Section II. Quality of Education Environments (Elementary/ Secondary)

Students who took Advanced Placement (AP) examinations

The Advanced Placement (AP) program is associated with a demanding academic curriculum and illustrates the desire of high schools to offer college-level courses to high school students. By participating in the AP program, high school students may acquire college credit for their knowledge of college-level subjects. The number of students per 1,000 12th-graders who participated in AP examinations each year shows the level of importance that students, schools, and colleges place on the AP program and how that importance has changed over time.

- Between 1984 and 1997, the number of students who took AP examinations increased dramatically, rising from 50 to 131 students per 1,000 12th-graders. The number of examinees increased for both sexes and all racial–ethnic groups during this period.
- In 1984, equal proportions of male and female students took AP examinations. Between 1984 and 1997, the number of females who took the examinations rose at a faster rate than did the number of males who took the examinations. In 1997, 145 females compared with 117 males per 1,000 12th-graders took AP examinations.
- In 1997, whites were more likely than blacks or Hispanics to take AP examinations in all subject areas, with the exception of foreign languages. Hispanics were at least three times as likely to take a foreign language AP examination as whites.

Number of U.S. students[1] who took AP examinations (per 1,000 12th-graders), by sex and race–ethnicity: 1984–97

Sex and race–ethnicity	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997
Total[2]	**50**	**59**	**64**	**66**	**81**	**88**	**100**	**103**	**109**	**117**	**115**	**125**	**131**	**131**
Sex														
Male	50	61	65	68	76	86	101	96	102	108	101	111	117	117
Female	50	58	63	65	85	90	98	111	117	127	129	140	144	145
Race–ethnicity														
White	48	60	62	63	82	92	103	107	112	115	116	125	133	132
Black	8	11	12	13	21	20	26	25	26	31	32	37	32	37
Hispanic	24	21	27	30	48	54	54	67	68	80	63	75	74	85

Number of AP examinations[1] taken in the United States and the number of examinations with scores of 3 or higher (per 1,000 12th-graders), by subject area, sex, and race–ethnicity: 1997

	Number of AP examinations taken						Number of examinations with scores of 3 or higher					
Sex and race–ethnicity	Social studies	English	Foreign language	Calculus	Computer science	Science	Social studies	English	Foreign language	Calculus	Computer science	Science
Total[2]	**59**	**55**	**17**	**33**	**3**	**35**	**35**	**38**	**12**	**20**	**1**	**23**
Sex[3]												
Male	62	42	13	36	5	41	40	28	9	24	3	28
Female	70	70	23	30	1	34	40	48	17	17	0	20
Race–ethnicity												
White	61	58	12	33	2	34	38	41	7	21	1	22
Black	15	17	3	7	1	8	5	6	1	2	0	2
Hispanic	26	27	41	12	1	12	11	12	36	6	0	5

[1] Includes all participation by 11th- and 12th-graders. See the supplemental note to this indicator for further discussion.

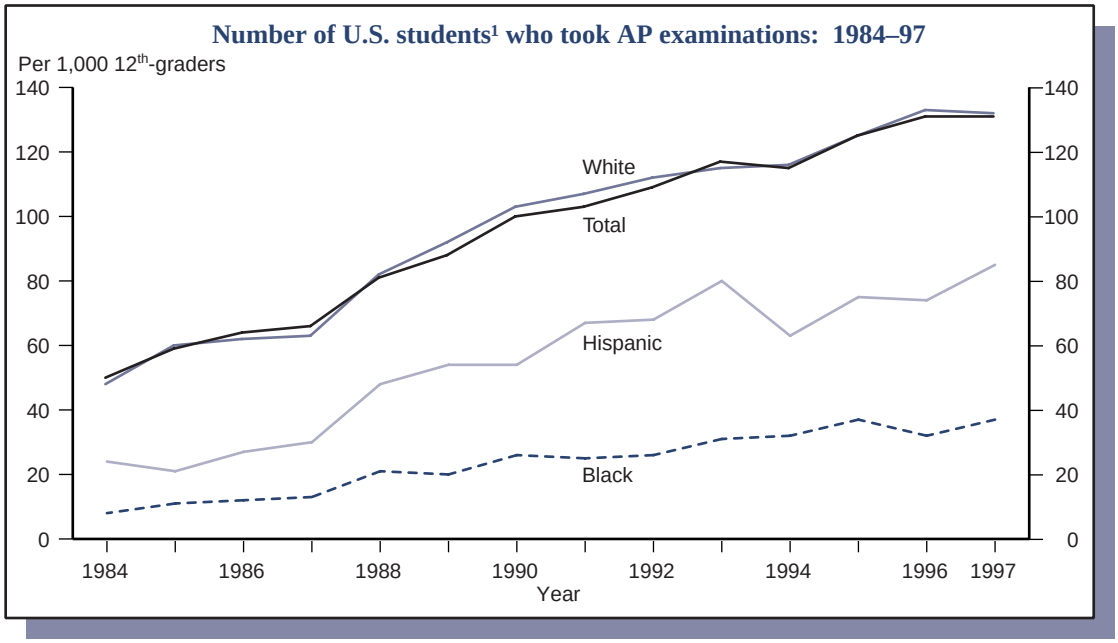
[2] Included in the total but not shown separately are students from other racial–ethnic groups.

