, Title I Eligibility Database, 1999.

Language Minority Students

The percentage of 5- to 24-year-olds who spoke a language other than English at home more than doubled between 1979 and 1999.

In the past 20 years, the percentage of 5- to 24-year-olds who were reported to speak a language other than English at home has grown. In 1979, 8 percent of all 5- to 24-year-olds spoke a language other than English at home versus 17 percent in 1999. Three percent spoke a language other than English at home and were reported to speak English with difficulty (i.e., less than "very well") in 1979 versus 6 percent in 1999. While the population of 5- to 24-year-olds increased by 6 percent during this period, the percentage speaking a language other than English at home increased by 118 percent, and the percentage speaking a language other than English and speaking English with difficulty increased by 110 percent.

LANGUAGE MINORITY: Percentage of 5- to 24-year-olds who spoke a language other than English at home and who spoke English with difficulty: Selected years 1979–99



NOTE: Respondents were asked if the children in the household spoke a language other than English at home. If they answered "yes," they were asked how well they could speak English. Categories used for reporting were "very well," "well," "not well," and "not at all." All those who reported speaking English less than "very well" were considered to have difficulty speaking English.

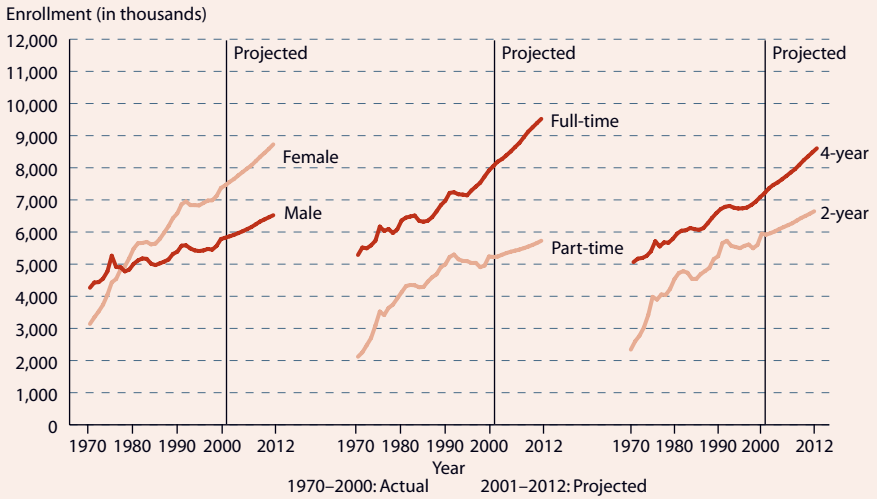
SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), November 1979 and October 1992, 1995, and 1999, previously unpublished tabulation (December 2002).

Past and Projected Undergraduate Enrollments

Undergraduate enrollment in 4-year institutions is projected to increase faster than enrollment in 2-year institutions in the next 10 years. Women's enrollment is expected to continue increasing faster than men's.

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

UNDERGRADUATE ENROLLMENT: Total undergraduate enrollment in degree-granting 2- and 4-year postsecondary institutions (in thousands), by sex, attendance status, and type of institution, with projections: Fall 1970–2012



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

SOURCE: U.S. Department of Education, NCES. (2002). *Digest of Education Statistics 2001* (NCES 2002–130), table 188, and *Projections of Education Statistics to 2012* (NCES 2002–030), tables 16, 18, and 19. Data from U.S. Department of Education, NCES, 1969–1986 Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities," and 1987–2000 Integrated Postsecondary Education Data System, "Fall Enrollment Survey" (IPEDS-EF:87–00).

U.S. 4th-graders performed above the international average of 35 countries in reading literacy in 2001.

International Comparisons of Reading Literacy in Grade 4

The Progress in International Reading Literacy Study (PIRLS) assessed the reading literacy of 4th-graders in 35 countries in 2001. The average U.S. 4th-grade combined reading literacy scale score of 542 was above the international average of the 35 countries. England, the Netherlands, and Sweden had a higher combined reading literacy scale score, and 23 countries had a lower average score than the U.S. average. There were no detectable differences between the U.S. average scale score and the average score in 8 countries. For the PIRLS assessment, combined reading literacy was divided into two subscales: reading for literary purposes and for informational purposes. U.S. 4th-graders had a higher average scale score than the international average on both subscales.

INTERNATIONAL READING PERFORMANCE: Average combined reading literacy scale score of 4th-graders, by country: 2001

Average score relative to the United States	Country and score					
Significantly higher	Sweden	561	Netherlands[1]	554	England[1]	553
Not significantly different	Bulgaria	550	Hungary	543	Italy	541
	Latvia	545	Lithuania[1]	543	Germany	539
	Canada[2]	544	United States	542	Czech Republic	537
Significantly lower	New Zealand	529	Iceland	512	Turkey	449
	Hong Kong SAR[3]	528	Romania	512	Macedonia, Republic of	442
	Russian Federation[1]	528	Israel[1]	509	Colombia	422
	Scotland[1]	528	Slovenia	502	Argentina	420
	Singapore	528	*International average*	*500*	Iran, Islamic Republic of	414
	France	525	Norway	499	Kuwait	396
	Greece[1]	524	Cyprus	494	Morocco[1]	350
	Slovak Republic	518	Moldova, Republic of	492	Belize	327

[1]Country did not meet the international sampling and/or other guidelines.

[2]Canada is represented by the provinces of Ontario and Quebec only.

[3]Hong Kong SAR is a Special Administrative Region (SAR) of the People's Republic of China.

NOTE: The target population was the upper of the two adjacent grades with the most 9-year-olds. In most countries, this was 4th grade. The international average (500) is the weighted average of the national averages of the 35 countries, with a standard deviation of 100.

