



U. S. DEPARTMENT OF EDUCATION
OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT

NATIONAL CENTER FOR EDUCATION STATISTICS

May 30, 1997

William Kincaid
Office of Domestic Policy
Old Executive Office Building
Room 218
Washington, D.C. 20500

Dear Bill:

On May 30, 1997, the National Center for Education Statistics (NCES) transmitted to Congress the annual statistical report, *The Condition of Education 1997*. Like previous editions, the 1997 report is a collection of indicators, analyzing key data that measure the health of education, monitor important developments, and show trends in major aspects of education. Unlike most other statistics, an indicator is policy-relevant and problem-oriented; it usually incorporates a standard against which to judge progress or regression. Indicators cannot, however, identify causes or solutions and should not be used to draw conclusions without other evidence.

Indicators in *The Condition of Education 1997* are displayed both for the elementary and secondary sector and for the postsecondary sector. They address many issues including: (1) early literacy experiences in the home and early signs of school problems; (2) student achievement in reading, writing, mathematics, and science; (3) courses students take in high school; (4) student computer use and school library and media center resources; (5) certification and education of teachers; and (6) the financial investment being made in the education system. Also included in this year's edition are four ISSUES in FOCUS, which examine data from a diverse set of sources relating to policy relevant issues, including: the social context of education, women in mathematics and science, differences between public and private schools, and persistence and attainment in postsecondary education.

In addition to the report itself, I am sending several Tip Sheets for your use and information that we have put together to highlight some of the findings in the larger report. These are extracts from the indicators and ISSUES in FOCUS that you might find useful. An electronic version of this report, as well as additional supporting data and information, is also available on our Internet site at <http://www.ed.gov/NCES/pubs/ce/>.

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If you have any questions regarding *The Condition of Education 1997*, do not hesitate to contact me (202) 219-1828.

Sincerely,

A handwritten signature in black ink, appearing to read 'P. Forgione', written in a cursive style.

Pascal D. Forgione, Jr., Ph.D.
Commissioner

Enclosures

NATIONAL CENTER FOR EDUCATION STATISTICS

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Tip Sheet

Immediate Transition from High School to College

Since most college students enroll in college immediately after completing high school, the percentage of high school graduates enrolled in college the October following graduation is an indicator of the total proportion of that year's high school graduates who will ever enroll in college. The percentage enrolling not only reflects the accessibility of higher education but also shows high school graduates' assessments of the value of attending college as compared to working, entering the military, traveling or other possible pursuits.

Between 1972 and 1995, the share of high school graduates going directly to college increased from 49 to 62 percent. Students from high-income families were more likely than those from low-income families to enroll immediately in college. Also, in 1995, black high school graduates were less likely than their white counterparts to go directly to college.

Table 1. Percentage of high school graduates ages 16-24 who were enrolled in college the October following graduation, by type of institution, family income and race/ethnicity: Selected Octobers 1972-95

October	Total	Type of institution		Family income			Race/ethnicity		
		2-year	4-year	Low	Middle	High	White	Black	Hispanic
1972	49	—	—	26	45	64	50	45	45
1973	47	15	32	20	41	64	48	33	54
1975	51	18	33	31	46	65	51	42	58
1977	51	18	33	28	44	66	51	50	51
1979	49	18	32	31	43	63	50	47	45
1981	54	21	34	34	49	68	55	43	52
1983	53	19	34	35	45	70	55	38	54
1985	58	20	38	40	51	75	60	42	51
1987	57	19	38	37	50	74	59	52	34
1989	60	21	39	48	55	71	61	53	55
1990	60	20	40	47	54	77	63	47	43
1991	63	25	38	40	58	78	65	46	57
1992	62	23	39	41	57	79	64	48	55
1993	62	22	39	50	57	79	63	56	62
1994	62	21	41	41	58	78	65	51	49
1995	62	22	40	34	56	83	64	51	54

— Not available.