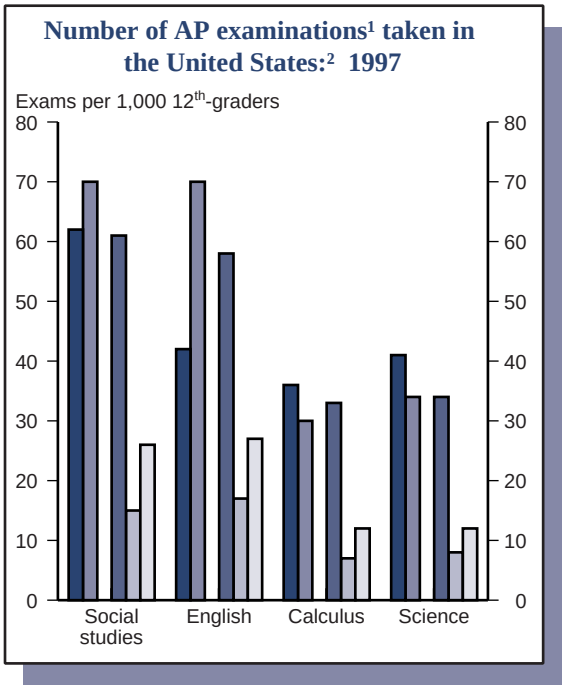
[3] The number of examinations taken by males and females includes a small number of examinations taken by 9th-graders, 10th-graders, college students, and others (9 percent of all students who took AP examinations in 1997).

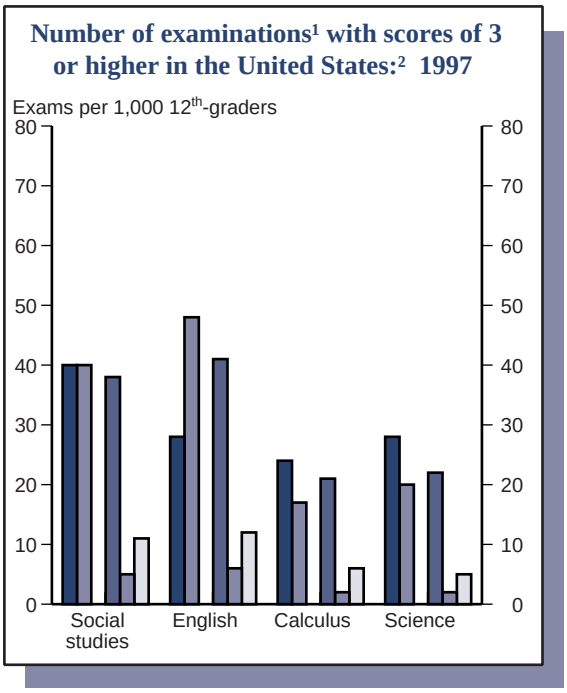
NOTE: Included in this analysis are students who participated in the United States only. Students scoring 3 or higher on an AP examination usually receive college credit. Since, on average, AP candidates take more than one examination, there is not a 1:1 ratio between candidates and examinations. See the supplemental note to this indicator for a description of AP course categories and a discussion of the calculations for this analysis.

SOURCE: The College Board, Advanced Placement Program, *National Summary Reports* (Copyright © 1984–97 by the College Entrance Examination Board. All rights reserved.). U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Students who took Advanced Placement (AP) examinations







[1] Includes all participation by 11th- and 12th-graders. See the supplemental note to this indicator for further explanation.

[2] The number of examinations taken by males and females includes a small number of examinations taken by 9th-graders, 10th-graders, college students, and others (9 percent of all students who took AP examinations in 1997).

NOTE: Included in this analysis are students who participated in the United States only. 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 this indicator for a description of AP course categories and an explanation of the calculations for this analysis.

SOURCE: The College Board, Advanced Placement Program, *National Summary Reports* (Copyright © 1984–97 by the College Entrance Examination Board. All rights reserved.). U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Teachers' use of higher-level tasks in instruction

Given the complexity and pace of technological advancement in recent decades, educational goals have expanded from mastery of basic skills to developing higher-level thinking skills. Information about the extent to which teachers assign students activities designed to help them develop higher-level thinking skills in the classroom or as homework indicates how widely these instructional practices have been adopted.

- In 1994–95, more than one-half of K–12 teachers reported that their students engaged in specific activities designed to promote higher-level thinking skills in class at least weekly. Such activities included having students explain how what they had learned in class related to the real world (64 percent), solving problems with several answers (59 percent), and working on problems with several methods of solution (59 percent). Thirty-eight percent of teachers reported that they had students in their classes put things in order and then explain why they were organized that way.

- Teachers were generally less likely to ask students to engage in activities designed to promote higher-level thinking skills in their homework than in the classroom. On a weekly basis, 13 percent of teachers had students work at home on problems with no obvious solution; 23 percent assigned projects or experiments as homework; and 43 percent assigned tasks that required students to apply concepts in a new context.

- As the class ability level increased, teachers became more likely to ask their students to engage in various higher-level tasks in their homework, such as conducting a project or experiment, working on problems with no obvious solutions, and applying concepts in a new context. However, in class, the likelihood of teachers' use of various higher-level tasks was unrelated to the abilities of the students they taught except for one type of task—working on problems with several solution methods—in which the likelihood of teachers' use of this type of task rose with an increased level of class ability.