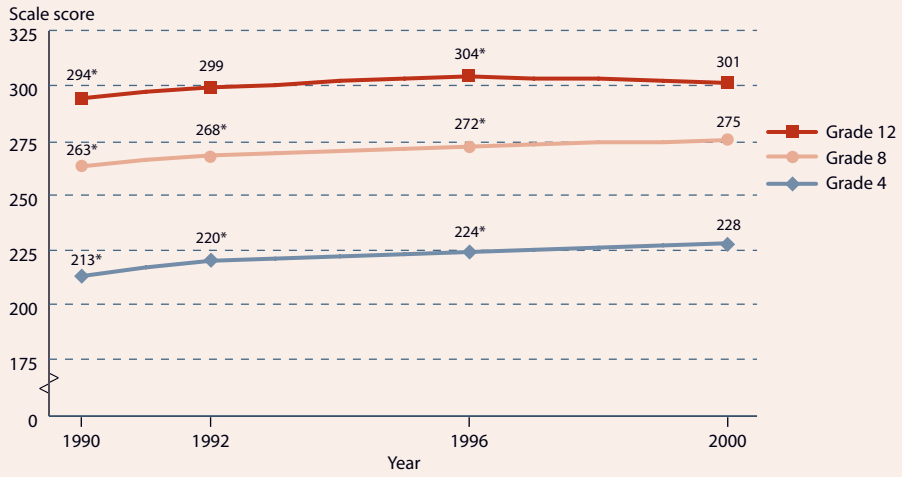
SOURCE: Mullis, I.V.S., Martin, M.O., Gonzalez, E.J., and Kennedy, A.M. (2003). *PIRLS 2001 International Report: IEA's Study of Reading Literacy Achievement in Primary Schools in 35 Countries,* exhibit 1.1. Data from the International Association for the Evaluation of Educational Achievement (IEA), Progress in International Reading Literacy Study, 2001.

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

The mathematics performance of 4th- and 8th-graders increased steadily from 1990 to 2000, while 12th-graders' performance increased from 1990 to 1996 but then declined between 1996 and 2000.

The National Assessment of Educational Progress (NAEP) has assessed mathematics performance in grades 4, 8, and 12 since 1990. Fourth- and 8th-graders showed steady growth in mathematics achievement from 1990 to 2000. In contrast, 12th-graders in 2000 scored higher than in 1990, but lower than in 1996. Males, on average, scored higher than females in grades 8 and 12 in 2000, but no difference was found in grade 4. Of 36 states and other jurisdictions participating in NAEP in 4th grade, 26 had a higher average score and 1 had a lower score in 2000 than in 1992. Of 31 states and other jurisdictions participating in grade 8, 27 had a higher score, and none had a lower score in 2000 than in 1990.

MATHEMATICS PERFORMANCE: Average mathematics scale scores for 4th-, 8th-, and 12th-graders: 1990, 1992, 1996, and 2000



*Significantly different from 2000.

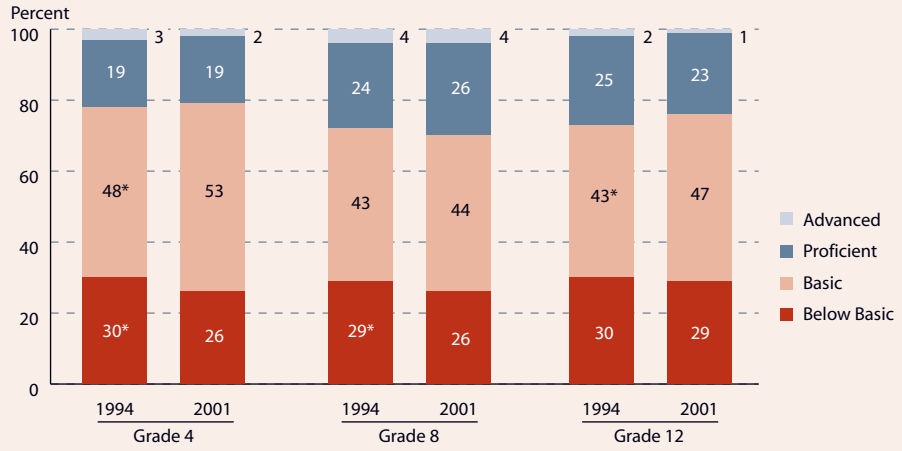
SOURCE: U.S. Department of Education, NCES. (2001). *The Nation's Report Card: Mathematics 2000* (NCES 2001–517), figure 2.1 and table B.1. Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 1990, 1992, 1996, and 2000 Mathematics Assessment.

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

The performance of 4th- and 8th-graders in geography increased from 1994 to 2001, while no differences were detected in the performance of 12th-graders.

The National Assessment of Educational Progress (NAEP) assessed 4th-, 8th-, and 12th-grade student performance in geography in 1994 and 2001. The average scale scores of 4th- and 8th-graders increased between the two years, while there was no significant change in the scale score at grade 12. In 2001, 21 percent of 4th-graders, 30 percent of 8th-graders, and 25 percent of 12th-graders were at or above the *Proficient* level, defined as "solid academic performance for each grade assessed." At grades 4 and 8, the percentage of students below the *Basic* level decreased from 1994 to 2001; however, at grade 12, no significant differences were detected in the percentages of students performing at any of the achievement levels.

GEOGRAPHY PERFORMANCE: Percentage distribution of students performing at each geography achievement level, by grade: 1994 and 2001



*Significantly different from 2001.

NOTE: Detail may not sum to totals because of rounding.

