



U.S. Department of Education
Institute of Education Sciences

National Center for Education Statistics

the condition of education 2004

Briefing

June 1, 2004



The Condition of Education 2004

- Report by the National Center for Education Statistics
- Synthesis of data on the condition of American education
- Congressionally mandated, due June 1
- Publication includes 38 indicators
- Over 100 indicators are available on *The Condition of Education* web site



The Condition of Education 2004

- Enrollment in elementary and secondary education
- Student achievement in elementary and secondary education
- Student progress through the educational system
- Contexts of elementary and secondary education
- Financing of elementary and secondary education
- Postsecondary enrollment and contexts

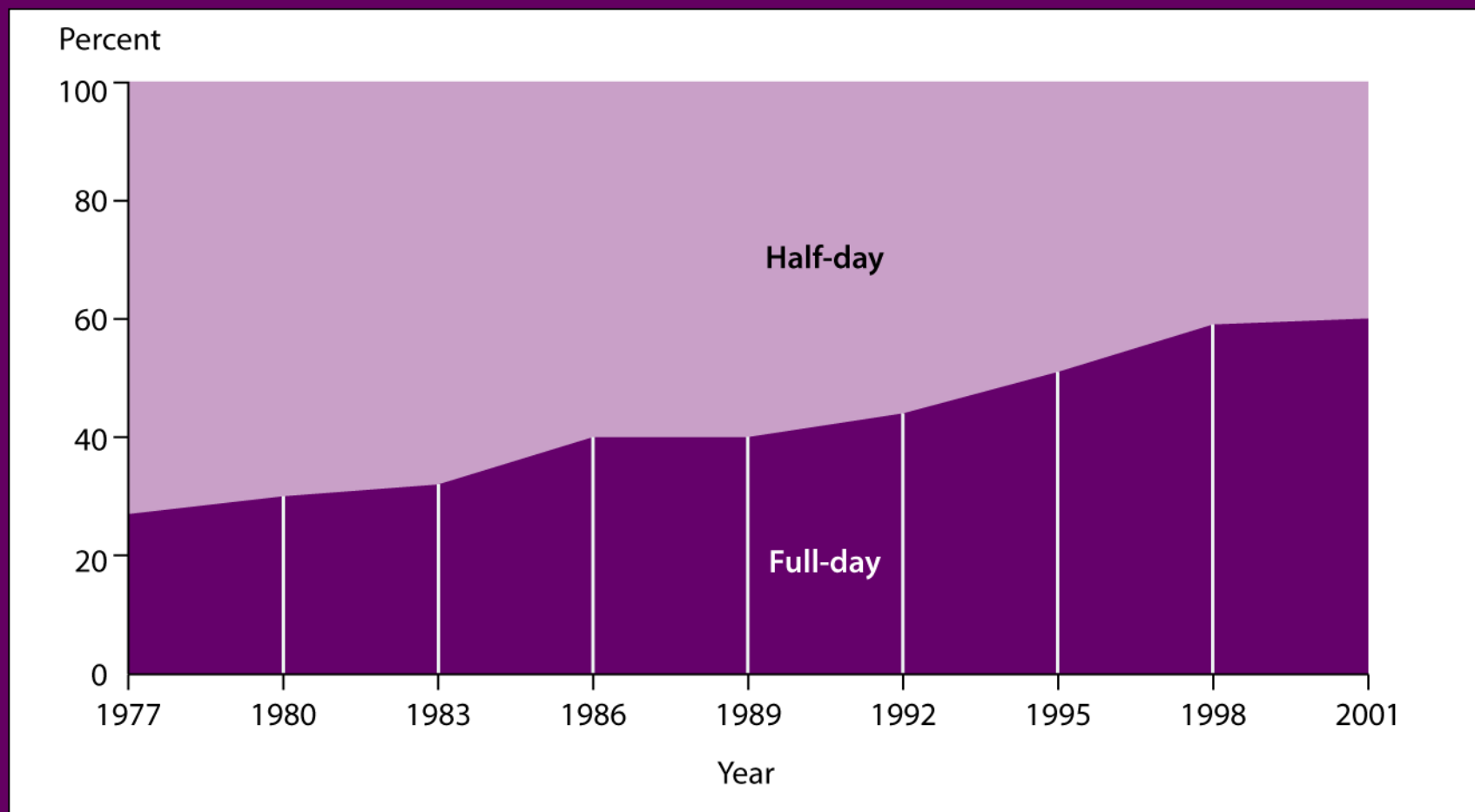


Enrollment in Elementary and Secondary Education

- Thirty-five percent of public elementary schools had prekindergarten programs in 2000-01, serving 800,000 children.
- Between 1977 and 2001, enrollments in kindergarten increased overall with a shift from half-day to full-day programs for the majority of students. (Chart 1a)

Kindergarten Enrollment:

Percentage distribution of children ages 4-6 enrolled in kindergarten, by type of program: Selected years 1977-2001



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Bureau of the Census, Current Population Survey (CPS), October Supplement, selected years 1977-2001, previously unpublished tabulation (December 2003).

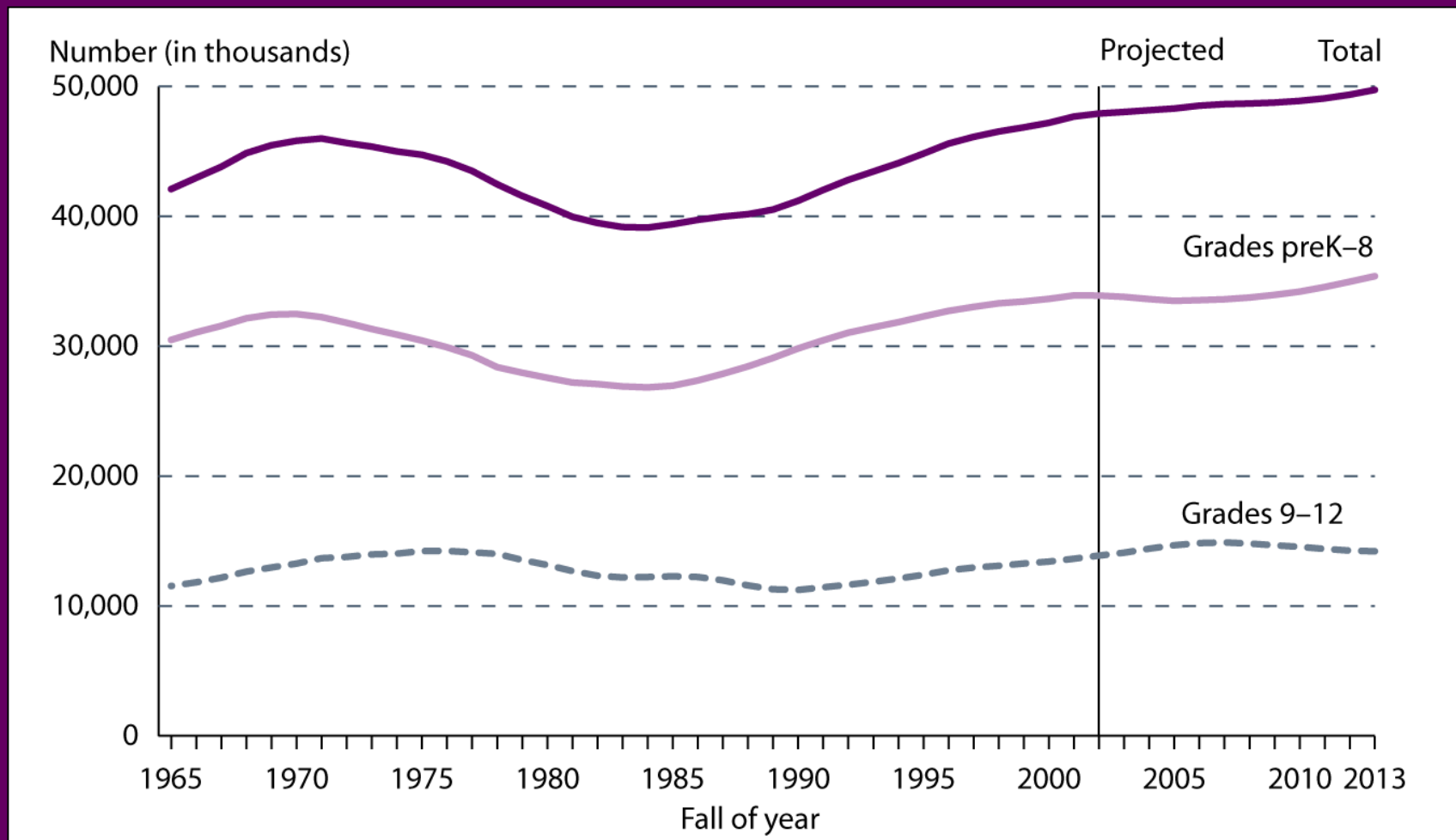


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- Enrollments in prekindergarten through grade 12 were 48.0 million in 2003 and are projected to increase to 49.7 million in 2013. (Chart 1b)

School Enrollment:

Public enrollment in prekindergarten through grade 12 (in thousands), by grade level, with projections: Fall 1965-2013



SOURCE: U.S. Department of Education, NCES. (2003). *Projections of Education Statistics to 2013* (NCES 2004-013), tables 1 and 4 and (forthcoming) *Digest of Education Statistics 2003* (NCES 2004-024), table 37.