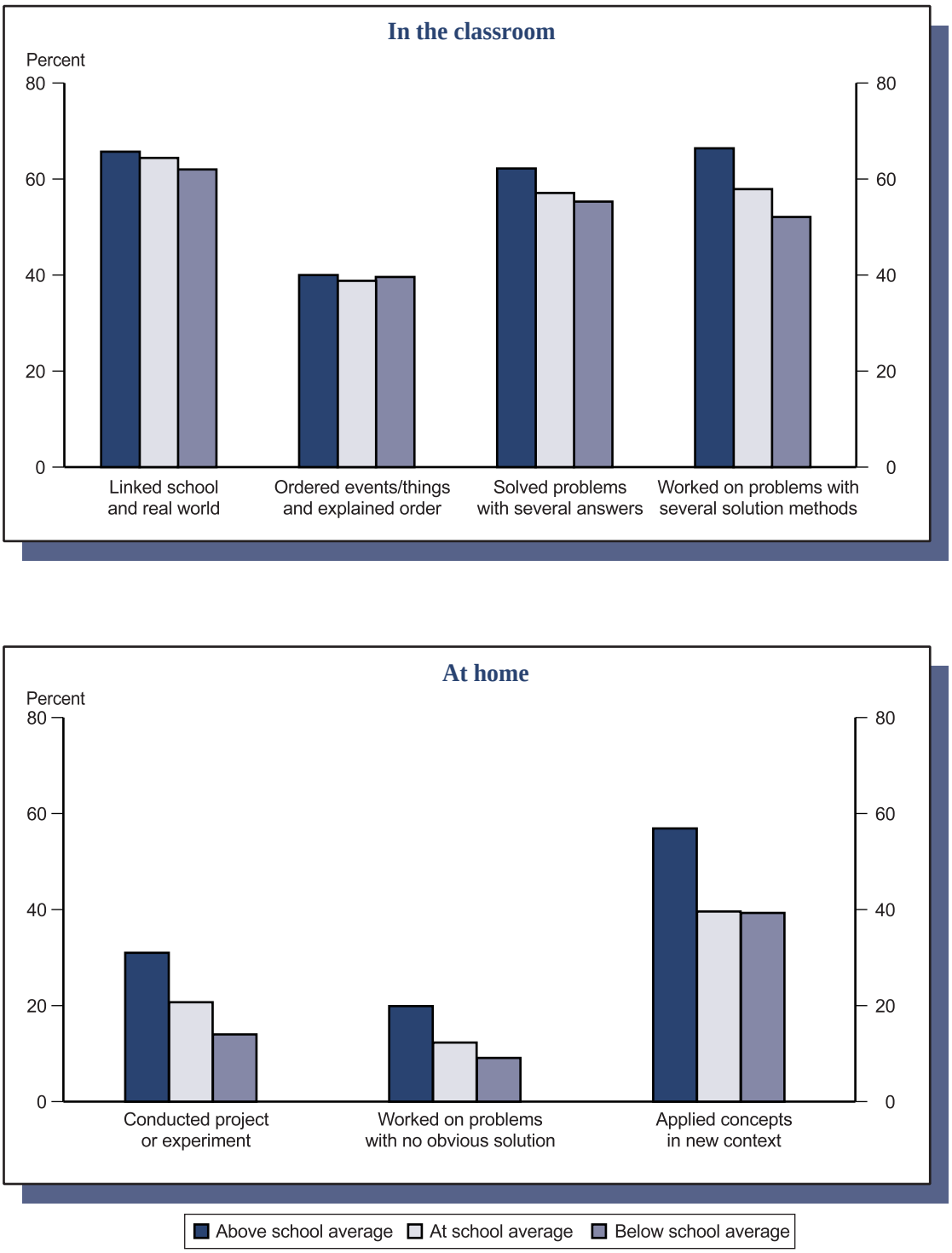
Percentage of K–12 teachers whose students engaged in various higher-level tasks in class or as homework at least once a week during the last semester, by class ability level:* 1994–95

	Tasks done in class				Tasks done as homework		
Class ability level	Linked school and real world	Ordered events/ things and explained order	Solved problems with several answers	Worked on problems with several solution methods	Conducted project or experiment	Worked on problems with no obvious solution	Applied concepts in new context
Total	**63.7**	**38.1**	**59.1**	**58.8**	**22.8**	**13.2**	**43.2**
Above school average	65.7	40.0	62.2	66.4	31.0	19.9	56.9
At school average	64.4	38.8	57.1	57.9	20.7	12.3	39.6
Below school average	62.0	39.6	55.3	52.1	14.0	9.1	39.3
Mixed	66.6	37.4	63.1	62.6	26.4	14.6	45.8

* Class ability level was derived from teachers' estimates of the proportion of students in the designated class whose academic ability was above, at, or below the school average for their age and grade. Teachers were defined as having classes of above, at, or below average ability if they reported that more than 50 percent of their students fell into the respective category. If a majority of students did not fall into any of these categories, teachers were defined as having "mixed" classes.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey, 1994–95.

Percentage of teachers whose students engaged in various higher-level tasks at least once a week during the last semester, by class ability level:* 1994–95



* Class ability level was derived from teachers' estimates of the proportion of students in the designated class whose academic ability was above, at, or below the school average for their age and grade. Teachers were defined as having classes of above, at, or below average ability if they reported that more than 50 percent of their students fell into the respective category. If a majority of students did not fall into any of these categories, teachers were defined as having "mixed" classes.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey, 1994–95.

International comparisons of instructional activities in mathematics

In recent years, many education program evaluations and teacher training programs have focused on instructional methods that teachers use in the classroom. For example, some teachers ask their students to conduct repetitive practice exercises; others ask their students to do reasoning tasks; still others apply content to everyday problems; and many use some combination of all of these methods. Data from the Third International Mathematics and Science Study (TIMSS) show not only that student achievement varies across countries but also that instructional methods vary as well. Examining how teachers from various countries differ in how they teach may provide insight into factors that are associated with student achievement.

- In 1995, mathematics teachers in the United States were more likely to report that their 8th-grade students practiced computational skills "in every lesson" than mathematics teachers in England, France, and Germany. However, mathematics teachers in the United States were just as likely as their counterparts in Japan, Canada, France, and Germany, and more likely than mathematics teachers in England, to report that their students did reasoning tasks "in every lesson."

- Mathematics teachers in the United States also differ from their international peers in the frequency with which they assess their students in mathematics classes. For example, 8th-grade students in the United States were more likely to report they took quizzes or tests "pretty often" or "almost always" in mathematics lessons than their counterparts in Canada, England, France, Germany, and Japan (see supplemental table 16-1).

- Teachers rely on a variety of sources when deciding which topics to teach. In 1995, 64 percent of 8th-grade students in the United States had mathematics teachers who reported that they relied on curriculum guides as their main source of information, compared with 30 percent relying on textbooks and 6 percent on examination specifications. In Japan, the majority of 8th-grade students (74 percent) had mathematics teachers who reported that they relied on textbooks to decide which topics to teach. In Germany, most students (80 percent) had mathematics teachers who reported using curriculum guides (see supplemental table 16-2).