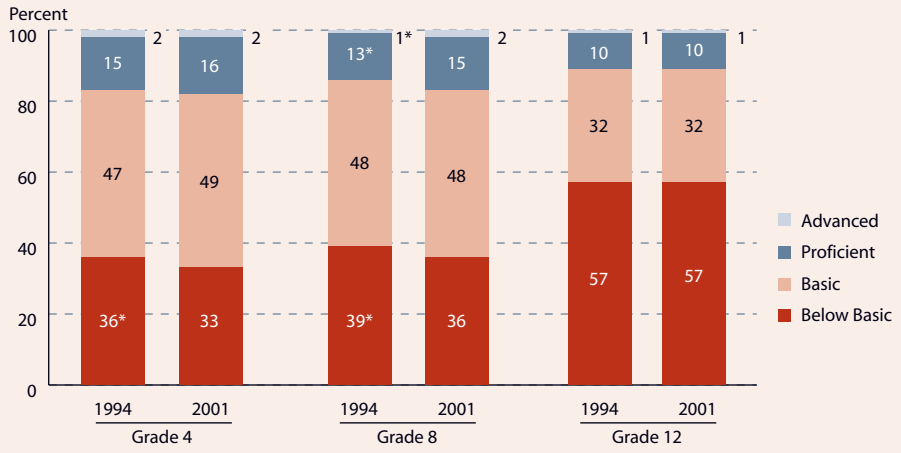
SOURCE: U.S. Department of Education, NCES. (2002). *The Nation's Report Card: Geography 2001* (NCES 2002–484), table B.3. Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 1994 and 2001 Geography Assessments.

U.S. History Performance of Students in Grades 4, 8, and 12

The performance of 4th- and 8th-graders in U.S. history improved from 1994 to 2001.

The National Assessment of Educational Progress (NAEP) assessed the performance of 4th-, 8th-, and 12th-graders in U.S. history in 1994 and 2001. Average scale scores increased for 4th- and 8th-graders between the two years, but there was no significant change for 12th-graders. In 2001, 18 percent of 4th-graders, 17 percent of 8th-graders, and 11 percent of 12th-graders performed at or above the *Proficient* level, defined as "solid academic performance for each grade assessed." The percentage of 4th-graders at or above the *Basic* level was higher in 2001 than 1994. At grade 8, the percentages of students at or above the *Basic* and *Proficient* levels and at the *Advanced* level were also higher in 2001.

U.S. HISTORY PERFORMANCE: Percentage distribution of students performing at each U.S. history achievement level, by grade: 1994 and 2001



*Significantly different from 2001.

NOTE: Detail may not sum to totals because of rounding.

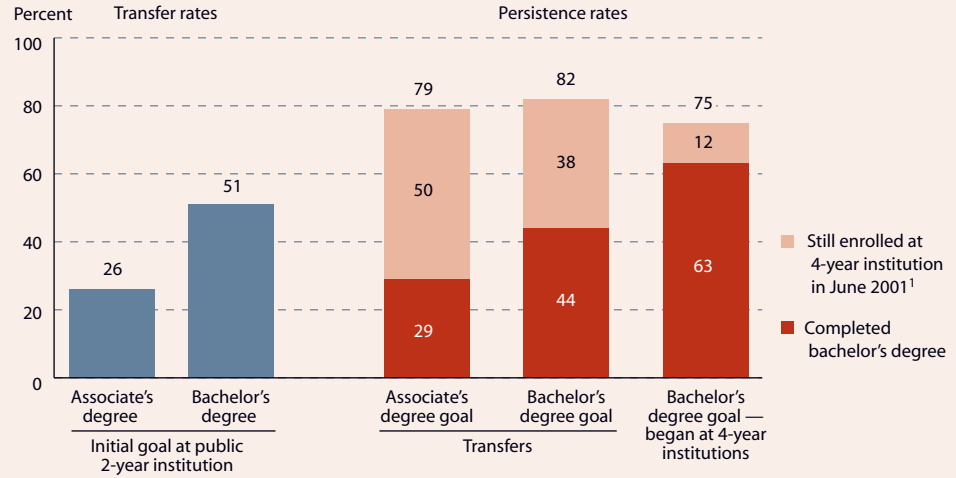
SOURCE: U.S. Department of Education, NCES. (2002). *The Nation's Report Card: U.S. History 2001* (NCES 2002–483), table B.3. Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 1994 and 2001 U.S. History Assessments.

Transfers From Community Colleges to 4-Year Institutions

Half of the undergraduates who start at a public 2-year institution with a bachelor's degree goal and about one-fourth with an associate's degree goal transfer to a 4-year institution within 6 years.

The transfer rates of community college students are related to their initial degree goals. Fifty-one percent of bachelor's degree seekers transferred to a 4-year college versus 26 percent of associate's degree seekers. Among those who entered a community college in 1995–96 and then transferred, about 80 percent had completed a bachelor's degree or were still enrolled at a 4-year institution about 6 years later. They were more likely to complete a bachelor's degree in 6 years if they had a bachelor's versus an associate's degree goal. Students seeking a bachelor's degree who started at 4-year institutions were more likely than transfers from public 2-year institutions to complete a bachelor's degree in 6 years and less likely to be still enrolled.

COMMUNITY COLLEGE TRANSFERS: Percentage of students beginning at public 2-year institutions in 1995–96 who transferred to a 4-year institution by initial degree goal, and percentage of transfers and students who began at 4-year institutions who persisted through June 2001



[1]Enrolled at a 4-year institution without a bachelor's degree in June 2001.

NOTE: Excludes the 11 percent of beginning students with a certificate goal and 16 percent with no expressed goal. "Transfers" include those who transferred to a different 2-year institution before transferring to a 4-year institution.

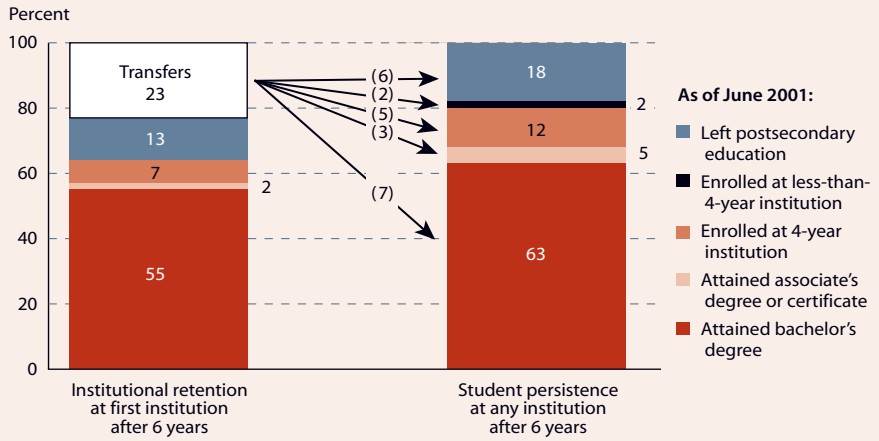
SOURCE: U.S. Department of Education, NCES, 1996/01 Beginning Postsecondary Students Longitudinal Study (BPS:96/01).

