

the condition of education 2003



INDICATOR 25

Student Characteristics in English and Foreign Language Coursetaking

The indicator and corresponding tables are taken directly from *The Condition of Education 2003*. Therefore, the page numbers may not be sequential.

Additional information about the survey data and supplementary notes can be found in the full report. For a copy of *The Condition of Education 2003*, visit the NCES web site (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2003067>) or contact ED PUBs at 1-877-4ED-PUBS.

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Coursetaking and Standards

Student Characteristics in English and Foreign Language Coursetaking

Female high school graduates completed advanced English and foreign language courses at higher rates than males.

Trends in coursetaking since 1982 indicate that the proportions of students completing advanced academic courses in English and foreign languages are increasing (*indicator 24*). Unlike measures of the total course credits completed by students, these trends suggest change in the average academic level of courses completed in high school. These trends, however, do not reveal which students are taking academically challenging courses. This indicator highlights differences among high school graduates in 2000 who completed advanced English courses (i.e., those classified as “honors”) and advanced foreign language courses (year 3 or higher) (see *supplemental note 6*).

Among these graduates, females were more likely than males to have completed advanced English as well as foreign language courses. Asians/Pacific Islanders were more likely to have completed advanced English than Hispanics and Blacks, and Whites more than Hispanics, but no other differences were detected. Asians/Pacific Islanders, Hispanics, and Whites were more likely to have completed advanced foreign language courses than Blacks and American Indians.

Private school graduates in 2000 were more likely than public school graduates to have completed

advanced foreign language courses. No significant differences were found in the rates at which private and public school graduates completed advanced English courses.

High school graduates who completed the Core curriculum or higher were more likely than those who did not to have completed advanced English and foreign language courses. However, among those completing the Core curriculum or higher, 48 percent completed only regular English courses and 7 percent completed only low academic level English courses. In foreign languages, 52 percent of those completing the Core curriculum or higher completed only low academic level foreign language courses and 9 percent completed no foreign language course (see supplemental tables 25-1 and 25-2).

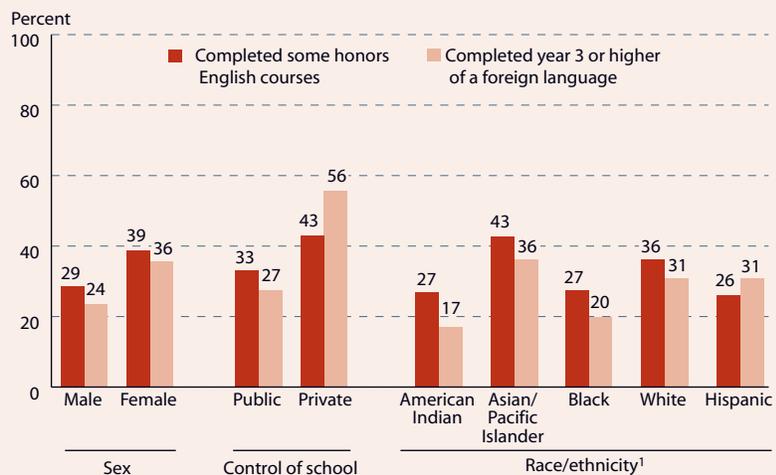
Graduates from moderate-sized schools (i.e., enrollment of 300–999) and large schools (1,000 or more) were more likely than those from small schools (less than 300) to have completed advanced English and foreign language courses. Differences in the rates at which graduates from moderate-sized and large schools completed these courses were not found to be significant.

¹American Indian includes Alaska Native, Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

NOTE: See notes to supplemental tables 25-1 and 25-2 on the various levels of English and foreign language courses. To meet the requirements of the Core curriculum, students must complete at least 4 years of English and 3 years each of mathematics, science, and social studies.

SOURCE: U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 2000 High School Transcript Study (HSTS).

DIFFERENCES IN COURSETAKING: Percentage of 2000 high school graduates who had completed advanced academic courses in English and in a foreign language, by selected characteristics: 1999–2000



FOR MORE INFORMATION:
Supplemental Notes 1,6
Supplemental Tables 25-1,
25-2

Student Characteristics in English and Foreign Language Coursetaking

Table 25-1. Percentage distribution of 2000 high school graduates according to the type of English courses completed, by student and school characteristics: 1999–2000