Percentage distribution of 8th-grade students[1] according to frequency with which teachers reported asking them to practice computational skills and do reasoning tasks in mathematics, by G-7[2] country: 1995

	Practice computational skills				Do reasoning tasks			
Country	Never or almost never	Some lessons	Most lessons	Every lesson	Never or almost never	Some lessons	Most lessons	Every lesson
Canada	4	36	42	18	0	19	62	19
England[4]	7	52	34	8	0	25	60	14
France	6	44	44	7	0	32	48	20
Germany[3,4]	17	51	25	7	1	24	58	17
Japan	—	—	—	—	0	7	55	37
United States[5]	11	31	38	21	0	24	50	26

— Not available.

[1] Eighth grade in most nations.

[2] Italy was not included because it was unable to complete the steps necessary for its data to be published.

[3] Country did not satisfy one or more sampling or other guidelines. See the supplemental note to *Indicator 3* for further explanation.

[4] Teacher response data are available for 50–69 percent of students.

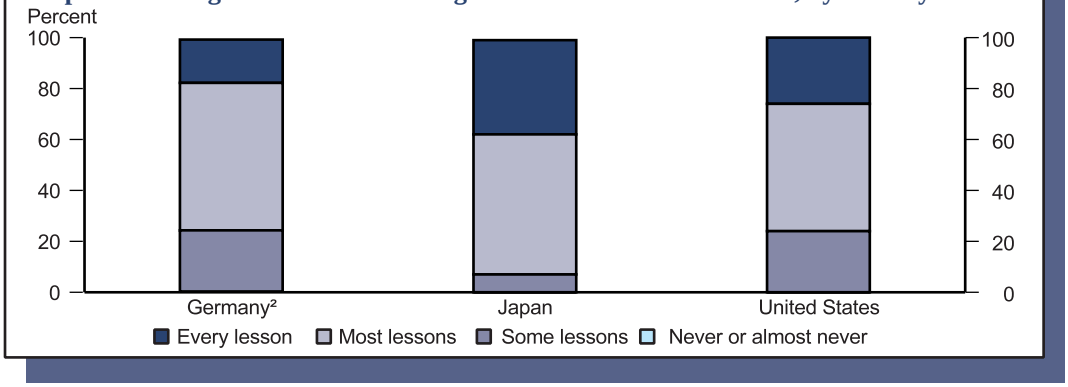
[5] Teacher response data are available for 70–84 percent of students.

NOTE: Details may not add to 100 due to rounding.

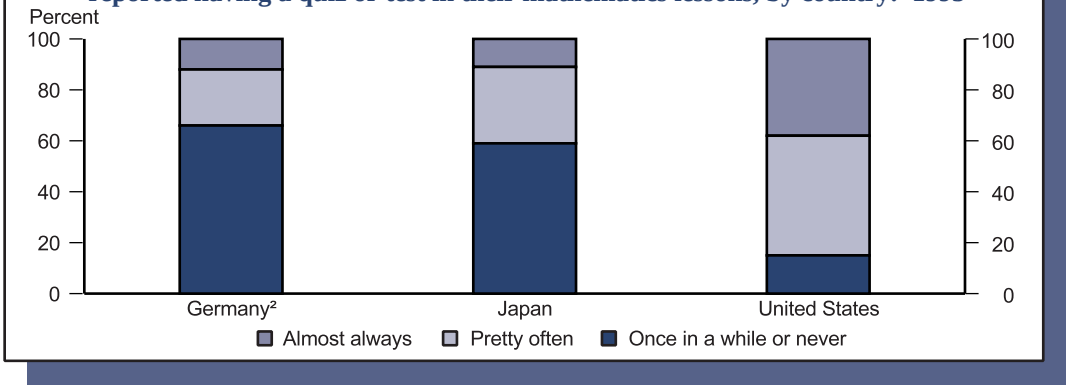
SOURCE: International Association for the Evaluation of Educational Achievement, TIMSS International Study Center, *Mathematics Achievement in the Middle School Years,* 1996.

International comparisons of instructional activities in mathematics

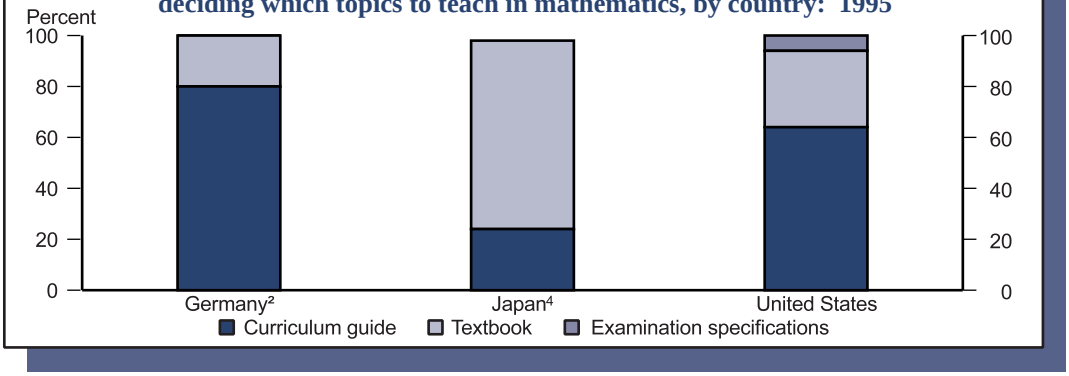
Percentage distribution of 8th-grade students[1] according to frequency with which teachers reported asking them to do reasoning tasks in mathematics classes, by country: 1995



Percentage distribution of 8th-grade students[1] according to frequency with which they reported having a quiz or test in their mathematics lessons, by country: 1995



Percentage distribution of 8th-grade students[1] according to teacher reports of the use of various pieces of written information[3] as their main source for deciding which topics to teach in mathematics, by country: 1995



[1] Eighth grade in most nations.

[2] Country did not satisfy one or more sampling or other guidelines. See the supplemental note to *Indicator 3* for further explanation.

[3] Curriculum guides include national, regional, and school curriculum guides; textbooks include teacher and student editions as well as other resource books; and examination specifications include national and regional levels.