Institutional Retention and Student Persistence at 4-Year Institutions

Among bachelor's degree seekers beginning at a 4-year institution in 1995–96, 55 percent graduated from that institution and 63 percent from that or another 4-year institution within 6 years.

Calculating graduation rates from the institutional perspective provides only a partial picture of students' success because institutions can rarely track students who leave their institution. However, calculating graduation rates from the student perspective results in higher graduation rates because some students who begin at one institution earn a degree elsewhere. Among students who sought a bachelor's degree and began their postsecondary education at a 4-year institution in 1995–96, 55 percent had earned a bachelor's degree at that institution within 6 years. However, about one-quarter of bachelor's degree seekers transferred from their first institution and continued their education elsewhere. When the outcomes for these transfer students are considered, the cohort's overall bachelor's degree attainment rate increases to 63 percent.

RETENTION AND PERSISTENCE: Percentage distribution of 1995–96 first-time beginning students at 4-year institutions according to their enrollment status or degree attainment at the first and at all institutions attended as of June 2001



[1]ACT reports are available at *http://www.act.org/news/releases/2001/update.html*; the NCAA reports are available at *http://www.ncaa.org/*.

NOTE: Only those students with a bachelor's degree goal were included. Detail may not sum to totals because of rounding. Students who attained a degree and then transferred or remained enrolled are included only in the attainment categories.

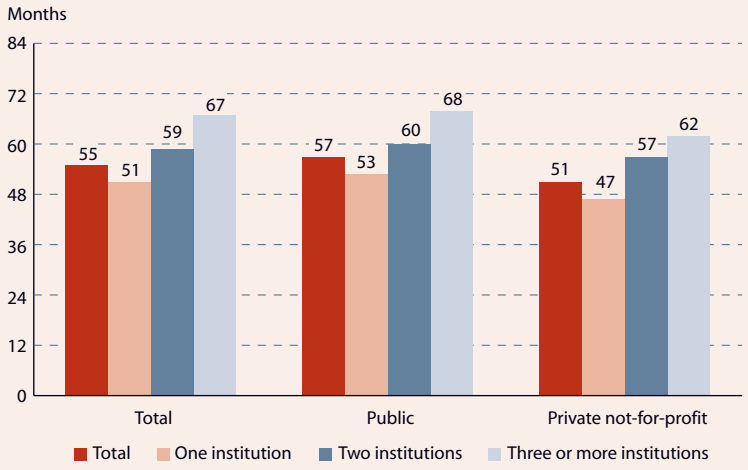
SOURCE: Berkner, L., He, S., and Forrest Cataldi, E. (2002). *Descriptive Summary of 1995–96 Beginning Postsecondary Students: Six Years Later* (NCES 2003–151), figure 5. Data from U.S. Department of Education, NCES, 1996/01 Beginning Postsecondary Students Longitudinal Study (BPS:96/01).

Time to Bachelor's Degree Completion

First-time recipients of bachelor's degrees in 1999–2000 who had not stopped out of college took about 55 months from first enrollment to degree completion.

On average, first-time graduates who received a bachelor's degree in 1999–2000 who had not stopped out of college for 6 months or more completed the degree in about 55 months. Graduates who attended only one institution averaged 51 months between postsecondary entry and completion of a bachelor's degree, compared with 59 months for those attending two institutions and 67 months for those attending three or more institutions. This was found among graduates of both public and private not-for-profit institutions. The type of institution from which graduates received a degree was also related to time to degree: graduates of public institutions averaged about 6 months longer to complete a degree than graduates of private not-for-profit institutions.

COMPLETION OF BACHELOR'S DEGREE: Average number of months between postsecondary entry and degree completion among 1999–2000 first-time recipients of bachelor's degrees who did not stop out of college for 6 months or more, by control of degree-granting institution and number of institutions attended



NOTE: Sixty-nine percent of first-time recipients of bachelor's degrees had not stopped out of college for 6 months or more. Included in the total but not shown separately are those who graduated from private for-profit institutions.

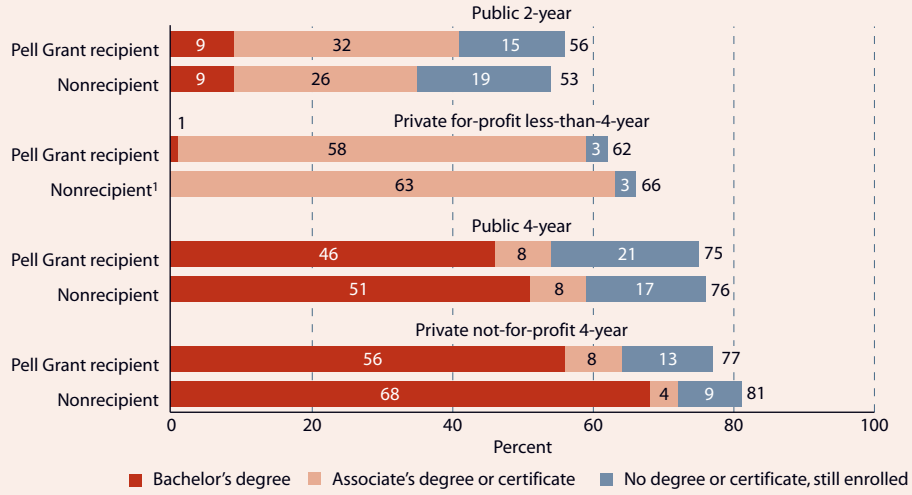
SOURCE: U.S. Department of Education, NCES, 2000/01 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

Persistence and Attainment of Students With Pell Grants

Pell Grant recipients tend to start with more disadvantages than low- and middle-income nonrecipients, but no statistically significant differences are found in their overall persistence after 6 years.