SOURCE:

U.S. Department of Education, National Center for Education Statistics, *The Condition of Education 1997*, NCES 97-388, by Thomas M. Smith, Beth Aronstamm Young, Yupin Bae, Susan P. Choy, and Nabeel Alsalam. Washington, D.C.: U.S. Government Printing Office, 1997. To order a copy of *The Condition* or other NCES publications, call 1-800-424-1616. It may also be found on the Internet at <http://www.ed.gov/NCES/pubs>.

The "Immediate transition from high school to college" data are included in Indicator No. 8 on page 62 of *The Condition*.

ADDITIONAL MATERIAL:

For Indicator No. 8, *The Condition* includes Supplemental Tables and Notes that present data on breakpoints for family income levels and the percentage of high school graduates ages 16-24 enrolled in college the October following graduation, by parents' highest level of education.

DATA SOURCE

U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

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RELATED READING:

U.S. Department of Education, National Center for Education Statistics, *Nontraditional Undergraduates: Trends in Enrollment from 1986 to 1992 and Persistence and Attainment Among 1989-90 Beginning Postsecondary Students* (NCES 97-578) by Laura J. Horn and C. Dennis Carroll. Washington, D.C.: U.S. Government Printing Office. 1996.

U.S. Department of Education, National Center for Education Statistics, *NELS:88/94 Descriptive Summary Report With an Essay on Access and Choice in Postsecondary Education* (NCES 96-175) by Allen Sanderson, Bernard Dugoni, Kenneth Rasinski, John Taylor, and C. Dennis Carroll. Washington, D.C.: U.S. Government Printing Office. 1996.

U.S. Department of Education, National Center for Education Statistics, *Student Financing of Undergraduate Education, 1992-93 With an Essay on the Costs of Undergraduate Education Before and After Student Financial Aid* (NCES 95-202) by John Tuma, Sonya Geis and Andrew G. Malizio, Project Officer. Washington, D.C.: U.S. Government Printing Office. 1995.

U.S. Department of Education, National Center for Education Statistics, *How Low Income Undergraduates Finance Postsecondary Education: 1992-93* (NCES 96-161) by Susan Choy and C. Dennis Carroll. Washington, D.C.: U.S. Government Printing Office. 1996.

NOTES TO TABLE 1:

Data regarding type of institution were not collected until 1973.

Low income is the bottom 20 percent of all family incomes; high income is the top 20 percent of all family incomes; and middle income is the 60 percent in-between. Data for 1994 income are revised from previously published figures.

Included in the total but not shown separately are high school graduates from other racial/ethnic groups.

Details may not add to totals due to rounding.

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Postsecondary Persistence and Attainment

The percentage of high school graduates enrolled in 2- or 4-year institutions in the October following graduation increased from 49 percent in 1972 to 62 percent in 1995. Attaining a postsecondary degree is associated with better access to employment and higher earnings: In 1995, on average, male bachelor's degree recipients ages 25-34 earned 52 percent more than their counterparts with a high school diploma; female bachelor's degree recipients earned 91 percent more than women with a high school diploma. As participation has increased, it has become crucial to understand the factors associated with degree completion. Several factors are associated with postsecondary persistence and attainment:

- Black and Hispanic students and students from low SES backgrounds are less likely to pursue a postsecondary education and less likely to attain a degree or other credential
- Students seeking bachelor's degrees are more likely than students seeking other types of postsecondary degrees to attain a degree or be enrolled after 5 years
- Bachelor's degree seekers who enroll first at 2-year institutions are far less likely than those who start at 4-year institutions to attain a bachelor's degree within 5 years
- Students delaying enrollment in postsecondary education by as little as 1 year after high school are less likely to attain a degree within 5 years
- Students enrolled full-time are more likely to attain a degree within 5 years
- Students interrupting enrollment are less likely to attain a degree within 5 years
- Students who work full time have lower rates of persistence and attainment

Table 1. Percentage of 1989-90 beginning postsecondary students seeking bachelor's degrees who attained or were still enrolled for the bachelor's degree as of spring 1994