Student and school characteristic	No English ³	Low academic level ¹			Regular English (no low level or honors) courses	Advanced academic level ²			Total
		50 percent or more of courses	Less than 50 percent of courses	Total		Less than 50 percent of courses	50–74 percent of courses	75–100 percent of courses	
Total	0.7	2.4	8.3	10.7	54.7	11.6	7.2	15.1	33.9
Sex									
Male	1.1	3.1	9.3	12.5	58.0	10.9	5.9	11.7	28.5
Female	0.5	1.7	7.3	9.1	51.7	12.2	8.4	18.2	38.8
Race/ethnicity⁴									
American Indian	0.8	‡	11.1	11.8	60.7	16.7	3.8	6.3	26.8
Asian/Pacific Islander	0.8	1.6	8.1	9.6	46.9	10.3	7.8	24.6	42.7
Black	0.9	2.0	12.3	14.3	57.5	11.9	5.6	9.8	27.3
White	0.6	2.3	6.3	8.5	54.7	11.6	7.8	16.8	36.2
Hispanic	1.5	4.0	15.8	19.8	52.6	11.3	6.1	8.8	26.1
Curriculum⁵									
Core or higher	0.3	1.0	6.3	7.2	47.8	13.1	9.1	22.5	44.7
Less than Core	1.4	4.4	11.1	15.5	64.4	9.4	4.6	4.6	18.7
Control of school									
Public	0.8	2.6	8.9	11.6	54.6	11.2	6.8	15.1	33.1
Private	#	#	1.0	1.0	56.0	15.6	12.1	15.2	43.0
Enrollment									
Less than 300	0.1	0.1	4.3	4.4	76.5	15.2	2.1	1.8	19.1
300–999	0.8	2.3	5.6	7.9	59.2	10.6	9.0	12.5	32.1
1,000 or more	0.8	2.7	10.0	12.7	50.2	11.8	6.8	17.7	36.3

#Rounds to zero.

‡Reporting standards not met (too few cases).

¹“Low academic level” courses include all general English courses classified as “below grade level.” Students may have taken a general English course classified as “honors” and be classified in the low academic level if the percentage of “below grade level” courses completed was equal to or greater than the percentage of “honors” courses completed.

²“Advanced academic level” courses include all English courses classified as “honors.” Students may have completed a general English course classified as “below grade level” if they completed a greater percentage of “honors” courses than “below grade level” courses.

³“No English” indicates that student transcript records did not list any recognized English courses; however, these students may have studied some English. If students took only English as a second language (ESL) courses for credit, they would be listed in this category.

⁴American Indian includes Alaska Native, Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

⁵To meet the requirements of the Core curriculum, students must complete at least 4 years of English and 3 years each of mathematics, science, and social studies.

NOTE: For each graduate, the percentages of completed courses classified as “below level,” “at grade level,” and “honors” were calculated. (Not all students completed 4 years of English.) After the percentage of graduates at each level had been calculated, the percentage of graduates who fit the category requirements for each level was determined, as explained in *supplemental note 6*. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 2000 High School Transcript Study (HSTS).

Student Characteristics in English and Foreign Language Coursetaking

Table 25-2. Percentage distribution of 2000 high school graduates according to the highest level of foreign language completed, by student and school characteristics: 1999–2000

Student and school characteristic	Highest level of foreign language completed ¹							
	Low academic level				Advanced academic level			
	None	Year 1 or less	Year 2	Total	Year 3	Year 4	AP	Total
Total	17.4	18.0	34.9	52.8	16.5	7.8	5.4	29.8
Sex								
Male	22.8	20.7	33.0	53.7	14.0	6.0	3.5	23.5
Female	12.5	15.6	36.5	52.0	18.9	9.5	7.2	35.5
Race/ethnicity²								
American Indian	25.7	29.9	27.5	57.4	14.8	1.8	0.3	17.0
Asian/Pacific Islander	24.2	12.1	27.6	39.7	17.0	9.9	9.2	36.1
Black	17.0	24.9	38.5	63.3	13.8	4.0	2.0	19.7
White	16.7	17.1	35.4	52.5	17.1	8.6	5.1	30.8
Hispanic	19.4	18.1	31.9	49.9	15.6	6.2	8.9	30.7
Curriculum³								
Core or higher	9.4	12.5	39.5	52.0	21.6	10.3	6.7	38.6
Less than Core	28.6	25.7	28.3	54.0	9.4	4.3	3.6	17.4
Control of school								
Public	18.6	19.1	35.0	54.1	15.6	6.9	5.0	27.4
Private	4.9	5.8	33.6	39.5	27.2	18.1	10.3	55.6
Enrollment								
Less than 300	25.1	26.0	34.1	60.2	10.0	3.3	1.5	14.8
300–999	17.8	17.0	36.4	53.4	17.1	7.5	4.1	28.8
1,000 or more	16.4	17.7	34.1	51.8	16.9	8.4	6.5	31.8

¹These figures include only students who studied French, German, Latin, or Spanish because these are the only foreign languages commonly offered in high schools for 4 years or more. Some students in each category also studied more than one foreign language. Only data on the foreign language they studied most are presented.

²American Indian includes Alaska Native, Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

³To meet the requirements of the Core curriculum, students must complete at least 4 years of English and 3 years each of mathematics, science, and social studies.

NOTE: The distribution of graduates among the various levels of foreign language courses was determined by the level of the most academically advanced course they had completed. Graduates who had completed courses in different languages were counted according to the highest level course completed. Graduates may have completed advanced levels of courses without having taken courses at lower levels.