Even though Pell Grant recipients are more likely than nonrecipients to face obstacles related to their academic strength and personal circumstances, no statistically significant differences were found in the overall persistence rates of the two groups of students who began postsecondary education in 1995–96 across all institution types. About three-quarters of students persisted at 4-year institutions regardless of Pell Grant status, but rates were lower at less-than-4-year institutions. Although no differences were found in overall persistence at 4-year institutions, Pell Grant recipients were less likely than nonrecipients to attain a bachelor's degree within 6 years. No statistically significant differences were found in the attainment of recipients and nonrecipients who began at public 2-year or private for-profit less-than-4-year institutions.

PERSISTENCE IN POSTSECONDARY EDUCATION: Percentage of 1995–96 low- and middle-income beginning postsecondary students who attained a certificate or degree or were still enrolled in 2001, by receipt of Pell Grant and type of institution first attended



[1]Percentage with bachelor's degree rounds to zero.

NOTE: Low- and middle-income students include all dependent students whose parents had an annual income of less than $70,000 in 1994 and all independent students who, combined with their spouse's earnings, had an annual income of less than $25,000 in 1994. The 3-year persistence rates discussed in *indicator 24* of *The Condition of Education 2002* are lower than the persistence rates shown here. Students who stopped out for 3 or more months or made a downward transfer (e.g., from a 4-year to a less-than-4-year institution) were excluded from the percentage of those who persisted in the earlier analysis but not from this one. Detail may not sum to totals because of rounding.

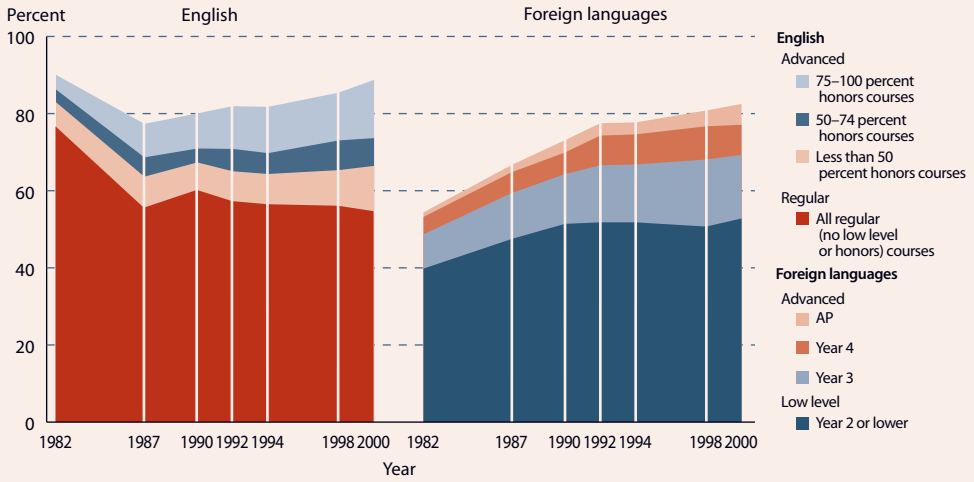
SOURCE: U.S. Department of Education, NCES, 1996/01 Beginning Postsecondary Students Longitudinal Study (BPS:96/01).

Trends in English and Foreign Language Coursetaking

The percentages of high school graduates who had completed advanced academic levels of English and foreign language study doubled between 1982 and 2000.

Since the 1980s, when states began to increase the number of required courses to receive a high school diploma, the percentage of high school graduates completing some advanced English courses (i.e., classified as "honors") and advanced foreign language courses (year 3 and higher) has increased. In 1982, 13 percent of high school graduates had completed some advanced English coursework; by 2000, this percentage had risen to 34 percent. Moreover, the percentage who had completed 75–100 percent of their English courses at the honors level more than tripled. Between 1982 and 2000, the percentage of graduates who had completed advanced foreign language courses doubled, while the percentage completing no foreign language study decreased markedly.

COURSE-TAKING LEVELS: Percentage of high school graduates who completed regular and advanced levels of English and low level and advanced foreign language courses, by highest level of coursetaking completed: Selected years 1982–2000



NOTE: Not displayed are the percentage of graduates who completed no or low academic level English courses and the percentage who completed no foreign language coursework.

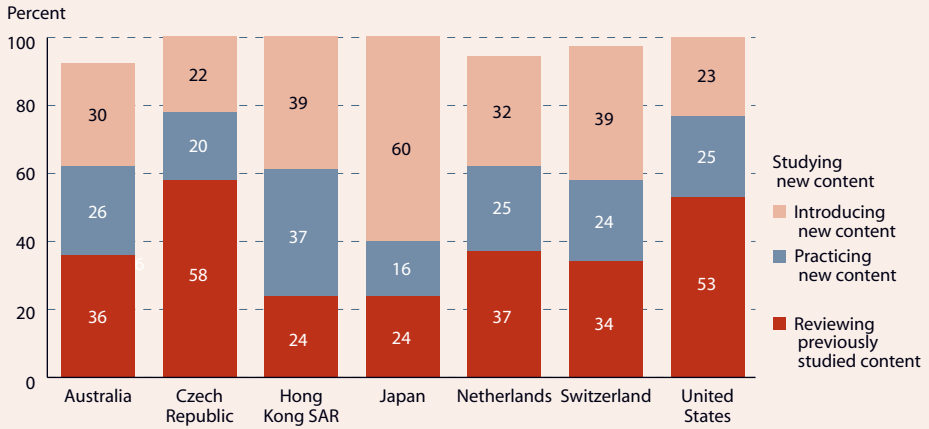
SOURCE: U.S. Department of Education, NCES, High School and Beyond Longitudinal Study of 1980 Sophomores, "First Follow-up" (HS&B-So:80/82); National Education Longitudinal Study of 1988 (NELS:88/92), "Second Follow-up, High School Transcript Survey, 1992"; and National Assessment of Educational Progress (NAEP), 1987, 1990, 1994, 1998, and 2000 High School Transcript Studies (HSTS).