Characteristics	Percent attaining bachelor's degree within 5 years	Percent still enrolled toward a bachelor's degree
Total	46	18
Level of first institution		
4-year	57	15
2-year	8	25
Entry status (high school diploma holders)		
Did not delay entry	50	17
Delayed entry	17	22
First term enrollment status		
Full-time	52	17
At least half, less than full-time	15	25
Less than half-time	11	27
Hours worked per week		
None	50	18
1-20 hours	51	16
More than 20 hours	40	18

SOURCE:

U.S. Department of Education, National Center for Education Statistics, *The Condition of Education 1997*, NCES 97-388, by Thomas M. Smith, Beth Aronstamm Young, Yupin Bae, Susan P. Choy, and Nabeel Alsalam. Washington, D.C.: U.S. Government Printing Office, 1997. To order a copy of *The Condition* or other NCES publications, call 1-800-424-1616. It may also be found on the Internet at <http://www.ed.gov/NCES/pubs>.

The information is drawn from *The Condition* essay "Postsecondary Persistence and Attainment," pages 34-42. The section includes several tables and figures. Also see table 10-1 in *The Condition of Education 1996*.

ADDITIONAL MATERIAL:

Information is available in Indicator No. 8 on page 62 of *The Condition*, in Indicator No. 50 on page 162 of *The Condition* and in tables 11-1 and 11-2.

DATA SOURCE

U.S. Department of Education, National Center for Education Statistics, 1990 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:90/94). Also, tables 26-1, 26-2 and 10-1 in *The Condition of Education 1996*.

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RELATED READING:

U.S. Department of Education, National Center for Education Statistics, *BPS:90/94 Descriptive Summary of 1989-90 Beginning Postsecondary Students: 5 Years Later, With an Essay on Postsecondary Persistence and Attainment*, Washington, D.C.: 1996.

NOTES TO TABLE 1:

Delayed entry into college was defined by a delay of one year or more after high school. Delayed entry status data are for students holding a regular high school diploma, not a GED or other type of certification.

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Tip Sheet

Community Service Activities Following High School

There is considerable interest in involving a greater number of high school students in community service because such activities are viewed as beneficial for both society and the individual. Data on community service performed by high school seniors and their participation in community service after leaving high school may help education administrators assess their current programs.

In 1994, 43 percent of those who had been high school seniors in 1992 reported performing community service in the previous year. Those who had performed community service during high school were more likely to report performing community service after graduating than those who did not perform community service during high school. Those who had attended some college by 1994 were more likely to have reported performing community service in the previous year. Also, for students having attended some college, participation in community service during high school was associated with participation in such activities after high school.

Table 1. Percentage of 1992 high school seniors who in 1994 reported performing community service during the previous year, by community service in high school and selected characteristics

Selected characteristics	Total	No community service in high school	Reported performing community service in high school		
			Total	Strictly voluntary	Required
Total	43	30	61	63	58
Control of high school					
Public	42	29	60	63	56
Catholic	56	38	65	70	63
Private, other	56	33	72	72	65
Postsecondary attendance					
Attended	50	36	65	67	61
Not attended	24	19	39	41	38