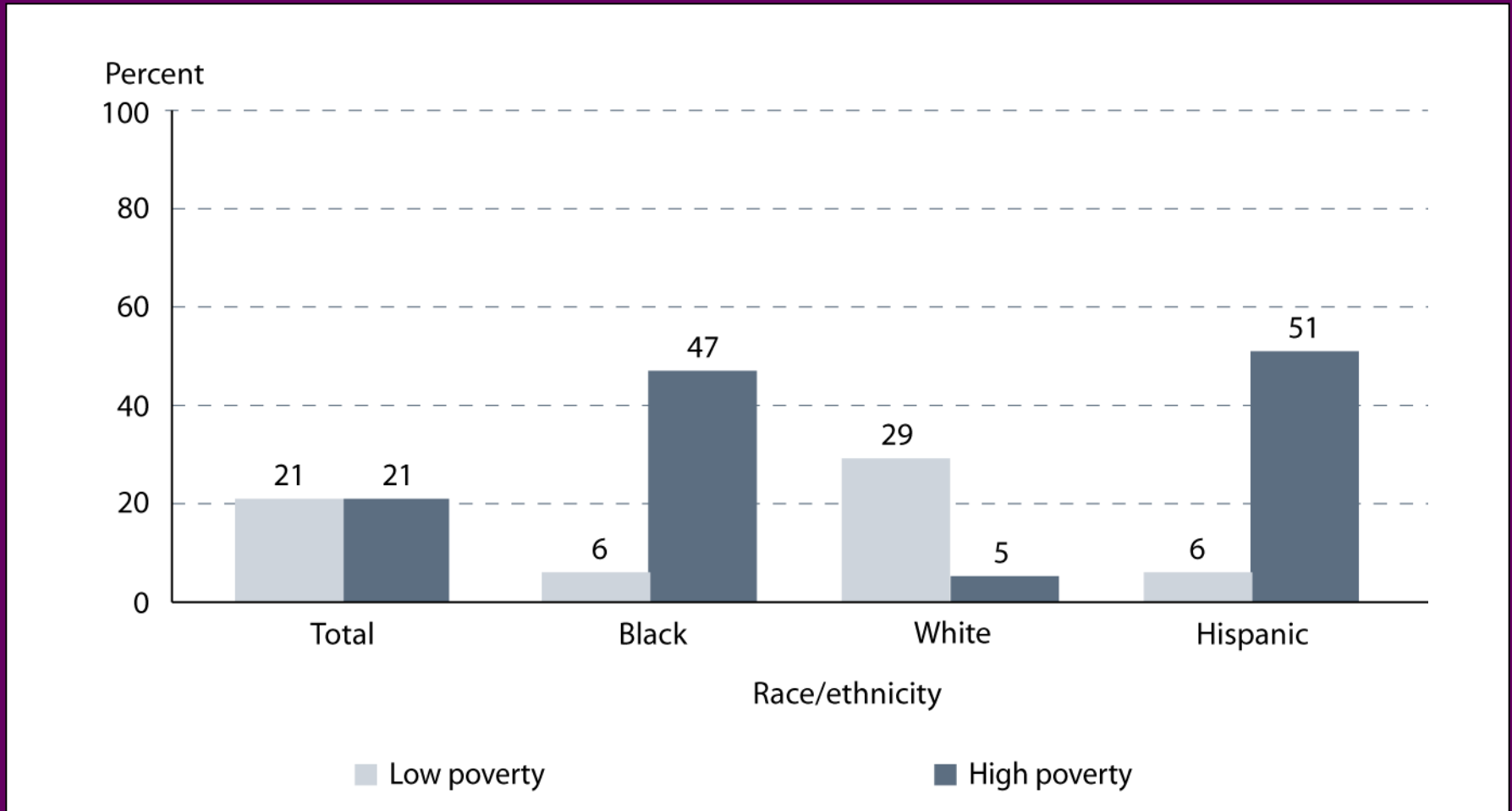


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- Enrollments in prekindergarten through grade 12 were 48.0 million in 2003 and are projected to increase to 49.7 million in 2013. (Chart 1b)
- Black and Hispanic 4th-graders are more likely than White 4th-graders to be in schools with high concentrations of students from low-income families. (Chart 1c)

Poverty Concentration:

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



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

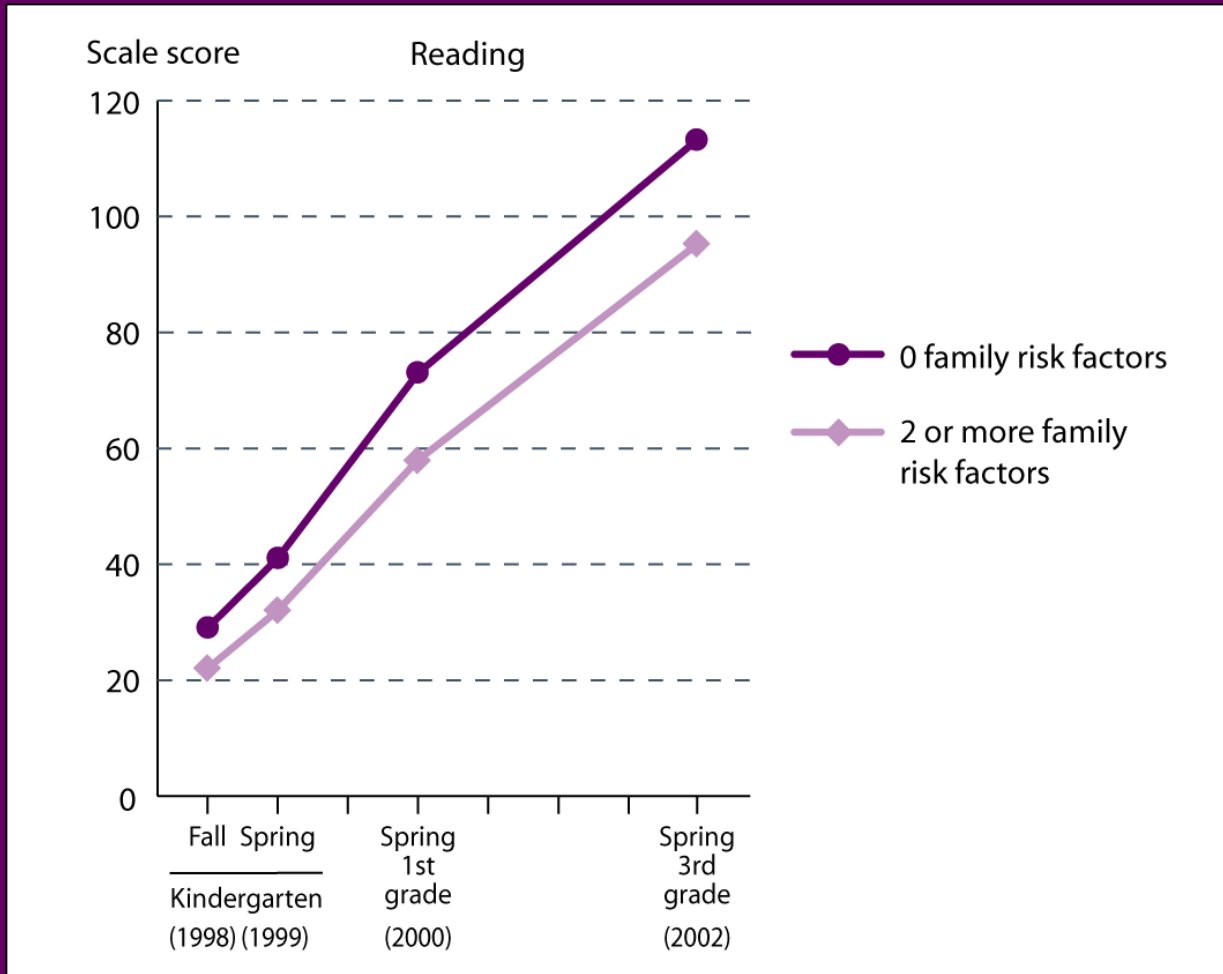


Student Achievement in Elementary and Secondary Education

- From the beginning of kindergarten through 3rd grade, children without family risk factors, such as poverty, experienced greater gains in reading and mathematics than their peers with risk factors. (Chart 2a)

Early Reading Performance:

Children's reading scale scores for fall 1998 first-time kindergartners from kindergarten through 3rd grade, by number of family risk factors: Fall 1998, spring 1999, spring 2000 and spring 2002



SOURCE: Rathbun, A, and West, J. (forthcoming). From *Kindergarten Through Third Grade: Children's Beginning School Experiences* (NCES 2004-007), tables A-4 and A-5.