Instructional Activities for 8th-Grade Mathematics

In 8th-grade mathematics lessons in the United States, students spend 53 percent of the time reviewing previously studied content and 48 percent of the time studying new content.

The 1999 Third International Mathematics and Science Study (TIMSS) looked at the percentage of lesson time 8th-grade mathematics teachers in seven countries[1] devoted on average to reviewing previously studied content compared with introducing and practicing new content. In the United States, no difference was found between the average percentage of lesson time devoted to studying new content and the percentage devoted to reviewing. By contrast, classes in Australia, Hong Kong SAR, Japan, the Netherlands, and Switzerland spent more time, on average, studying new content than reviewing. The opposite was true in the Czech Republic, where more time was spent reviewing previously studied content than in all other countries except the United States.

MATHEMATICS LESSON ACTIVITY: Average percentage of 8th-grade mathematics lessons spent studying new content and reviewing previously studied content, by country: 1999



[1]Hong Kong is a Special Administrative Region (SAR) of the People's Republic of China and not a distinct country. However, this indicator refers to it as one of the study's "countries" for ease of reading and because this region was treated analytically the same as the countries in the study.

NOTE: Japanese mathematics data were collected in 1995. Detail may not sum to 100 percent because of rounding and the possibility of coding portions of lessons as "not able to make a judgment about the purpose."

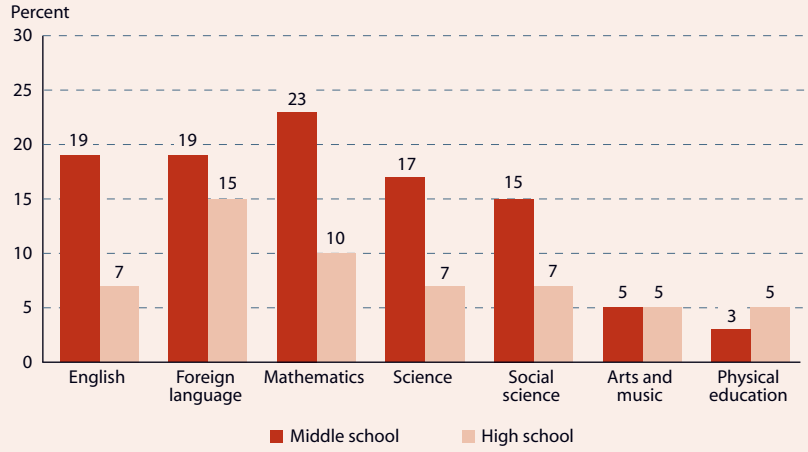
SOURCE: U.S. Department of Education, NCES. (2003). *Teaching Mathematics in Seven Countries: Results from the TIMSS 1999 Video Study* (NCES 2003–013), figure 3.8. Data from U.S. Department of Education, NCES, Third International Mathematics and Science Study (TIMSS) Video Study, 1999.

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

Students in middle grades are more likely than students in high schools to have out-of-field teachers.[1]

In academic classes, out-of-field teachers (i.e., teachers who lack a major and certification in the subject they teach) generally taught a larger percentage of students in the middle grades than in high school in 1999–2000. They taught 19 percent of English students in the middle grades, compared with 7 percent in high school. The same was true for mathematics (23 vs. 10 percent), science (17 vs. 7 percent), and social science classes (15 vs. 7 percent), but no statistical differences were found in the proportions of students in the middle and high school grades who were taught by out-of-field teachers in foreign language. In nonacademic classes like art, music, and physical education, the patterns were different, however.

OUT-OF-FIELD TEACHERS: Percentage of public school students in middle and high school grades taught by teachers without a major or certification in the field they teach, by subject area: 1999–2000



[1]The data from the Schools and Staffing Survey (SASS) used for this analysis are from a representative sample of full- and part-time teachers rather than a representative sample of all students. Thus, technically this indicator presents the percentage of these sampled teachers' students who are in classes with a teacher teaching outside their field. For ease of presentation, however, this percentage will be referred to as the percentage of students who are in classes with an out-of-field teacher.

NOTE: Major refers only to a teacher's primary field of study for a bachelor's degree.

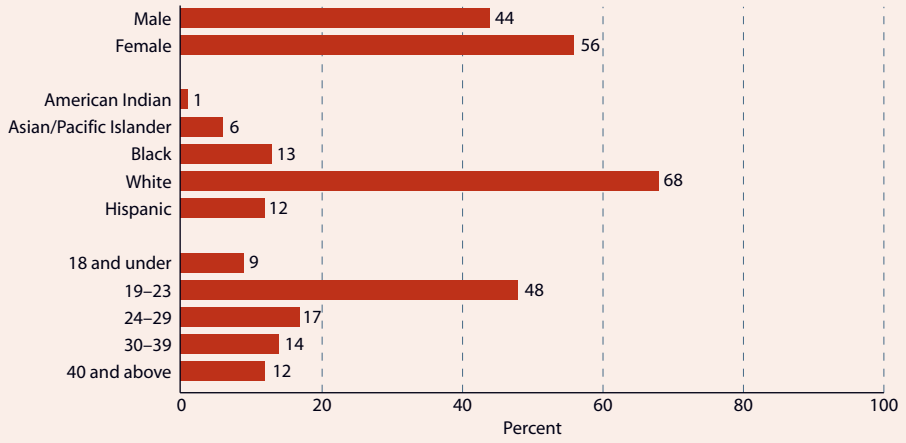
SOURCE: Seastrom, M.M., Gruber, K.J., Henke, R.R., McGrath, D.J., and Cohen, B.A. (2002). *Qualifications of the Public School Teacher Workforce: Prevalence of Out-of-Field Teaching 1987–88 to 1999–2000* (NCES 2002–603), tables B-8 and B-9. Data from U.S. Department of Education, NCES, Schools and Staffing Survey (SASS), "Public Teacher Questionnaire," 1999–2000 and "Charter Teacher Questionnaire," 1999–2000.