SOURCE:	U.S. Department of Education, National Center for Education Statistics, <i>The Condition of Education 1997</i> , NCES 97-388, by Thomas M. Smith, Beth Aronstamm Young, Yupin Bae, Susan P. Choy, and Nabeel Alsalam. Washington, D.C.: U.S. Government Printing Office, 1997. To order a copy of <i>The Condition</i> or other NCES publications, call 1-800-424-1616. It may also be found on the Internet at http://www.ed.gov/NCES/pubs .
	The "Community service activities following high school" data are included in Indicator No. 35 on page 124 of <i>The Condition</i> .
ADDITIONAL MATERIAL:	The "Community service activities following high school" Indicator includes a table and three figures and footnotes explaining the survey instrument used.
DATA SOURCE	U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988, Second Follow-up (1992) and Third Follow-up (1994).
CONTACT:	Tom Snyder Director, Annual Reports Program 555 New Jersey Avenue, NW Washington, DC 20208-5574 (202) 219-1689 Tom_Snyder@ed.gov
RELATED READING:	U.S. Department of Education, National Center for Education Statistics, <i>Student Participation in Community Service Activity</i> (NCES 97-331) by Mary Jo Nolin, Bradford Chaney, Chris Chapman, and Kathryn Chandler. Washington, D.C.: U.S. Government Printing Office. 1997. U.S. Department of Education, National Center for Education Statistics, <i>Adult Civic Involvement in the United States</i> (NCES 97-906) by Mary Jo Nolin and Chris Chapman. Washington, D.C.: U.S. Government Printing Office. 1997. U.S. Department of Education, National Center for Education Statistics, <i>Community Service Performed by High School Seniors</i> (NCES 95-743) by Mary Frase. Washington, D.C.: U.S. Government Printing Office. 1995.
NOTES TO TABLE 1:	In 1992, high school seniors were asked if they had performed community service during the previous two years. Seniors were asked to give as many responses as were applicable when reporting whether the community service they performed was voluntary or required; therefore, seniors may be counted in both "strictly voluntary" and "required" categories but are only counted once in "total." Students were asked if they had attended at least one postsecondary institution (university, 2- or 4-year college, or a vocational, technical or trade school) since 1992; students may not have been enrolled in 1994, however.

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Tip Sheet

Parents and Family Members Reading to Children Ages 3-5

Participating in literacy activities with family members provides valuable developmental experiences for young children. Children who are read to may start school better prepared to learn.

In 1995, about 83 percent of children ages 3-5 were read to within the past week by a parent or family member, up from 71 percent in 1991. Race/ethnicity and education level of parents were related the frequency with which children were read to in the past week. White children ages 3-5 were more likely to have been read to than their black and Hispanic counterparts. There was a positive relationship between the education level of parents and their children's participation in early literacy activities.

Table 1. Percentage of children ages 3-5 who were read to by a parent or family member, by selected characteristics: 1991 and 1995

Characteristics	Read to three or more times in the past week	
	1991	1995
Total	71	83
School enrollment status and level		
Not enrolled	69	82
Center-based programs	75	86
Kindergarten	71	81
Race/ethnicity		
White	78	89
Black	59	74
Hispanic	53	62
Parents' highest education level		
Less than high school diploma	54	64
High school diploma or GED	64	78
Some college/vocational/technical	74	85
Bachelor's degree	82	90
Graduate/professional degree	88	94

SOURCE:	U.S. Department of Education, National Center for Education Statistics, <i>The Condition of Education 1997</i> , NCES 97-388, by Thomas M. Smith, Beth Aronstamm Young, Yupin Bae, Susan P. Choy, and Nabeel Alsalam. Washington, D.C.: U.S. Government Printing Office, 1997. To order a copy of <i>The Condition</i> or other NCES publications, call 1-800-424-1616. It may also be found on the Internet at http://www.ed.gov/NCES/pubs .
ADDITIONAL MATERIAL:	The "Early literacy activities in the home" data are included in Indicator No. 2 on page 50 of <i>The Condition</i> . The "Early literacy activities in the home" Indicator also includes information on the frequency with which children ages 3-5 were told stories by a parent or family member and how often the children visited a library with a parent or family member.
DATA SOURCE	U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1991 (Early Childhood Education File) and 1995 (Early Childhood Program Participation File)
CONTACT:	Tom Snyder Director, Annual Reports Program 555 New Jersey Avenue, NW Washington, DC 20208-5574 (202) 219-1689 Tom_Snyder@ed.gov
RELATED READING:	Anderson, R. C., Wilson, P. T. & Fielding, L. G., (1988). "Growth in reading and how children spend their time outside of school." <i>Reading Research Quarterly</i>, 23, 285-303. Campbell, J.R., Donahue, P.L., Reese, C.M., Phillips, G.W., (1996). <i>NAEP 1994 Reading Report Card for the Nation and the States</i>. Washington, DC: National Center for Education Statistics, U.S. Department of Education, U.S. Government Printing Office. Jacobson, Linda "Awareness Campaign Puts Spotlight on Importance of Ages 0-3," and "Clinton Announces 5 Child-Care, Early-Years Initiatives," <i>Education Week</i>, April 23, 1997, p. 6. Morrow, L. M. (1995). <i>Family Literacy: Connections in Schools and Communities</i>. Newark, Del: International Reading Association. U.S. Department of Education, National Center for Education Statistics, <i>Reading Proficiency and Home Support for Literacy</i> (NCES 96-814) by Sheida White and Peter Dewitz. Washington, D.C.: U.S. Government Printing Office. Watkins, M.W., & Edwards, V.A. (1992). "Extracurricular reading and reading achievement: The rich stay rich and the poor don't read." <i>Reading Improvement</i>, 29(4), 236-242.
NOTES TO TABLE 1:	Center-based programs include nursery, prekindergarten and Head Start programs. Included in the total but not shown separately are children from other racial/ethnic groups. This analysis includes children ages 3-5 who were not enrolled in first grade.