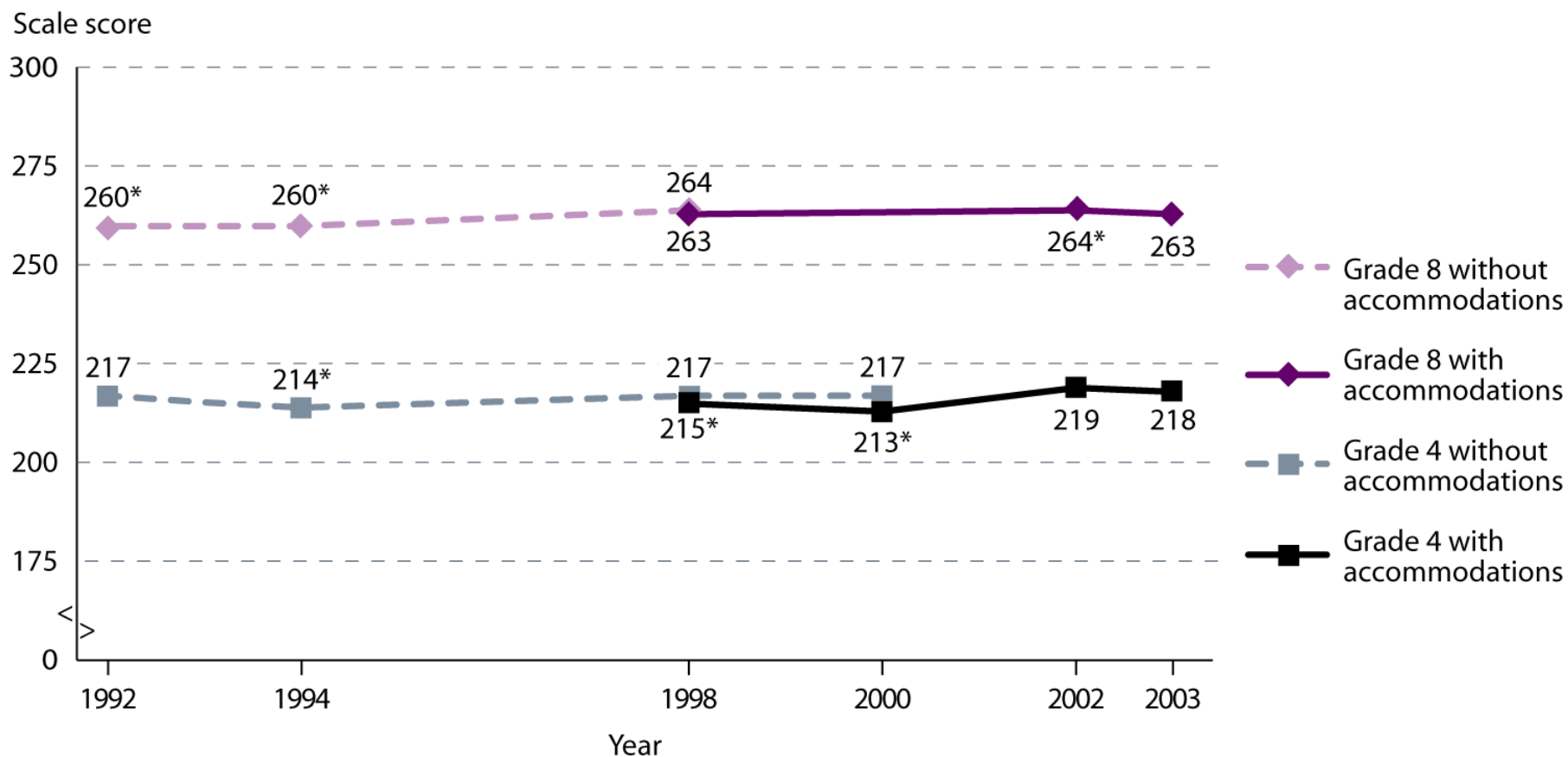


Student Achievement in Elementary and Secondary Education

- From the beginning of kindergarten through 3rd grade, children without family risk factors, such as poverty, experienced greater gains in reading and mathematics than their peers with risk factors. (Chart 2a)
- The reading performance of 8th-graders increased between 1992 and 2003, while no change was detected in the reading performance of 4th-graders. (Chart 2b)

Reading Performance:

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



* Significantly different from 2003.

SOURCE: U.S. Department of Education, NCES. (2003). *The Nation's Report Card: Reading Highlights 2003* (NCES 2004-452) and NAEP web data tool (<http://nces.ed.gov/nationsreportcard/naepdata/search.asp>).

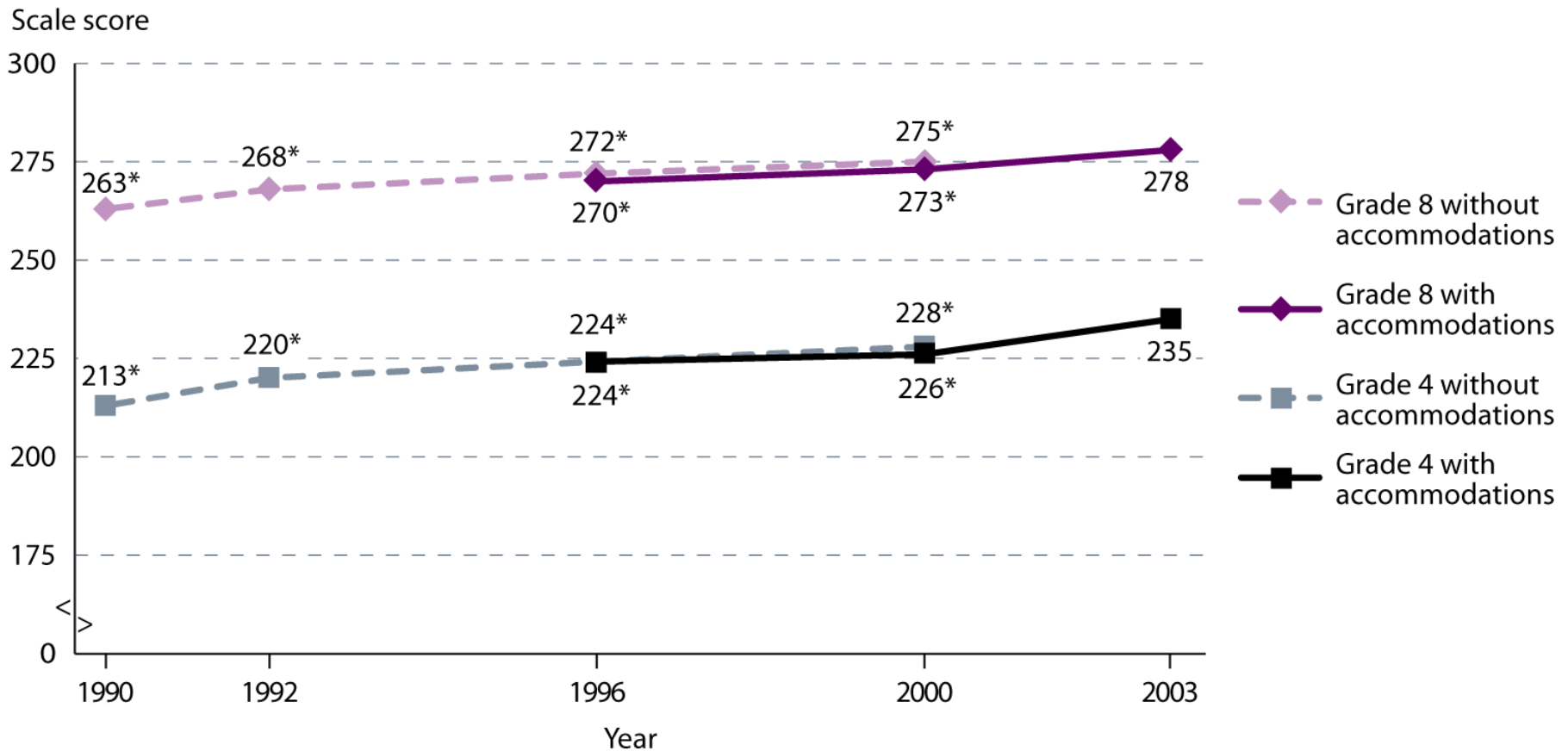


Student Achievement in Elementary and Secondary Education

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- The reading performance of 8th-graders increased between 1992 and 2003, while no change was detected in the reading performance of 4th-graders. (Chart 2b)
- The mathematics performance of 4th- and 8th-graders was higher in 2003 than in every year the assessment has been administered since 1990. (Chart 2c)

Mathematics Performance:

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



* Significantly different from 2003.