Undergraduate Diversity

Undergraduates display considerable diversity in their demographic, enrollment, and employment characteristics.

Undergraduates who attend our nation's colleges and universities are not a homogeneous group. More than half of undergraduates were women in 1999–2000 (56 percent). Combined, minority students represented nearly a third of all undergraduates that year. Traditional college-aged students (23 years or younger) accounted for 57 percent of all undergraduates, and 43 percent were age 24 or older. More than a quarter (27 percent) of undergraduates had dependents, 13 percent were single parents, and 80 percent were employed, including 39 percent who were employed full time. Also, 9 percent reported having some type of disability, causing them difficulties as a student.

UNDERGRADUATE DIVERSITY: Percentage of undergraduates with selected student characteristics: 1999–2000



NOTE: American Indian includes Alaska Native, Pacific Islander includes Native Hawaiian, Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

SOURCE: U.S. Department of Education, NCES, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

Services and Accommodations for Students With Disabilities

About 9 percent of undergraduates reported having disabilities in 1999–2000, and 22 percent of these students reported not receiving the services or accommodations they needed.

In 1999–2000, 9 percent of all undergraduate students in degree-granting institutions reported having a disability that created difficulties for them as a student.[1] About half of these students were enrolled at public 2-year institutions, and another 26 percent were enrolled at public 4-year institutions. The percentage of students with disabilities was higher at public 2-year and private for-profit institutions than at public and private not-for-profit 4-year institutions. Among students with disabilities, 26 percent reported receiving disability-related services or accommodations, but 22 percent reported not receiving the ones they needed. At private for-profit institutions, 11 percent reported not receiving the services they needed, compared with 21 to 24 percent of those at other types of institutions.

DISABILITY-RELATED SERVICES: Percentage and percentage distribution of students reporting disabilities, and among students reporting disabilities, their service receipt status, by type of institution: 1999–2000

Students reporting disabilities	Total[2]	Public 4-year	Private not-for-profit 4-year	Public 2-year	Private for-profit
Percentage of students with disabilities	9.3	7.8	7.5	10.8	12.0
Among students with disabilities, percentage who					
Received services	26.0	29.2	26.3	25.2	18.0
Needed services, but did not receive them	22.0	21.2	24.0	23.2	10.6
Percentage distribution of students with disabilities	100.0	26.4	11.4	48.6	6.3
Percentage distribution of all students	100.0	31.3	14.0	42.1	4.9

[1]Students were asked several questions about their disability status. Eleven percent reported having a disability, 9 percent reported having a disability that created difficulties for them as a student, and 4 percent considered themselves to be disabled (NPSAS 2000: Previously unpublished tabulations [March 2002]).

[2]Percentages are based on students who attended all types of institutions, including others not cited, or more than one institution.

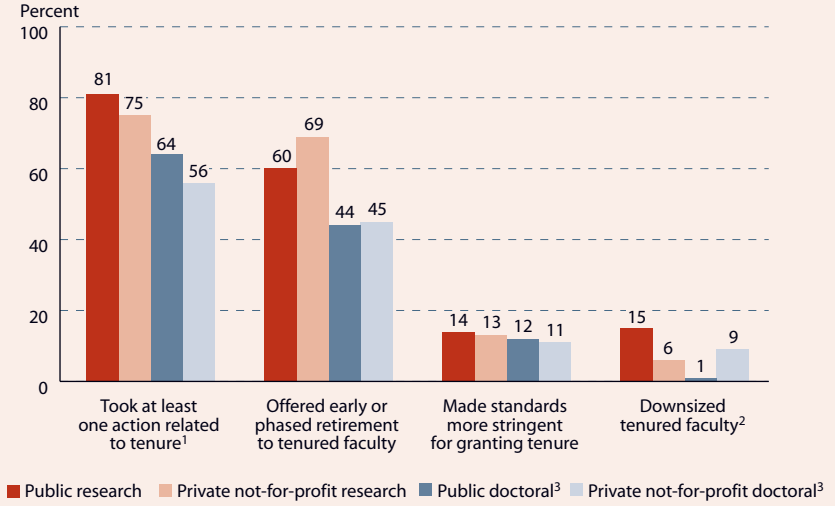
SOURCE: U.S. Department of Education, NCES, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

Changes in Faculty Tenure Policy and Hiring

The majority of postsecondary institutions had recently taken actions affecting tenure as of 1998, and the proportion of recently hired faculty not on a tenure track increased from 1992 to 1998.

Over the past decade, postsecondary institutions have reevaluated longstanding policies affecting faculty tenure and hiring. As of 1998, 63 percent of postsecondary institutions had taken at least one action related to tenure for full-time faculty and instructional staff during the previous 5 years. They reported offering early or phased retirement to full-time tenured faculty more often than instituting more stringent standards for granting tenure or downsizing tenured faculty. The likelihood of enacting changes differed somewhat by institution type. Research institutions were more likely than doctoral institutions to have taken actions related to tenure for full-time faculty. Public research institutions were also more likely than other doctoral and research institutions to have downsized tenured faculty.

CHANGES IN TENURE POLICY: Percentage of research and doctoral institutions that had taken actions related to tenure during the previous 5 years, by type and control of institution: Fall 1998



[1]Includes other possible actions not shown.

[2]Downsizing includes dismissing tenured faculty, replacing departing tenured faculty with nontenure-track faculty, or not hiring replacements for departing tenured faculty.

[3]Includes specialized medical schools and medical centers.

NOTE: Includes public and private not-for-profit Title IV degree-granting institutions in the 50 states and the District of Columbia. Institutions were asked to report policies affecting full-time faculty and instructional staff.