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Tip Sheet

Changing Student Groups Bring New Challenges to Schools

Social background factors such as minority status, limited English proficiency, poverty, lower levels of parental education and single-parent families are associated with poor school outcomes.

- Poor families are less likely to enroll 3- and 4-year-old children in early education programs
- First- and second-graders ages 6-8 from single-parent families are more likely to experience academic problems than those living with two biological or adoptive parents
- Children of parents with higher levels of education perform better, on average, on achievement tests
- In 1995, of those 16- to 24-year-olds who spoke a language other than English at home, the dropout rate for those who had difficulty speaking English was 44 percent, compared to 12 percent for those who did not have difficulty speaking English

Three- and 4-year-old children of parents with less than a college education and those from poor families are less likely to be enrolled in early education programs such as nursery school, prekindergarten, Head Start and kindergarten. Hispanic children ages 3-4 also are less likely to be enrolled in those programs.

Black and Hispanic children are more than twice as likely as white children to live in poverty, and minorities account for a growing share of the school-age population. Between 1993 and 2000, the number of minority children ages 5-17 is expected to increase much faster than the number of white children.

The share of children living in single-parent families has been growing for 30 years. As of 1994, 25 percent of all children under age 18 — and 60 percent of black children — lived in single-parent families.

Overall, the average level of education of parents has increased since 1970, but black and Hispanic students remain more likely than white students to have parents who did not graduate from high school and are less likely than white students to have parents who graduated from college.

In short, the types of students who are at risk of low achievement and poor school outcomes make up a growing share of today's students. As a result, our Nation's schools are faced with unique challenges as they strive to provide equal educational opportunities to all students.

SOURCE:

U.S. Department of Education, National Center for Education Statistics, *The Condition of Education 1997*, NCES 97-388, by Thomas M. Smith, Beth Aronstamm Young, Yupin Bae, Susan P. Choy, and Nabeel Alsalam. Washington, D.C.: U.S. Government Printing Office, 1997. To order a copy of *The Condition* or other NCES publications, call 1-800-424-1616. It may also be found on the Internet at <http://www.ed.gov/NCES/pubs>.

Information in the Tip Sheet is drawn from "The Social Context of Education," pages 2-12 of *The Condition*.

ADDITIONAL MATERIAL:

In *The Condition*, "The Social Context of Education" includes information on a variety of student and family background data, as well as information on differences between high- and low-poverty schools.

DATA SOURCE

U.S. Department of Education, National Center for Education Statistics, *Youth Indicators 1996*. U.S. Department of Education, National Center for Education Statistics, National Household Education Survey, 1991, 1993 and 1995. U.S. Department of Education, National Center for Education Statistics, National Assessment of Education Progress, *Trends in Academic Progress: Achievement of U.S. Students in Science, 1969 to 1994; Mathematics, 1973 to 1994; Reading, 1971 to 1994; Writing, 1984 to 1994*, 1996. U.S. Department of Commerce, Bureau of the Census, Current Population Surveys, 1992 and 1995.

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RELATED READING:

John Ralph, "Improving Education for the Disadvantaged: Do We Know Whom to Help?" *Kappan* (January 1989).