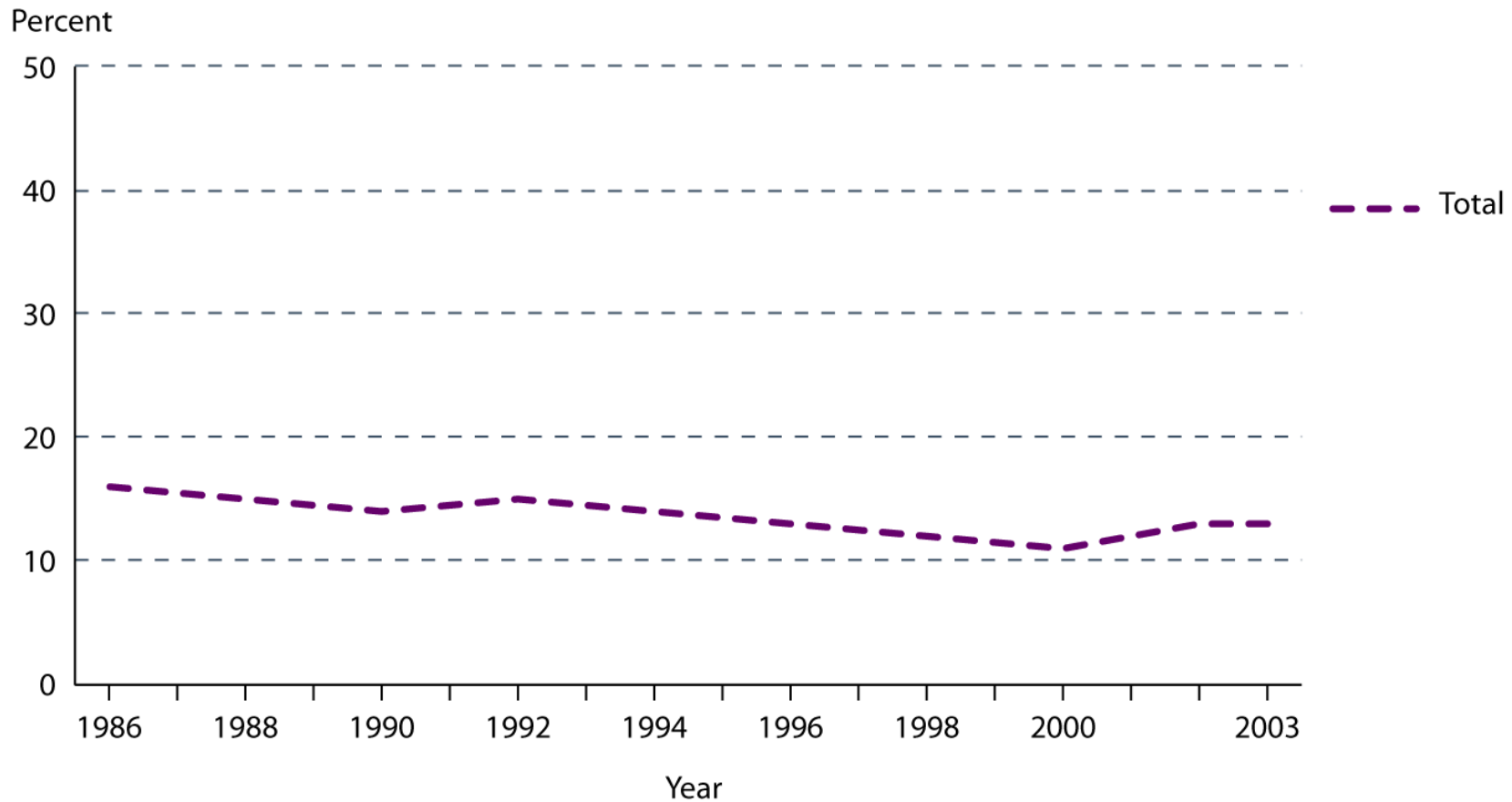


Persistence and Educational Status of Students

- In 2003, 13 percent of all persons ages 16-24 were neither enrolled in school nor working, a decrease from 1986. (Charts 3a and 3b)

Young Adults, Not Enrolled and Not Working:

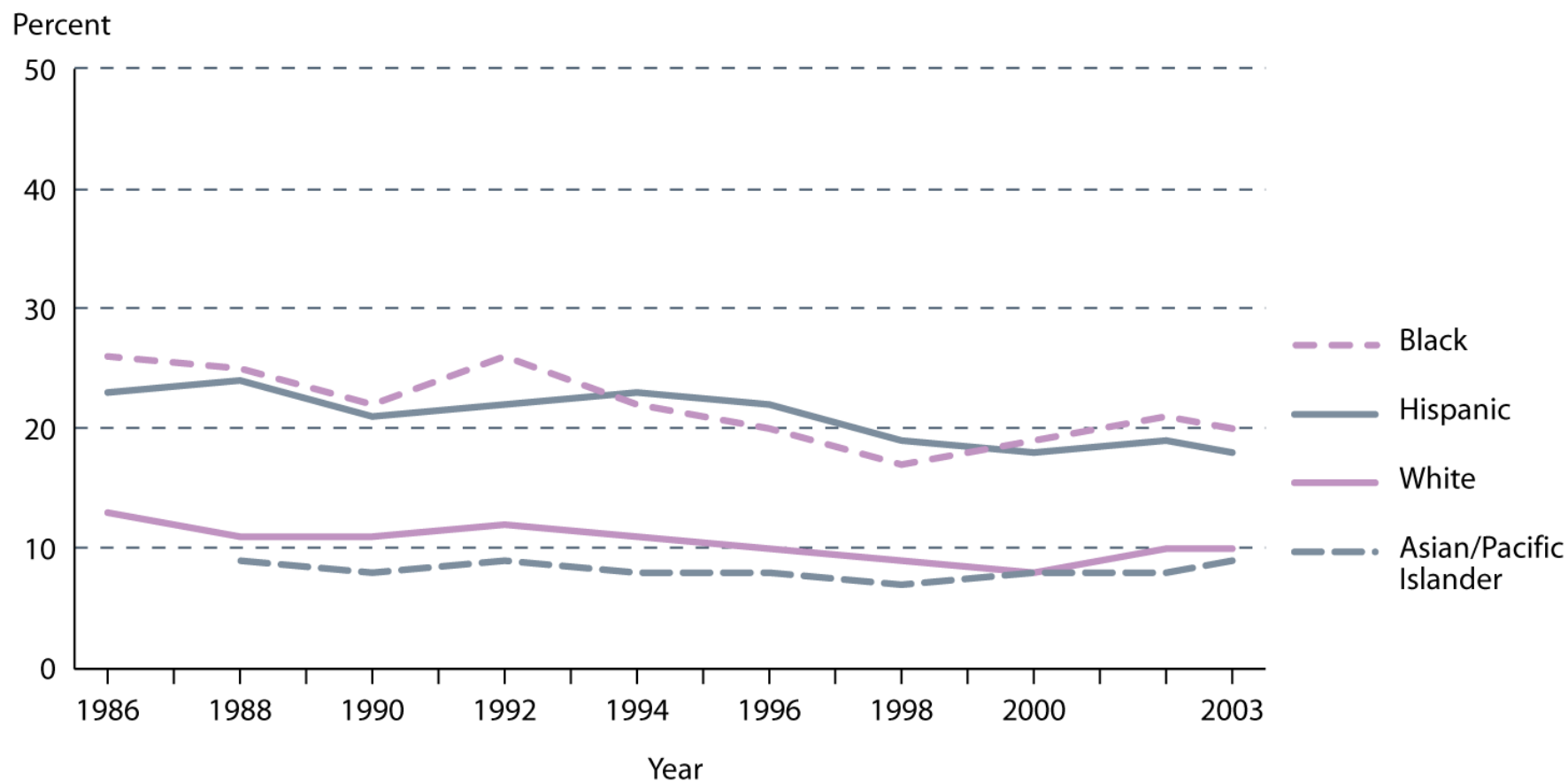
Percentage of persons ages 16-24 who were neither enrolled in school nor working: Selected years 1986-2003



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

Young Adults, Not Enrolled and Not Working:

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



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

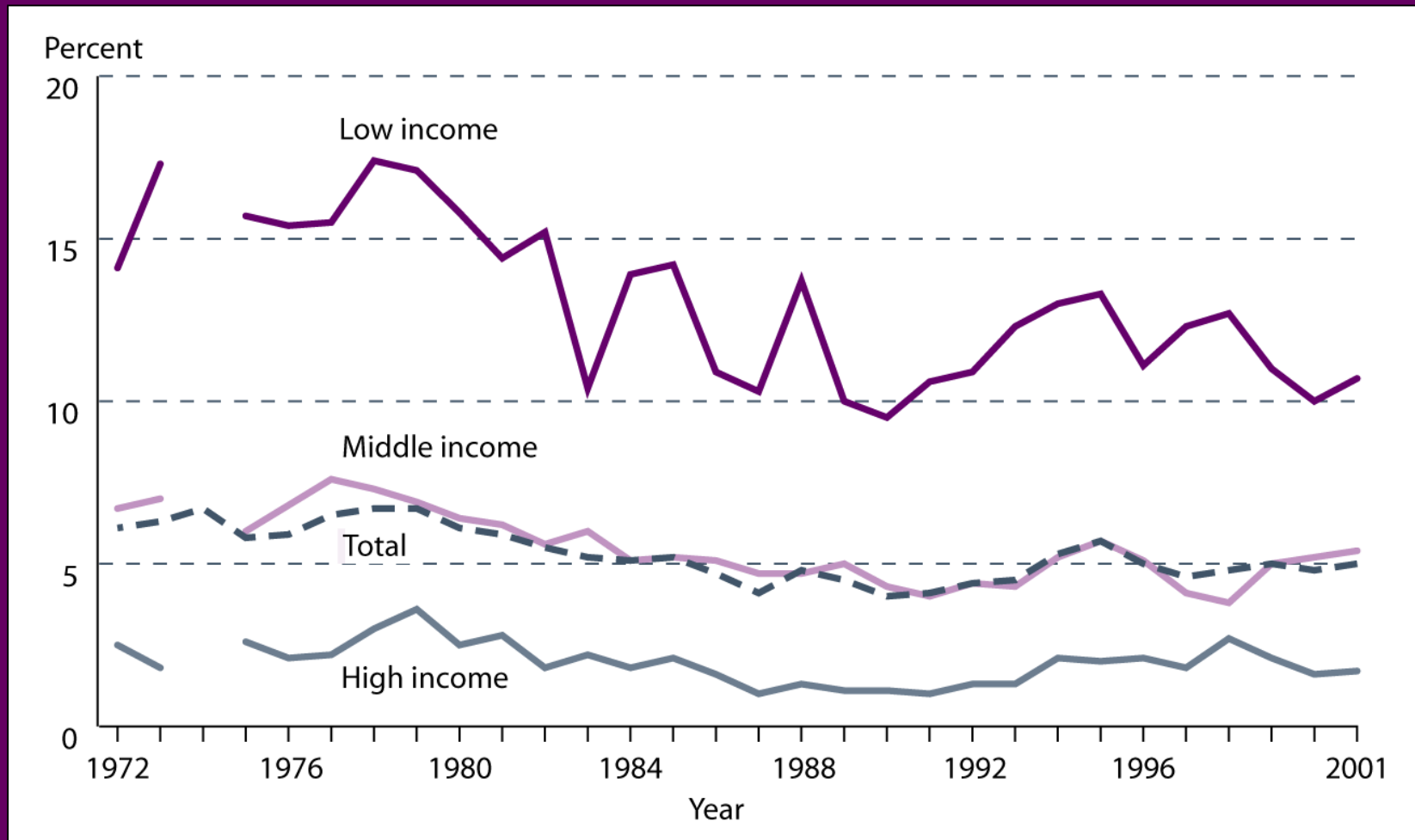


Persistence and Educational Status of Students

- In 2003, 13 percent of all persons ages 16-24 were neither enrolled in school nor working, a decrease from 1986. (Charts 3a and 3b)
- Event dropout rates from high school declined during the 1960s and 1970s, but remained unchanged for all income groups during the 1990s. (Chart 3c)

Event Dropouts:

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



SOURCE: Kaufman, P., and Chapman, C. (forthcoming). *Dropout Rates in the United States: 2001* (NCES 2004-057), table A-1.

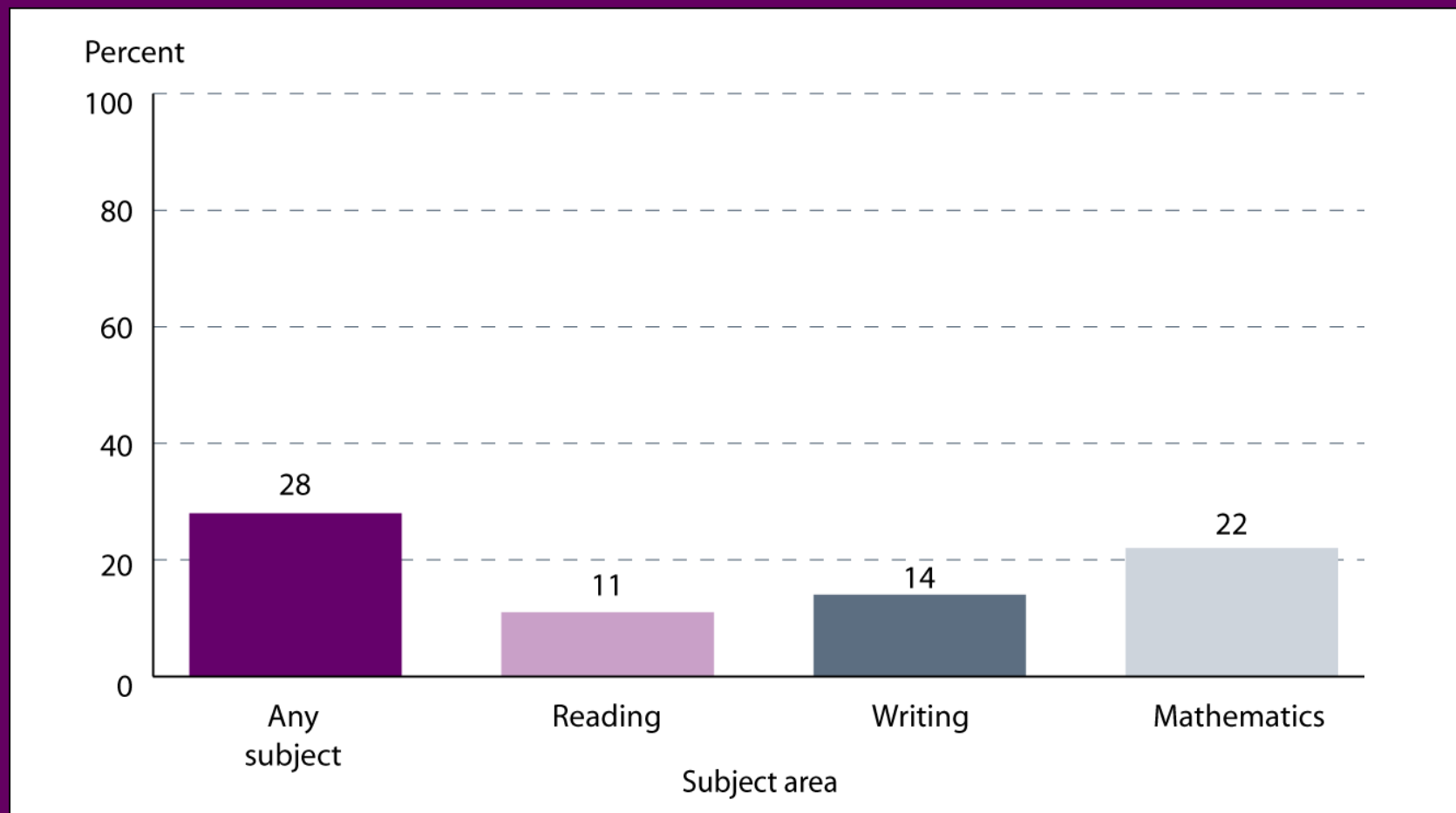


Persistence and Educational Status of Students

- In 2003, 13 percent of all persons ages 16-24 were neither enrolled in school nor working, a decrease from 1986. (Chart 3a)
- Event dropout rates from high school declined during the 1960s and 1970s, but remained unchanged for all income groups during the 1990s. (Chart 3b)
- Postsecondary institutions provided remedial coursework for 28 percent of entering freshmen in fall 2000. (Chart 3d)

Participation in Remedial Education:

Percentage of entering freshmen at degree-granting institutions who enrolled in remedial courses, by subject area: Fall 2000



SOURCE: Parsad, B., and Lewis, L. (2003). *Remedial Education at Degree-Granting Postsecondary Institutions in Fall 2000* (NCES 2004-010), table 4.

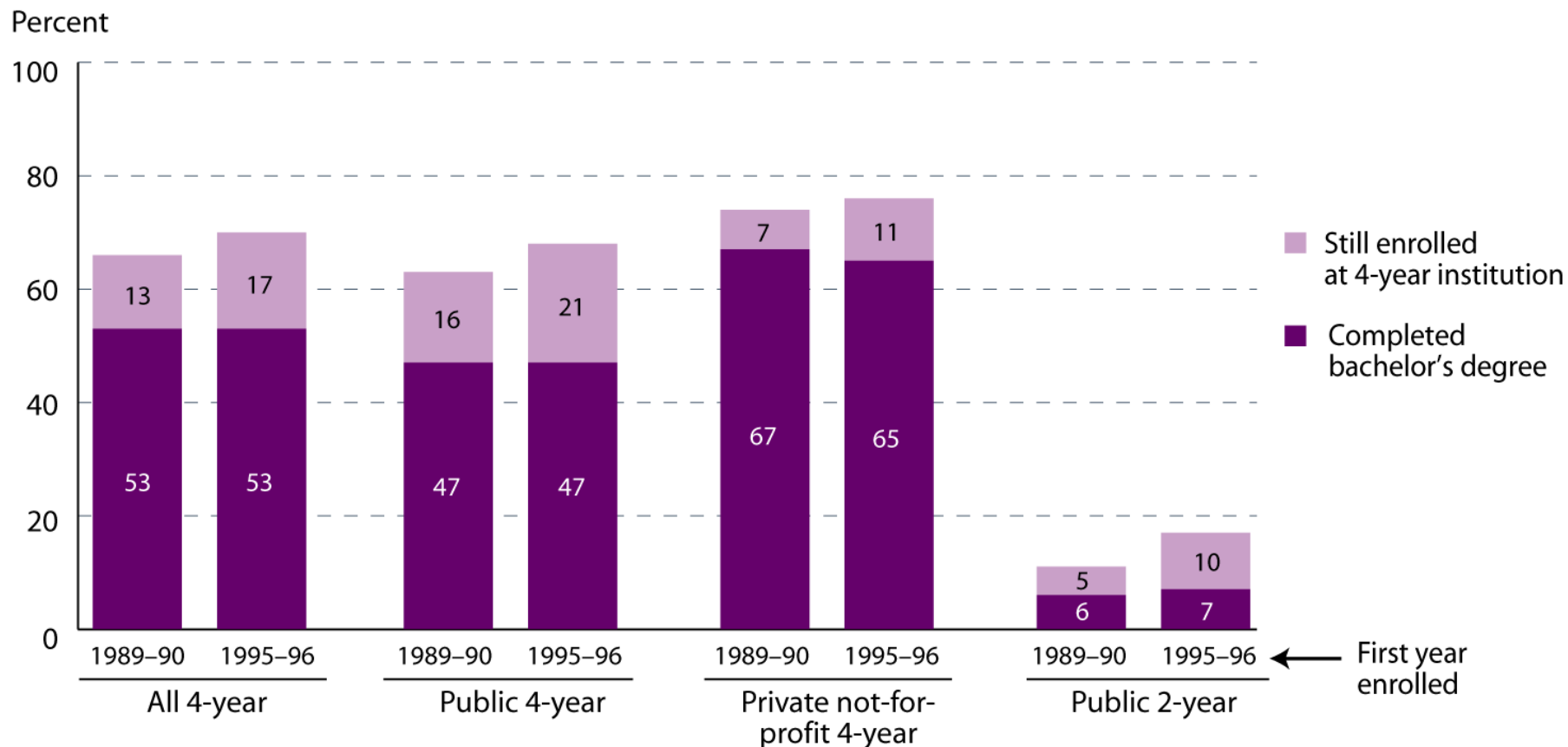


Persistence and Educational Status of Students (continued)