[4] Percentage for examination specifications for Japan is 1 percent; therefore the percentage is not discernable in the graph.

SOURCE: International Association for the Evaluation of Educational Achievement, TIMSS International Study Center, *Mathematics Achievement in the Middle School Years,* 1996.

Internet access in public and private schools

The Internet, with its vast array of information, can broaden the learning resources available in schools by providing teachers and students with connections to libraries, schools, and government agencies. Information found on the Internet can broaden students' knowledge base, and Internet access can prepare students for an increasingly technological workplace. Examining patterns of Internet access in schools can help determine how many students will be prepared to use this technology effectively in the future.

- Between fall 1994 and fall 1998, Internet access in public schools increased from 35 to 89 percent of schools. The percentage of public school instructional rooms with Internet access also increased during this time period (from 3 percent in 1994 to 51 percent in 1998).
- Public schools with a high student poverty level (71 percent or more of students eligible for free or reduced-price lunch) were less likely to have Internet access than schools with a low student poverty level (less than 11 percent of students eligible for free or reduced-price lunch) from fall 1994 to 1997. However, in fall 1998, high poverty-level public schools were as likely to have Internet access as low poverty-level schools.
- In fall 1997, public schools with a high minority enrollment (50 percent or more) had a lower rate of Internet access than public schools with a low minority enrollment (less than 6 percent), and had a smaller percentage of instructional rooms with Internet access than public schools with a low minority enrollment. By fall 1998, the gap between high and low minority enrollment schools with Internet access closed, but high minority enrollment schools were still less likely to have instructional rooms with Internet access.
- In both public and private schools with Internet access, teachers were more likely to have access to e-mail, news groups, resource location services, and the World Wide Web than were students in these schools (see supplemental tables 17-1 and 17-2).

Percentage of public schools and instructional rooms with Internet access, by school characteristics: Fall 1994–98

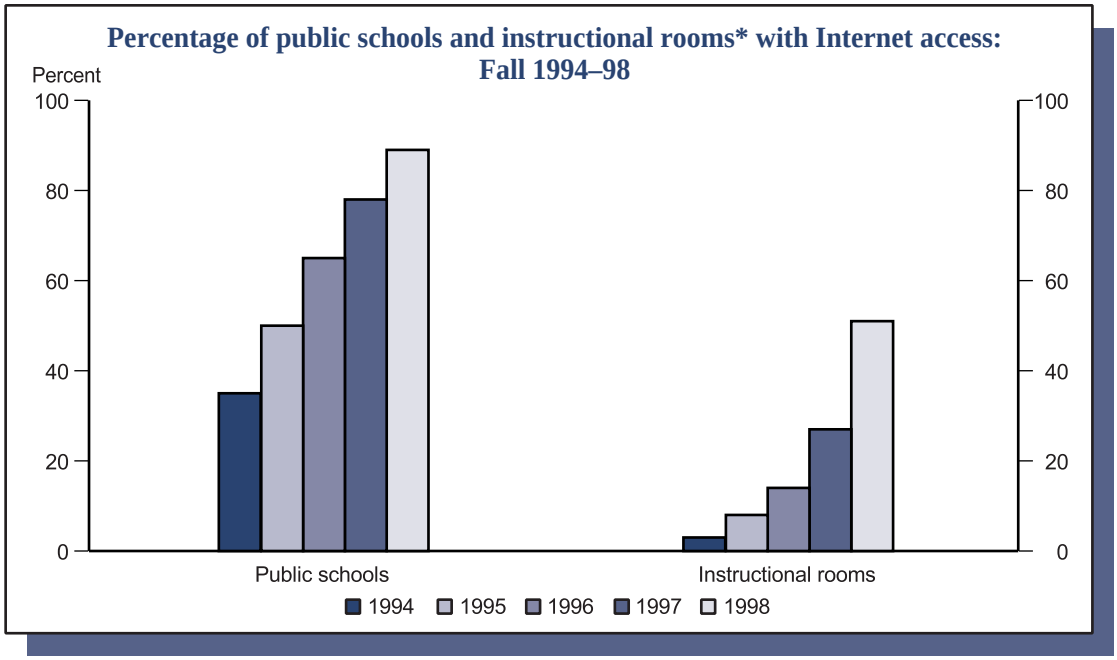
School characteristics	Percentage of schools with Internet access					Percentage of instructional rooms with Internet access[1]				
	1994	1995	1996	1997	1998	1994	1995	1996	1997	1998
Total	**35**	**50**	**65**	**78**	**89**	**3**	**8**	**14**	**27**	**51**
Level of school[2]										
Elementary	30	46	61	75	88	3	8	13	24	51
Secondary	49	65	77	89	94	4	8	16	32	52
Percentage of students eligible for free or reduced-price lunch										
Less than 11	40	62	78	88	87	4	9	18	36	62
11–30	39	59	72	83	94	4	10	16	32	53
31–70	33	47	58	78	91	3	7	14	27	52
71 or more	19	31	53	63	80	2	3	7	14	39
Percentage of minority students enrolled										
Less than 6	38	52	65	84	91	6	9	18	37	57
6–20	38	58	72	87	93	4	10	18	35	59
21–49	38	54	65	73	91	4	9	12	22	52
50 or more	27	40	56	63	82	3	3	5	13	37