A. Pallas, G. Natriello, and E. McDill, "The Changing Nature of the Disadvantaged Population: Current Dimensions and Future Trends," *Educational Researcher* (June-July 1989).

David W. Grissmer, Sheila Nataraj Kirby, Mark Berends, and Stephanie Williamson, *Student Achievement and the Changing American Family*, Santa Monica: RAND, 1994.

U.S. Department of Education, National Center for Education Statistics, *Urban Schools: The Challenge of Location and Poverty* (NCES 96-184) by Laura Lippman, Shelley Burns, and Edith McArthur. Washington, D.C.: U.S. Government Printing Office. 1996.

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Tip Sheet

Educational Experiences in Low- and High-Poverty Schools

For students, parents and teachers, nearly every aspect of the educational experience differs when comparing low- and high-poverty schools.

- Minority students are more likely than white students to attend high-poverty schools
- Public school teachers in high-poverty schools are more likely to report that student misbehavior interferes with their teaching
- Public school teachers in high-poverty schools are more likely to report that student absenteeism and tardiness are serious problems in their schools
- Teachers in high-poverty public schools are more likely to report that lack of parental involvement is a serious problem in their school
- Teachers in high-poverty public schools are more likely to report that verbal abuse of teachers and student disrespect of teachers are serious problems
- An increasing percentage of public school teachers report that physical conflicts and weapons possession are moderate or serious problems in their schools
- Fourth-graders in high-poverty public schools are less likely to be in schools with gifted and talented programs or extended day programs than fourth-graders in low-poverty public schools
- Students in mathematics classes in low-poverty public secondary schools are more likely to be taught by teachers who majored or minored in mathematics
- High-poverty public schools are less likely to be connected to the Internet
- Teacher salaries are higher in low-poverty public schools

Table 1. Public school teachers' perceptions and attitudes toward teaching, by percentage of students eligible for free or reduced-price lunch: 1993-94

		Percentage of students eligible for free or reduced-price lunch				
			0-5	6-20	21-40	41 or more
Perceptions and attitudes		Total				
Percentage of teachers who strongly agree with:						
The level of student misbehavior in this school interferes with my teaching		14	8	10	13	18
Teachers participate in making most of the important educational decisions in this school		15	13	14	16	15
I receive a great deal of support from parents for the work I do		13	19	14	12	10
Necessary materials are available as needed by the staff		33	39	34	34	30
Routine duties and paperwork interfere with my job of teaching		27	23	27	26	28
My principal enforces school rules for student conduct and backs me up when I need it		46	43	44	49	46
There is a great deal of cooperative effort among the staff members		34	33	34	35	34

SOURCE:

U.S. Department of Education, National Center for Education Statistics, *The Condition of Education 1997*, NCES 97-388, by Thomas M. Smith, Beth Aronstamm Young, Yupin Bae, Susan P. Choy, and Nabeel Alsalam. Washington, D.C.: U.S. Government Printing Office, 1997. To order a copy of *The Condition* or other NCES publications, call 1-800-424-1616. It may also be found on the Internet at <http://www.ed.gov/NCES/pubs>.

Information in the Tip Sheet is drawn from "The Social Context of Education," pages 2-12 of *The Condition*. Data in Table 1 are drawn from Indicator No. 49 on page 160 of *The Condition*. Additional information is presented in Indicator No. 57 on page 180 of *The Condition*.

ADDITIONAL MATERIAL:

In *The Condition*, "The Social Context of Education" also includes information on a variety of student and family background data, as well as several tables and figures on differences between high- and low-poverty schools. Additional information is presented in Indicator No. 41 and Indicator No. 42, *The Condition of Education 1996*.

DATA SOURCE

U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88 and 1993-94.

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RELATED READING:

Laura Lippman, Shelley Burns, and Edith McArthur, *Urban Schools: The Challenge of Location and Poverty* (NCES 96-184), U.S. Department of Education, National Center for Education Statistics, Washington, D.C.: 1996.

M.M. Kennedy, R.K. Jung, and M.E. Orland, *Poverty, Achievement and the Distribution of Compensatory Education Services*, Washington, D.C.: U.S. Department of Education, 1986.