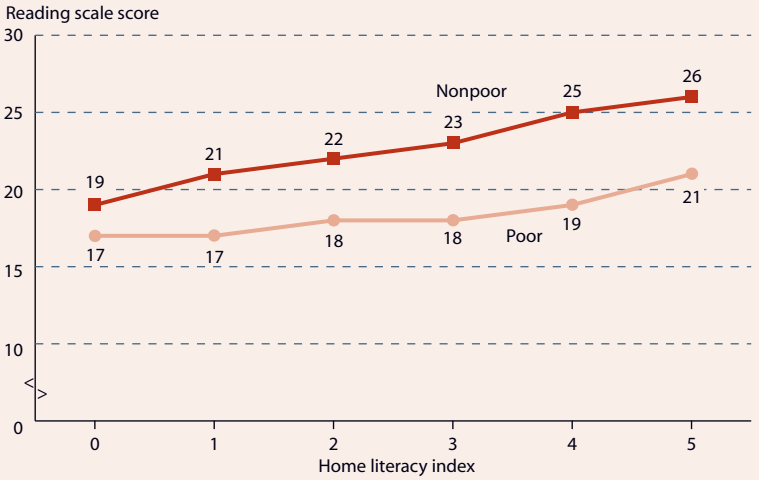
SOURCE: Berger, A., Kirshstein, R., and Rowe, E. *Institutional Policies and Practices: Results From the 1999 National Study of Postsecondary Faculty, Institution Survey* (NCES 2001–201), tables 5.1 and 5.6. Data from 1999 National Study of Postsecondary Faculty (NSOPF:99).

Home Literacy Environment and Kindergartners' Reading Achievement

Children with richer home literacy environments demonstrate higher levels of reading skills and knowledge when they enter kindergarten than do children with less rich literacy environments.

Data from the Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS–K) and a 5-point home literacy index are used in this indicator to explore the relationship of home educational activities and literacy resources to children's reading skills and knowledge at kindergarten entry. In 1998–99, the home literacy environment of entering kindergartners varied by their poverty level, with poor children scoring lower than nonpoor children on the home literacy index. That same year, children with higher values on the index scored higher on the ECLS–K reading scale than children with lower values on the index. This positive relationship existed for both poor and nonpoor children, with a stronger relationship for nonpoor children.

KINDERGARTNERS' READING ACHIEVEMENT: Mean fall kindergarten reading scale score according to home literacy index, by children's poverty status: 1998–99



NOTE: The home literacy index is based on parental reports of home educational activities and literacy resources. Children's reading skills and knowledge are measured through a one-on-one, two-stage adaptive direct assessment that includes items on basic skills (such as letter recognition and print familiarity), beginning and ending sounds, rhyming words, word recognition, and vocabulary and comprehension.

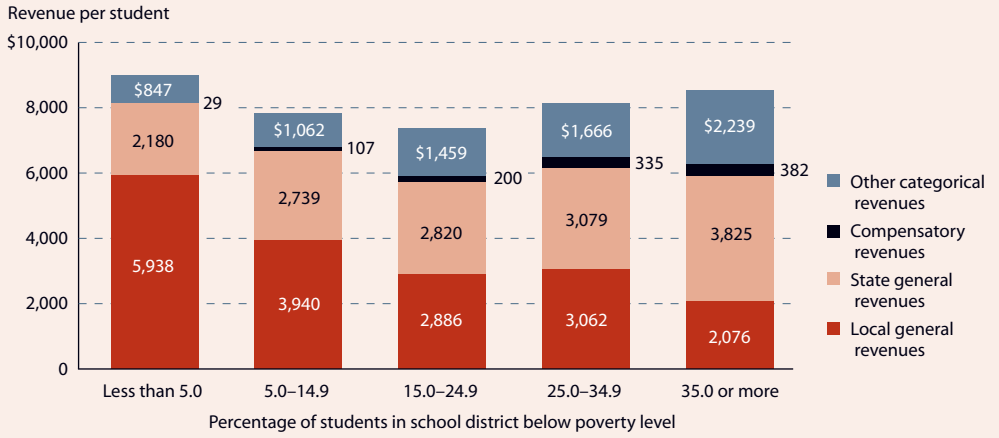
SOURCE: U.S. Department of Education, NCES, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS–K), Base Year Public-Use Data File, 1998–99, February 2001.

General and Categorical Funding in Elementary and Secondary Education

The highest poverty districts received less local general revenues per student than the lowest poverty districts in 1999–2000. State general revenues and categorical funds tend to compensate for these lower amounts.

Funds for school expenditures are grouped as "general revenue" (for any educational purpose) or "categorical revenue" (for specific educational purposes). Generally, local general revenue per student was lower for school districts with higher poverty levels in 1999–2000. For example, districts with the lowest poverty level received three times more in local general revenue per student than districts with the highest poverty level. In contrast, state general funds per student were generally higher for districts with higher poverty levels. Also, categorical funding per student from both noncompensatory and compensatory sources was higher in districts with higher poverty levels. State general revenues and categorical funds offset much, but not all, of the differential in local general funding across districts.

REVENUE PER STUDENT: Revenues per student for public school districts according to the percentage of students in the school district below poverty level, by source of revenues: 1999–2000



NOTE: Only regular school districts are included, while vocational, special education, nonoperating districts, and educational service agencies are excluded.

SOURCE: U.S. Department of Education, NCES, Common Core of Data (CCD), "Local Education Agency (School District) Universe Survey," 1999–2000, U.S. Department of Commerce, Bureau of the Census, "Elementary and Secondary School District Finance Data Files," 1999–2000, and U.S. Department of Education, NCES, "Cost of Educational Inputs Data Set," 1993–94.

United States
Department of Education
ED Pubs
8242–B Sandy Court
Jessup, MD 20794–1398

Official Business
Penalty for Private Use, $300

Postage and Fees Paid
U.S. Department of Education
Permit No. G–17