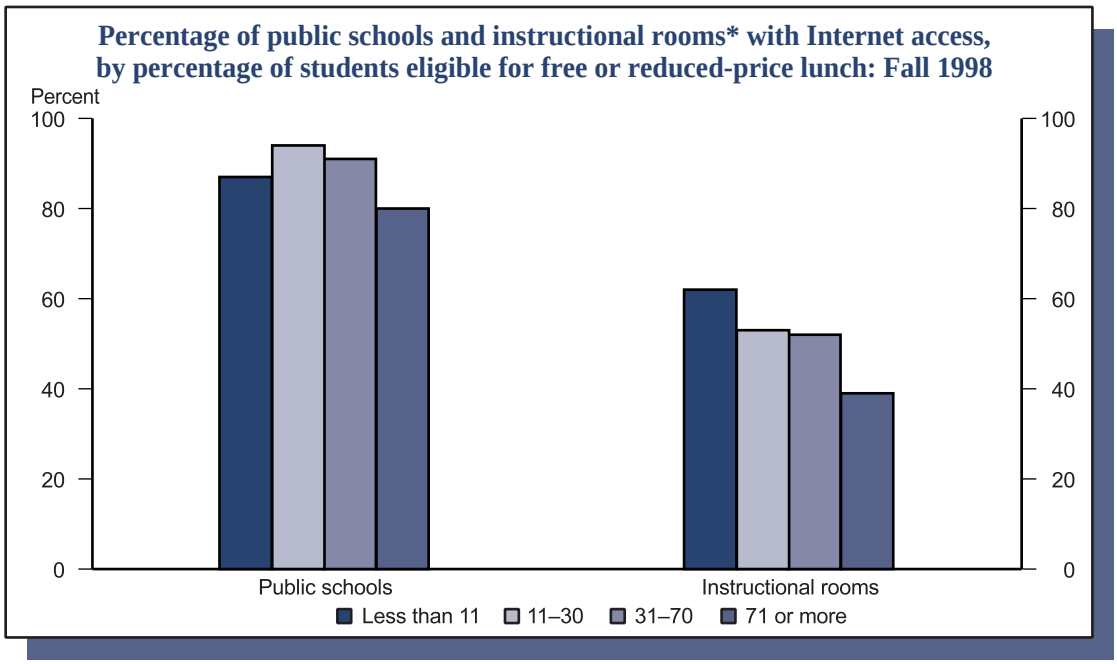
[1] Based on the total number of instructional rooms in regular public schools.

[2] Data for combined schools are not reported as a separate level of school because there are too few sample observations for a reliable estimate. Included in the totals are data for combined schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Internet Access in Public Schools," Issue Brief, February 1998, and "Internet Access in Public Schools, 1994–1998," Issue Brief, February 1999.

Internet access in public schools





* Based on the total number of instructional rooms in regular public schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Internet Access in Public Schools," Issue Brief, February 1998, and "Internet Access in Public Schools, 1994–1998," Issue Brief, February 1999.

Student computer use

Computers have become an essential tool in our society. Early exposure to computers can help students gain the computer literacy that will be crucial for future success in the workplace. Access to computers allows students to retrieve information, manipulate data, and produce results efficiently and in innovative ways. Examining the extent to which students have access to computers at home and at school may be an indicator of how well prepared students will be to enter an increasingly technological workplace.

- The percentage of students who used a computer at home was higher in 1997 than in 1984 (45 versus 13 percent). In addition, the percentage of students who used a computer at school was also higher in 1997 than in 1984 (76 versus 30 percent).
- The percentage of white, black, and Hispanic students in grades 1–6 and 7–12 who used a computer at school and at home was higher in 1997 than in 1984. For example, 18 and 19 percent of black and Hispanic 1st- through 6th-graders, respectively, used a computer at school in 1984, compared with 73 and 71 percent of their black and Hispanic peers, respectively, in 1997.
- Between 1984 and 1997, white students in grades 1–6 and 7–12 were consistently more likely than their black and Hispanic peers to use a computer at school or at home. However, when computer use by students was broken out by location of use, there was similar computer use by blacks and whites in grades 7–12 at school but not at home in 1997.
- In 1997, students in grades 1–6 and 7–12 were more likely to use computers at home for school assignments or word processing than for graphics/design, Internet, or e-mail access (see supplemental table 18-1).

Percentage of students who used a computer at school and/or home, by current grade level, race–ethnicity, and family income: 1984, 1989, 1993, and 1997

Current grade level, race–ethnicity, and family income[2]	1984[1] Used a computer at:			1989[1] Used a computer at:			1993[1] Used a computer at:			1997 Used a computer at:		
	School	Home	Home or school	School	Home	Home or school	School	Home	Home or school	School	Home	Home or school
Total (Grades 1–12)	**29.7**	**12.6**	**36.2**	**48.0**	**18.4**	**54.6**	**62.0**	**25.2**	**68.3**	**76.4**	**45.2**	**84.0**
Grades 1–6												
Total	**30.5**	**11.8**	**36.2**	**52.4**	**16.1**	**56.9**	**66.6**	**23.0**	**70.7**	**79.1**	**41.3**	**83.8**
Race–ethnicity												
White	35.5	14.4	42.3	58.9	20.4	64.5	71.6	29.2	76.6	84.4	52.3	89.9
Black	15.1	5.1	18.3	34.3	6.0	36.2	54.1	8.3	56.5	70.1	19.3	72.9
Hispanic	16.4	3.5	18.5	41.1	5.1	42.3	55.1	6.8	56.8	67.7	17.9	70.5
Family income												
Low income	18.5	2.5	20.0	39.4	3.2	40.5	57.4	3.9	58.1	70.9	12.4	71.9
Middle income	29.5	9.7	34.5	52.3	13.1	56.3	66.2	18.0	69.5	78.6	36.4	82.8
High income	42.2	24.4	53.0	62.5	33.6	70.9	74.0	48.5	82.4	86.5	74.6	95.0
Grades 7–12												
Total	**28.9**	**13.4**	**36.2**	**43.0**	**21.1**	**52.1**	**57.0**	**27.7**	**65.6**	**75.5**	**60.9**	**89.0**
Race–ethnicity												
White	31.9	16.2	40.8	45.5	25.6	56.7	59.6	34.7	70.2	75.5	60.9	89.0
Black	18.4	4.9	20.8	36.5	8.5	39.7	50.5	10.2	53.5	74.2	22.3	77.9
Hispanic	21.2	3.6	23.2	34.4	9.0	38.3	52.6	9.5	56.1	65.4	21.5	69.4
Family income												
Low income	20.0	3.3	22.3	36.7	5.7	39.0	49.0	5.6	50.4	67.6	14.9	70.7
Middle income	28.4	10.1	33.6	42.6	17.0	49.9	57.3	22.2	64.1	74.1	44.2	83.5
High income	34.1	24.8	48.1	47.2	38.3	63.9	60.7	51.2	77.0	75.4	78.6	93.3