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Tip Sheet

High School Seniors' Alcohol and Drug Use

After falling dramatically for more than a decade, drug use by high school seniors has begun to rise. Usage levels, however, generally remain lower than those reported in the 1970s and early 1980s. The percentage of high school seniors who reported using marijuana in the previous year fell from 51 percent in 1979 to 22 percent in 1992 but climbed to 36 percent in 1996. The percentage of seniors who reported using cocaine decreased from 13 percent in 1985 to 3 percent in 1992, but the share increased to 5 percent in 1996.

The percentage of high school seniors who reported using alcohol during the previous year decreased between 1979 and 1992, but the figure remains high. In 1996, 73 percent of high school seniors reported using alcohol during the past year; 51 percent reported using alcohol in the previous 30 days. In 1979, 88 percent of seniors reported using alcohol in the past year (wording of the survey question on alcohol use was changed in 1993, so earlier data may not be comparable). In certain instances, the use of specific drugs has changed with the generations. The share of students reporting use of tranquilizers fell from 11 percent in 1975 to 5 percent in 1996. But reported use of inhalants increased from 3 percent in 1976 to 8 percent in 1996.

Across grade levels, students' education goals are associated with their alcohol and drug use. In 1995, 8th-, 10th- and 12th-graders who planned to complete 4 or more years of college were less likely to report alcohol, marijuana or cocaine use in the previous year.

Table 1. Percentage of high school seniors who reported using alcohol or drugs any time during the previous year, by type of drug: Selected school years 1975-96

Type of drug	1975	1980	1985	1990	1995	1996
Alcohol	85	88	86	81	74	73
Marijuana	40	49	41	27	35	36
Any illicit drug other than marijuana	26	30	27	18	19	20
Stimulants	16	21	16	9	9	10
Inhalants	—	5	6	7	8	8
LSD	7	7	4	5	8	9
Cocaine	6	12	13	5	4	5
Sedatives	12	10	6	4	5	—
Tranquilizers	11	9	6	4	4	5

— Not available.

SOURCE:	U.S. Department of Education, National Center for Education Statistics, <i>The Condition of Education 1997</i> , NCES 97-388, by Thomas M. Smith, Beth Aronstamm Young, Yupin Bae, Susan P. Choy, and Nabeel Alsalam. Washington, D.C.: U.S. Government Printing Office, 1997. To order a copy of <i>The Condition</i> or other NCES publications, call 1-800-424-1616. It may also be found on the Internet at http://www.ed.gov/NCES/pubs .
	The "Student alcohol and drug use" data are included in Indicator No. 47 on page 156 of <i>The Condition</i> . The section includes usage rates for all students from selected years 1975-96 as well as overall 1995 usage rates by sex and college plans.
ADDITIONAL MATERIAL:	<i>The Condition</i> includes Supplemental Tables 47-1 and 47-2, which provide alcohol and drug usage data for all years, 1975-96, with reports on usage for the past year and the past 30 days. Supplemental Table 47-3 provides detailed data on the characteristics of seniors reporting alcohol and drug use in 1995.
DATA SOURCE	University of Michigan, Survey Research Center, Institute for Social Research, Monitoring the Future Study.
CONTACT:	Tom Snyder Director, Annual Reports Program 555 New Jersey Avenue, NW Washington, DC 20208-5574 (202) 219-1689 Tom_Snyder@ed.gov
RELATED READING:	Lloyd D. Johnston, Patrick O'Malley and Jerald G. Bachman, <i>National Survey Results on Drug Use from the Monitoring the Future Study, 1975-1995, Volume I, Secondary School Students</i> , Institute for Social Research, University of Michigan, 1996.
NOTES TO TABLE 1:	In 1993, the questions regarding alcohol consumption were changed; therefore, data for alcohol use in 1993-96 may not be comparable to those for earlier years. For example, in 1993, the original wording produced an estimate of 76 percent for alcohol use, compared to 73 percent with the revised wording. Only drug use not under a doctor's order is included.