- Bachelor's degree completion rates have been steady over time; however, the likelihood of still being enrolled with no degree at the end of 5 years has increased. (Chart 3e)

Five-year Undergraduate Completion and Persistence:

Percentage of 1989-90 and 1995-96 beginning postsecondary students who had completed a bachelor's degree or were still enrolled in a 4-year institution at the end of 5 years, by type of first institution and year first enrolled



SOURCE: Horn, L., and Berger, R. (forthcoming). *College Persistence on the Rise? Changes in 5-Year Degree Completion and Postsecondary Persistence Between 1994 and 2000* (NCES 2004-156), table 5-A.



Persistence and Educational Status of Students (continued)

- Bachelor's degree completion rates have been steady over time; however, the likelihood of still being enrolled with no degree at the end of 5 years has increased. (Chart 3e)
- Women have earned more than half of all bachelor's degrees every year since 1981-82. They still trail men in certain fields but have made substantial gains since 1970-71. (Chart 3f)

Bachelor's Degrees:

Change in the proportion of bachelor's degrees earned by women in selected fields of study: 1970-71 and 2001-02

Field of study	1970-71	2001-02
Health professions and related sciences Education English language and literature/letters Visual and performing arts	Female-dominated	Female-dominated
Psychology Social sciences and history Communications Biological sciences/life sciences Business	Male-dominated	Female-dominated
Mathematics Physical sciences Computer and information sciences Agriculture and natural resources Engineering	Male-dominated	Male-dominated

SOURCE: U.S. Department of Education, NCES. (2003). *Digest of Education Statistics 2002* (NCES 2003-060), tables 246, 276-297 and (forthcoming) *Digest of Education Statistics 2003* (NCES 2004-024), tables 265, 268, and 271.

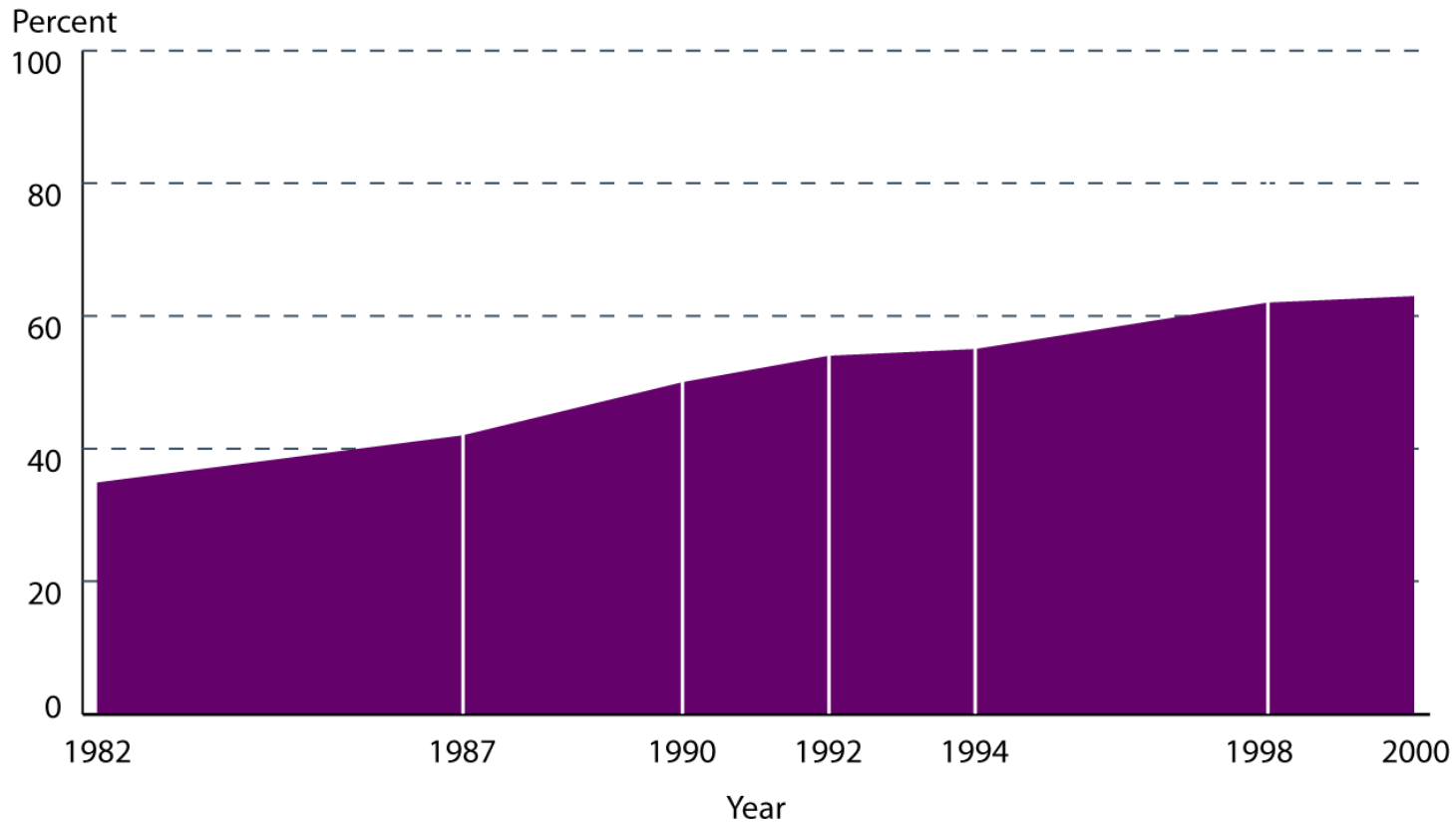


Contexts of Elementary and Secondary Education

- The percentage of high school graduates who completed advanced courses in science and mathematics increased between 1982 and 2000.
(Charts 4a and 4b)

Coursetaking Levels:

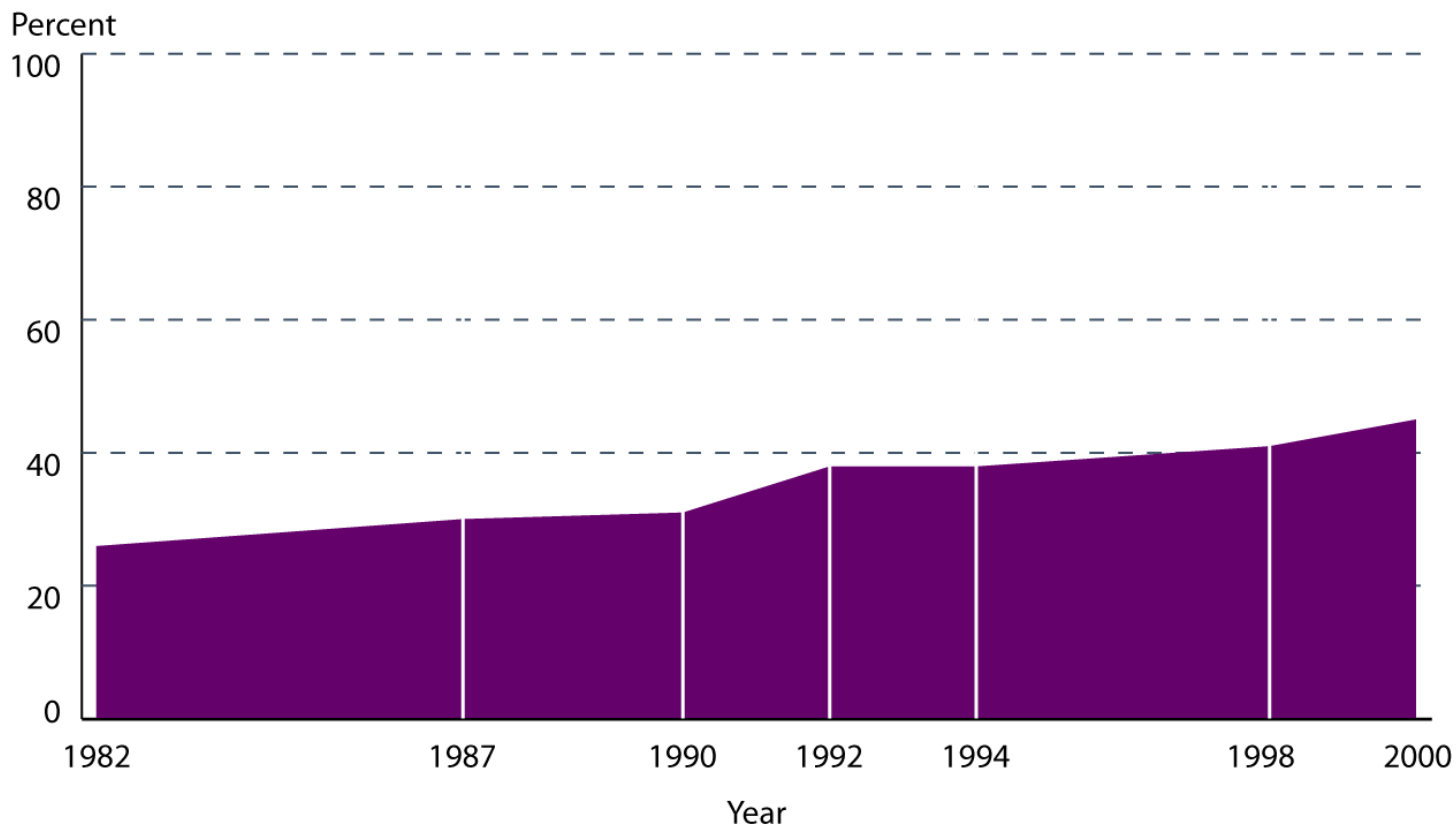
Percentage of high school graduates who completed advanced levels of science:
Selected years 1982-2000