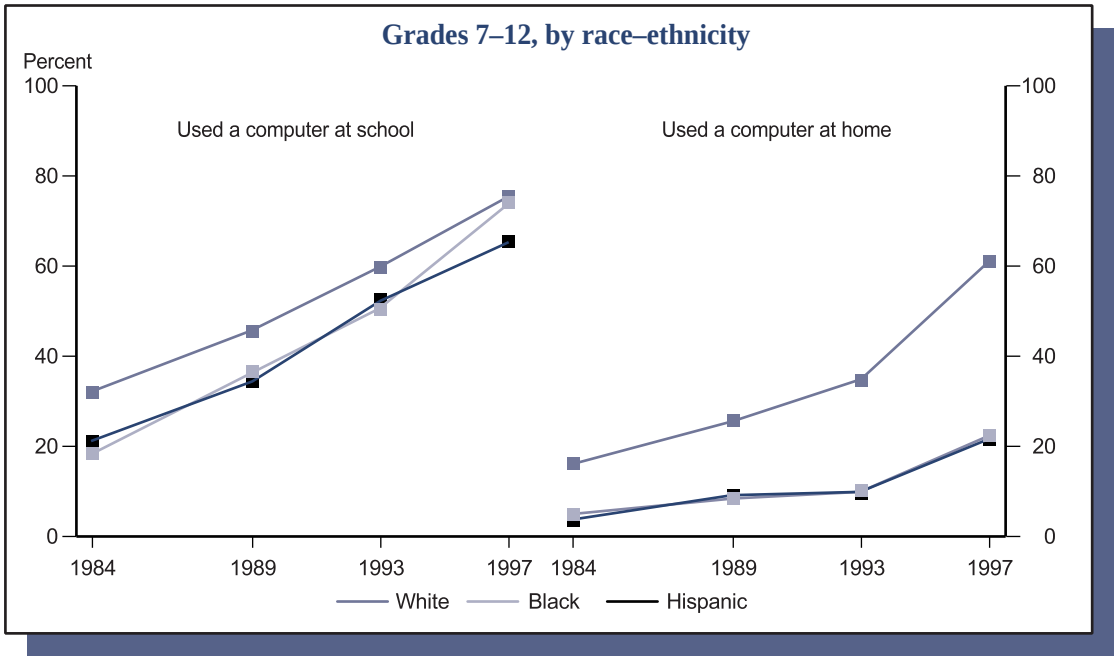
[1] Data are revised from previously published figures.

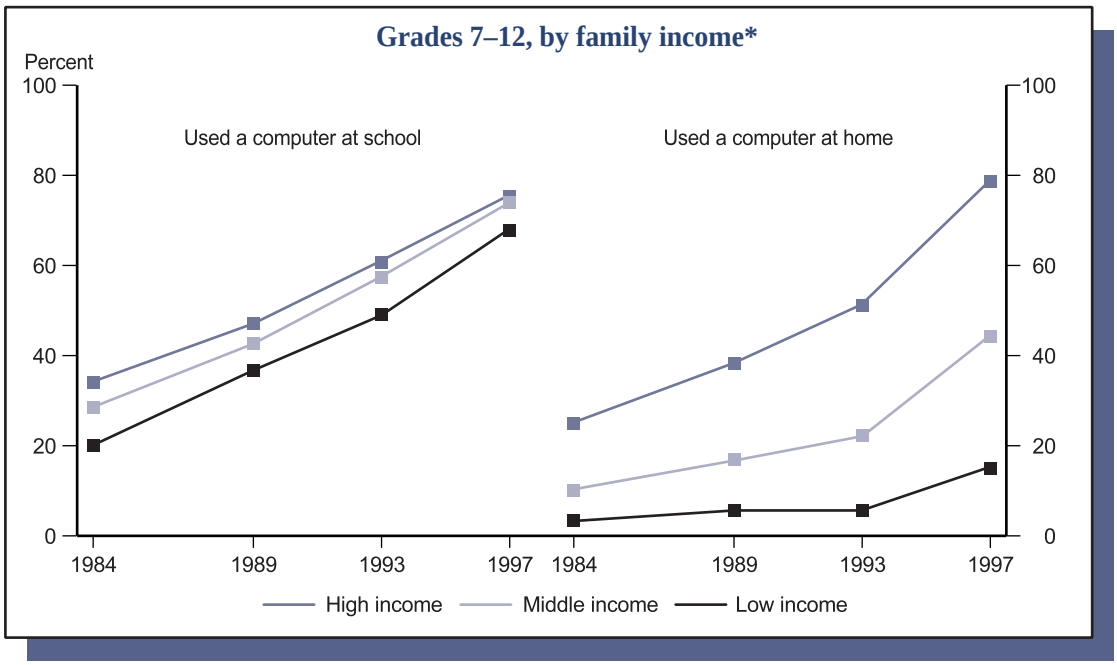
[2] Low income is the bottom 20 percent of all family incomes; high income is the top 20 percent of all family incomes; and middle income is the 60 percent in between. See the supplemental note to *Indicator 53* for further discussion.

NOTE: Data for 1984, 1989, and 1993 are revised from previously published figures.

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

Percentage of students who used a computer at school or home, by selected characteristics: 1984, 1989, 1993, and 1997





* 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. See the supplemental note to *Indicator 53* for further discussion.

NOTE: Data for 1984, 1989, and 1993 are revised from previously published figures.

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

Uses of computers for mathematics instruction

As computers and other modern technologies become more prevalent in our nation's schools and classrooms, it becomes increasingly important to ensure that they are used effectively. In addition, there is growing concern about an emerging "digital divide" between those students who have access to and make effective use of technology for education and those who do not. Data from the 1996 National Assessment of Educational Progress (NAEP) provide insight into the uses of computers for 4th- and 8th-grade mathematics instruction.