NATIONAL CENTER FOR EDUCATION STATISTICS

THE CONDITION OF EDUCATION 1997

Tip Sheet

Advanced Placement (AP) Course-Taking

Between 1984 and 1995, the number of students taking AP examinations increased dramatically, rising from 24 students per 1,000 11th- and 12th-graders to 66 students per 1,000. Rates of participation increased for students of all racial and ethnic groups during that period. Participation rates also rose for both males and females, although the number of females who took the exams (per 1,000 11th- and 12th-grade students) rose at a faster rate.

For males, participation rates increased from 24 students per 1,000 11th- and 12th-graders to 58 students per 1,000, from 1984 to 1995. For females, the rate increased from 25 to 74 over that time period. For white students, the rate rose from 23 per 1,000 to 65. For blacks, participation increased from 4 per 1,000 to 18. For Hispanics, the participation rate rose from 10 to 42 per 1,000 11th- and 12th-grade students.

White students were more likely than blacks or Hispanics both to take exams and to score 3 or higher on social studies, English, calculus and science subject AP examinations. Female students were more likely than males to take English AP exams and to score 3 or higher on that exam.

Table 1. Number of AP examinations taken and the number of examinations with score of 3 or higher (per 1,000 11th- and 12th grade students), by subject area, sex, and race/ethnicity: 1995

	Number of AP examinations taken					Number of examinations with scores of 3 or higher				
	Social Studies	English	Foreign language	Calculus	Science	Social Studies	English	Foreign language	Calculus	Science
Total	32	27	9	17	18	18	17	6	10	11
Sex										
Male	29	20	6	18	19	18	13	4	12	13
Female	34	35	11	16	17	18	22	8	9	9
Race/ethnicity										
White	32	28	6	17	15	19	19	4	10	9
Black	8	8	1	4	4	3	3	1	1	1
Hispanic	14	13	23	6	5	6	6	21	3	2

SOURCE:	U.S. Department of Education, National Center for Education Statistics, <i>The Condition of Education 1997</i> , NCES 97-388, by Thomas M. Smith, Beth Aronstamm Young, Yupin Bae, Susan P. Choy, and Nabeel Alsalam. Washington, D.C.: U.S. Government Printing Office, 1997. To order a copy of <i>The Condition</i> or other NCES publications, call 1-800-424-1616. It may also be found on the Internet at http://www.ed.gov/NCES/pubs .
	The "Students taking Advanced Placement (AP) examinations" data are included in Indicator No. 25 on page 100 of <i>The Condition</i> . The section includes annual participation rates for all students and for subgroups, 1984 to 1995.
ADDITIONAL MATERIAL:	<i>The Condition</i> includes a Supplemental Note to Indicator No. 25 describing AP course categories, AP scoring systems and the calculations used for the analysis in <i>The Condition</i> .
DATA SOURCE	The College Board, Advanced Placement Program, <i>National Summary Reports</i> , various years (Copyright © 1996 by the College Entrance Examination Board. All rights reserved.). U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.
CONTACT:	Tom Snyder Director, Annual Reports Program 555 New Jersey Avenue, NW Washington, DC 20208-5574 (202) 219-1689 Tom_Snyder@ed.gov
RELATED READING:	The College Board, <i>A Guide to the Advanced Placement Program</i> , 1992.
NOTES TO TABLE 1:	Students scoring 3 or higher on an AP examination usually receive college credit. Since, on average, AP candidates take more than one examination, there is not a 1:1 ratio between candidates and examinations. See the supplemental note to Indicator 25 for a description of AP course categories and a discussion of the calculations for this analysis. Analysis includes a small number of college students who took the exams (2 percent of all candidates in 1995).

The Condition of Education 1997

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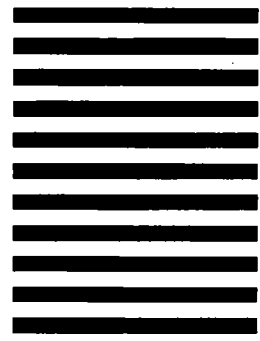
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