See *supplemental note 6* for more details on these levels. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 2000 High School Transcript Study (HSTS).

Student Characteristics in English and Foreign Language Coursetaking

Table S25. Standard errors for the percentage of 2000 high school graduates who had completed advanced academic courses in English and in a foreign language, by selected characteristics: 1999–2000

Selected characteristic	Completed some honors English courses	Completed year 3 or higher of a foreign language
Sex		
Male	1.8	1.4
Female	1.8	1.6
Control of school		
Public	1.7	1.4
Private	5.5	5.5
Race/ethnicity		
American Indian	6.0	3.7
Asian/Pacific Islander	2.6	2.2
Black	2.9	2.6
White	1.9	1.6
Hispanic	2.3	1.8

SOURCE: U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 2000 High School Transcript Study (HSTS).

Student Characteristics in English and Foreign Language Coursetaking

Table S25-1. Standard errors for the percentage distribution of 2000 high school graduates according to the type of English courses completed, by student and school characteristics: 1999–2000

Student and school characteristic	No English	Low academic level			Regular English (no low level or honors) courses	Advanced academic level			Total
		50 percent or more of courses	Less than 50 percent of courses	Total		Less than 50 percent of courses	50–74 percent of courses	75–100 percent of courses	
Total	0.11	0.45	0.88	1.09	1.96	0.89	0.53	1.20	1.70
Sex									
Male	0.18	0.60	0.94	1.27	2.01	1.01	0.47	1.12	1.76
Female	0.06	0.35	0.90	1.00	2.00	0.85	0.66	1.39	1.78
Race/ethnicity									
American Indian	0.47	0.51	2.83	2.92	6.33	4.11	1.43	3.75	6.01
Asian/Pacific Islander	0.31	0.56	1.42	1.68	2.87	1.23	1.09	2.15	2.61
Black	0.23	0.49	1.43	1.60	2.82	1.74	0.63	1.35	2.86
White	0.13	0.53	0.89	1.19	2.12	1.02	0.62	1.47	1.93
Hispanic	0.31	0.79	3.77	3.67	4.53	1.34	0.81	1.10	2.34
Curriculum									
Core or higher	0.12	0.28	1.06	1.12	2.09	0.84	0.69	1.80	2.08
Less than Core	0.19	0.82	0.99	1.52	2.18	1.24	0.61	0.63	1.65
Control of school									
Public	0.12	0.49	0.95	1.17	1.98	0.96	0.56	1.24	1.72
Private	#	#	0.58	0.58	5.63	3.24	1.19	4.58	5.54
Enrollment									
Less than 300	0.13	0.09	1.34	1.38	5.20	5.07	1.43	1.13	5.05
300–999	0.24	0.79	1.11	1.78	3.05	1.38	1.04	1.65	2.78
1,000 or more	0.12	0.60	1.23	1.45	2.48	1.24	0.52	1.79	2.28

#Rounds to zero.

SOURCE: U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 2000 High School Transcript Study (HSTS).

Student Characteristics in English and Foreign Language Coursetaking

Table S25-2. Standard errors for the percentage distribution of 2000 high school graduates according to the highest level of foreign language completed, by student and school characteristics: 1999–2000

Student and school characteristic	Highest level of foreign language completed							
	None	Low academic level			Advanced academic level			
		Year 1 or less	Year 2	Total	Year 3	Year 4	AP	Total
Total	0.90	0.79	1.15	1.28	0.95	0.46	0.77	1.33
Sex								
Male	1.21	0.97	1.25	1.40	1.01	0.45	0.64	1.39
Female	0.79	0.84	1.34	1.46	1.06	0.65	0.94	1.56
Race/ethnicity								
American Indian	4.41	4.88	3.79	5.61	3.60	1.01	0.35	3.67
Asian/Pacific Islander	2.26	1.35	2.19	2.59	1.60	1.41	1.35	2.23
Black	1.72	2.09	2.29	2.14	2.17	0.60	0.48	2.62
White	1.11	0.92	1.32	1.52	0.99	0.62	0.97	1.59
Hispanic	2.50	1.89	3.46	2.02	1.28	0.83	1.03	1.84
Curriculum								
Core or higher	0.86	0.89	1.55	1.75	1.32	0.61	0.92	1.83
Less than Core	1.42	0.96	1.16	1.41	0.82	0.50	0.68	1.12
Control of school								
Public	0.99	0.87	1.20	1.35	0.96	0.47	0.75	1.42
Private	1.98	1.19	5.16	5.89	3.85	2.53	3.97	5.47
Enrollment								
Less than 300	4.50	2.84	4.86	4.97	2.90	1.62	1.57	4.99
300–999	1.97	1.73	2.57	2.81	1.74	1.01	1.03	2.09
1,000 or more	0.89	0.89	1.54	1.88	1.23	0.67	1.06	2.07

SOURCE: U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 2000 High School Transcript Study (HSTS).