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

Coursetaking Levels:

Percentage of high school graduates who completed advanced levels of mathematics: Selected years 1982-2000



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



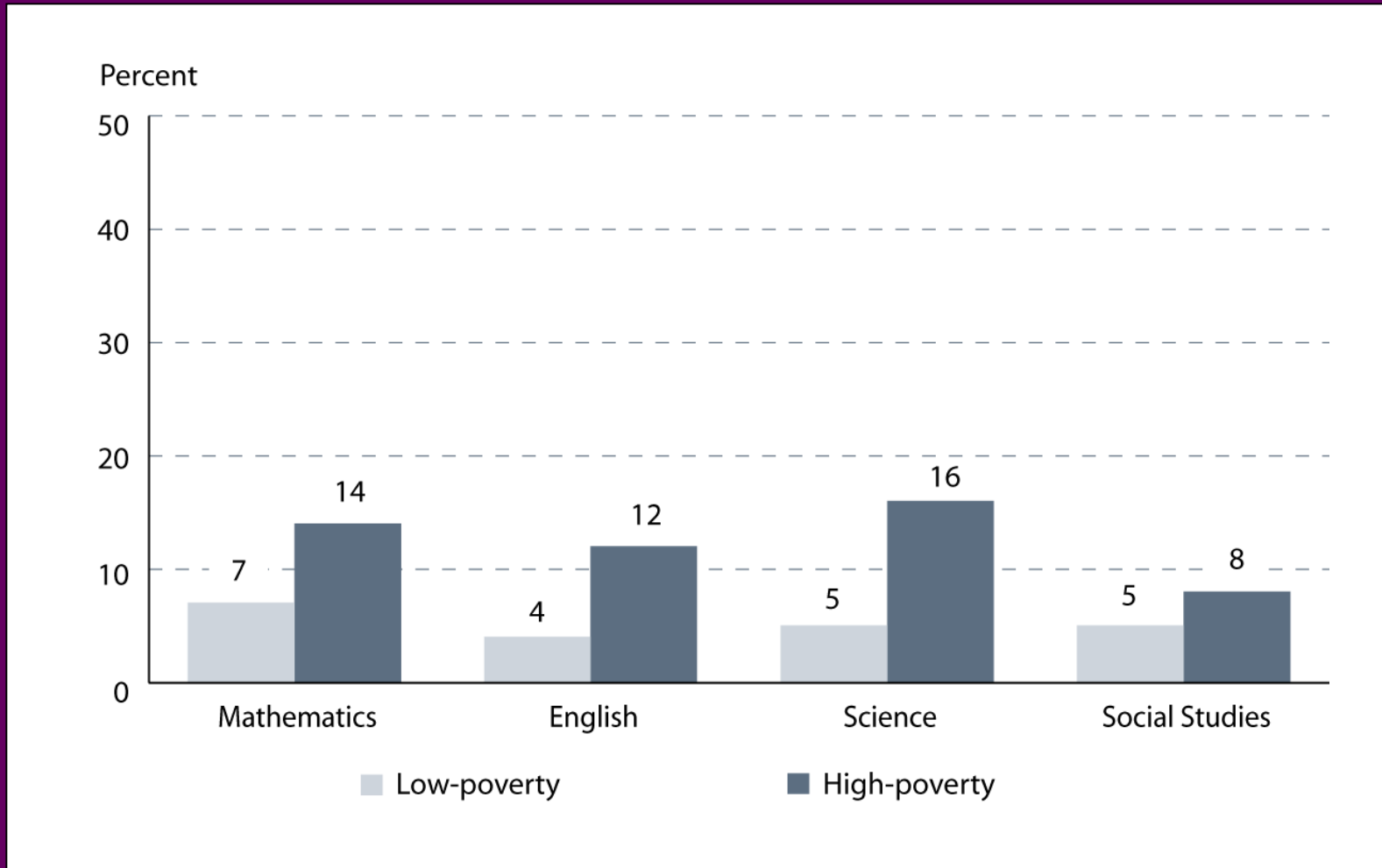
Contexts of Elementary and Secondary Education

- The percentage of high school graduates who completed advanced courses in science and mathematics increased between 1982 and 2000. (Charts 4a and 4b)
- In 1999-2000, high school students in high-poverty public schools were more often taught English, science, and mathematics by out-of-field teachers than their peers in low-poverty schools. (Chart 4c)

Out-of-Field Teachers:

Percentage of public high school students taught selected subjects by teachers without certification or a major in the field they teach, by school poverty:

1999-2000



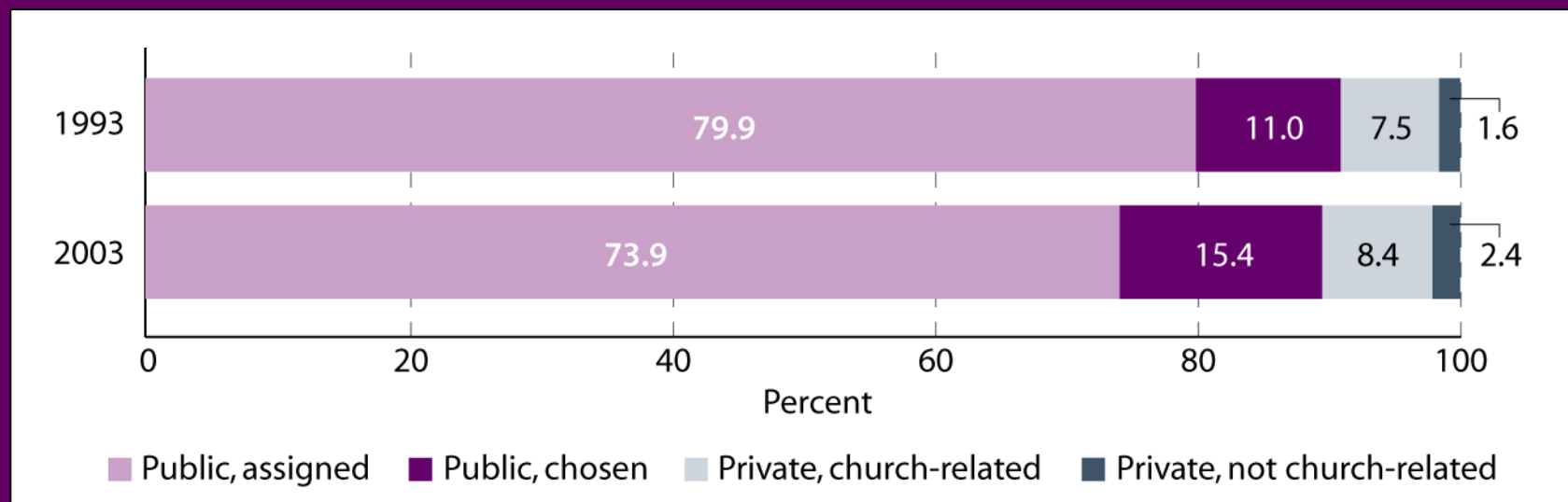


Contexts of Elementary and Secondary Education

- The percentage of high school graduates who completed advanced courses in science and mathematics increased between 1982 and 2000. (Charts 4a and 4b)
- In 1999-2000, high school students in high-poverty public schools were more often taught English, science, and mathematics by out-of-field teachers than their peers in low-poverty schools. (Chart 4c)
- The percentage of children whose parents enrolled them in chosen public schools increased between 1993 and 2003. (Chart 4d)

Parental Choice:

Percentage distribution of students in grades 1-12 according to type of school:
1993 and 2003



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



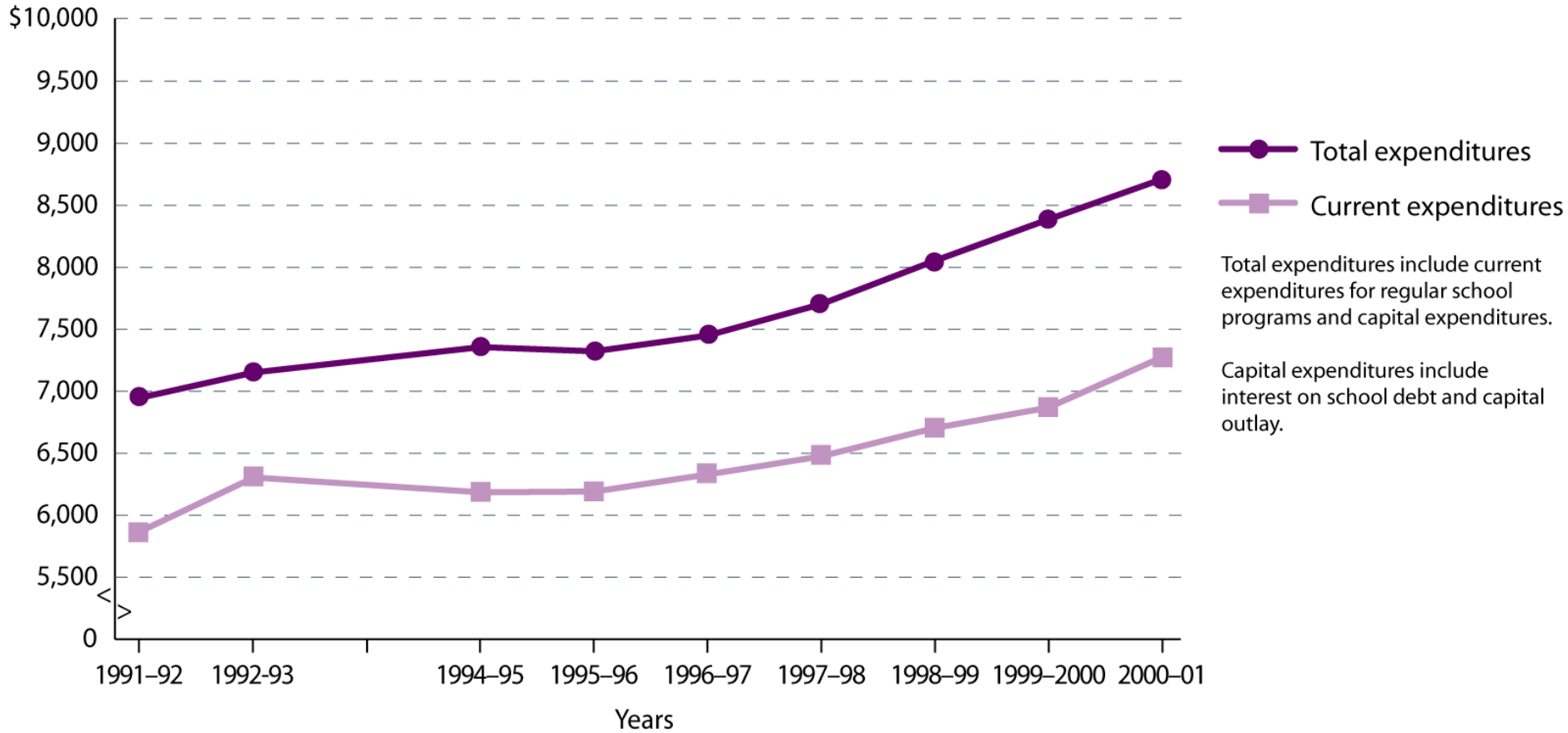
Financing of Elementary and Secondary Education

- Total expenditures per student, adjusted for inflation, increased between 1991-92 and 2000-01. (Chart 5)

Total Expenditures Per Student:

Total and current public school district expenditures per student (in constant 2000-01 dollars): 1991-92, 1992-93, and 1994-95 to 2000-01

Expenditures per student



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

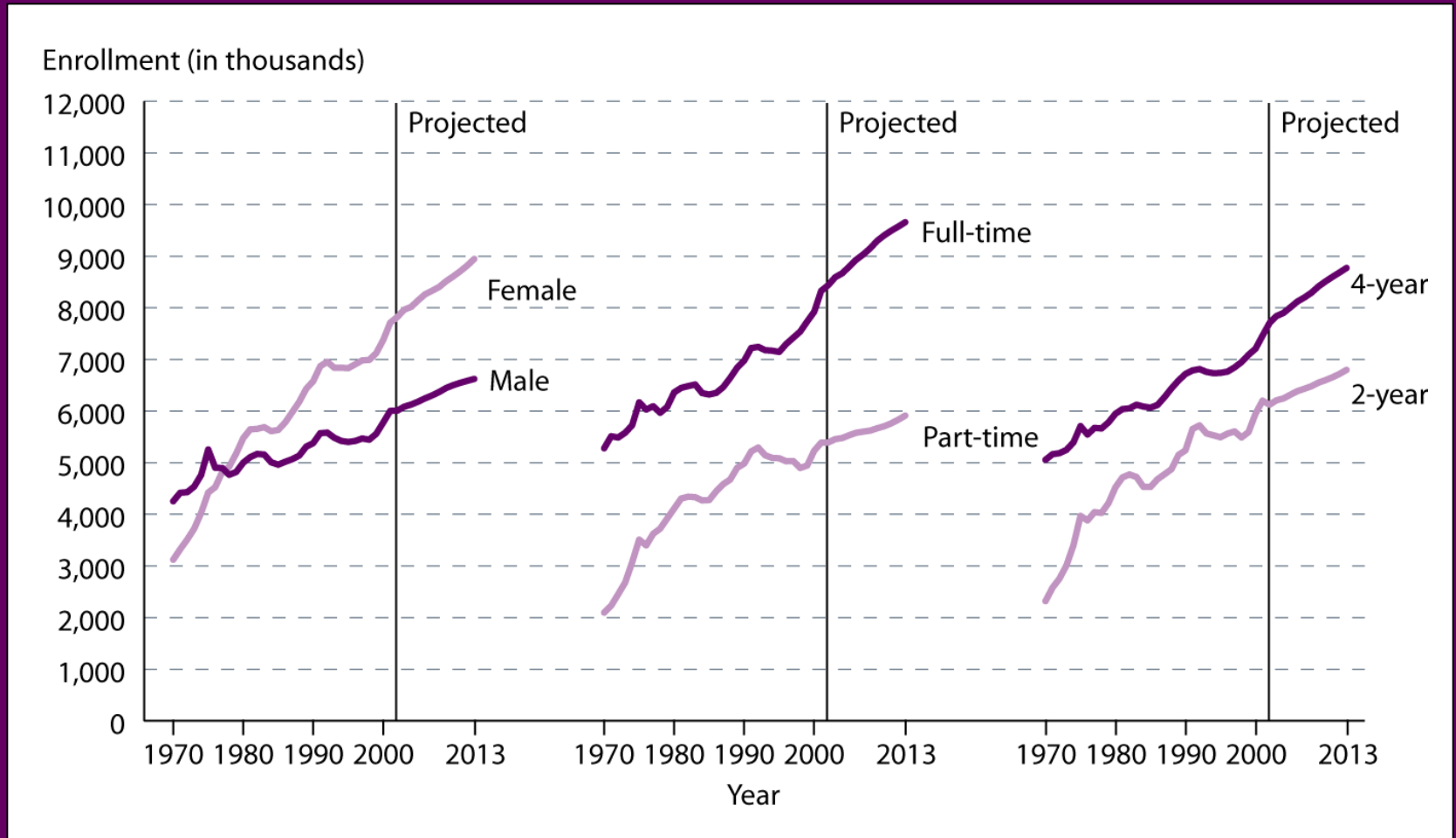


Postsecondary Enrollment and Contexts

- In the next 10 years, postsecondary enrollment is expected to rise. (Chart 6a)
- Women's undergraduate enrollment is expected to increase faster than men's. (Chart 6a)
- Enrollments in 4-year institutions are expected to increase faster than in 2-year institutions. (Chart 6a)

Undergraduate Enrollment:

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



SOURCE: U.S. Department of Education, NCES. (forthcoming). *Digest of Education Statistics 2003* (NCES 2004-024), table 187 and (2003) *Projections of Education Statistics to 2013* (NCES 2004-013), tables 16, 18, and 19.



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- Women's undergraduate enrollment is expected to increase faster than men's. (Chart 6a)
- Enrollments in 4-year institutions are expected to increase faster than in 2-year institutions. (Chart 6a)
- The college courses in which students earned the most credits have remained relatively stable over the past three decades. (Chart 6b)

Empirical Core Curriculum:

Top 30 postsecondary courses completed by bachelor's degree recipients who graduated from high school in 1992 that were also in the Top 30 courses of bachelor's degree recipients who graduated from high school in 1982 and 1972, by field of study

Field of study			
Humanities and languages	Science and mathematics	Social sciences and business	Other
Courses			
English composition	Calculus	Advanced accounting	Music performance
French: introductory, intermediate	General biology	General psychology	Physical education activities
Literature: introductory, general	General chemistry	Introduction to accounting	Student teaching
Spanish: introductory, intermediate	General physics	Introduction to economics	
U.S. history surveys	Organic chemistry	Introduction to sociology	
World/western civilization	Statistics (mathematics)	U.S. government	



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