- In 1996, teachers reported that 4th-grade students who used computers for mathematics instruction were most likely to use computers primarily to play learning games. In 8th grade, teachers reported that the primary use for students using computers was as likely to be drill and practice as playing learning games or simulations and applications. However, about twice as many teachers of 8th-grade students reported not using computers at all for mathematics instruction as did teachers of 4th-grade students.

- The patterns of technology used in mathematics instruction were not similar across racial–ethnic groups. For instance, according to teacher reports, the primary use of computers by black 4th-grade students was as likely to be for drill and practice as for playing learning games, while for black 8th-grade students, their primary use was more likely to be for drill and practice than for simulations and applications. For whites, on the other hand, teachers reported that 4th-grade students were more likely to use computers primarily for playing learning games than for drill and practice, and that the primary use of computers for 8th-grade students was equally likely to be for playing learning games as for drill and practice or simulations and applications. Despite these differences, teacher reports show that black and white students were equally likely to make no use of computers for instruction in both the 4th and 8th grades.

- It appears that whether or not 8th-grade students used computers at all for mathematics instruction was related to their Title I participation. Eighth-grade teachers who taught Title I students were more likely to report the use of computers by their students than teachers who did not teach Title I participants.

Percentage distribution of students according to the primary use of computers for mathematics instruction reported by their teachers, by grade, primary type of use, and selected student characteristics: 1996

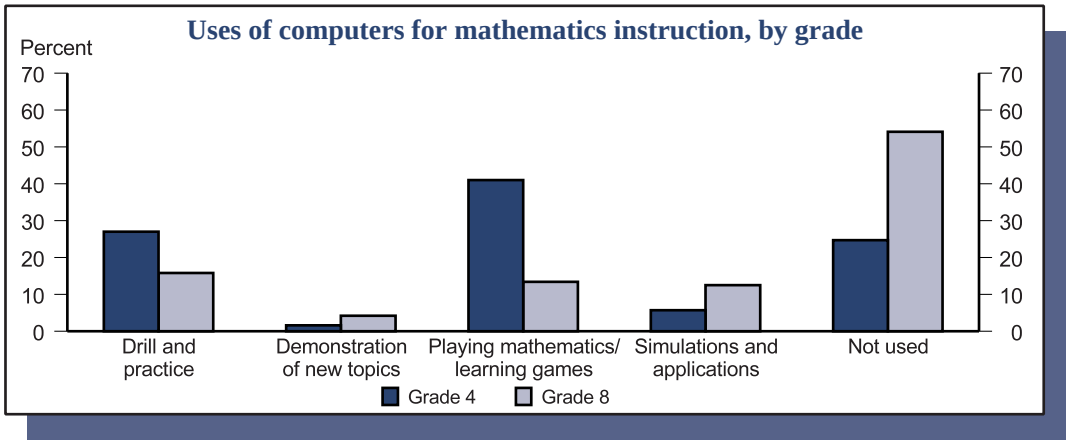
	Grade 4					Grade 8				
Selected student characteristics	Drill and practice	Demonstration of new topics	Playing math/ learning games	Simulations and applications	Not used	Drill and practice	Demonstration of new topics	Playing math/ learning games	Simulations and applications	Not used
Total	**27.0**	**1.6**	**41.0**	**5.7**	**24.7**	**15.8**	**4.2**	**13.4**	**12.5**	**54.1**
Sex										
Male	27.7	2.1	40.3	5.2	24.7	16.4	4.4	13.4	13.0	52.8
Female	26.3	1.1	41.8	6.1	24.7	15.0	4.1	13.4	11.9	55.6
Race–ethnicity										
White	26.6	1.6	42.3	5.7	23.8	14.1	5.2	12.4	13.9	54.5
Black	30.2	2.5	34.4	5.0	27.9	25.9	2.0	15.6	6.8	49.7
Hispanic	26.2	1.1	43.0	5.7	24.0	13.9	2.2	14.9	10.2	58.8
Title I participation*										
Participated	32.2	1.2	34.6	8.2	23.8	20.6	11.0	21.6	7.7	39.1
Did not participate	25.7	1.7	42.7	5.0	24.9	15.1	3.4	12.4	13.1	56.0

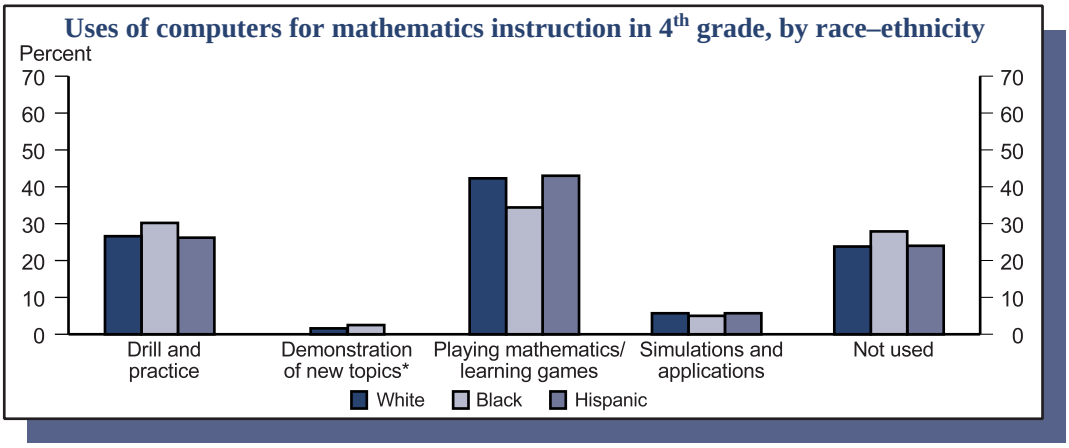
* Indicates that student receives benefits through participation in schoolwide Title I programs.

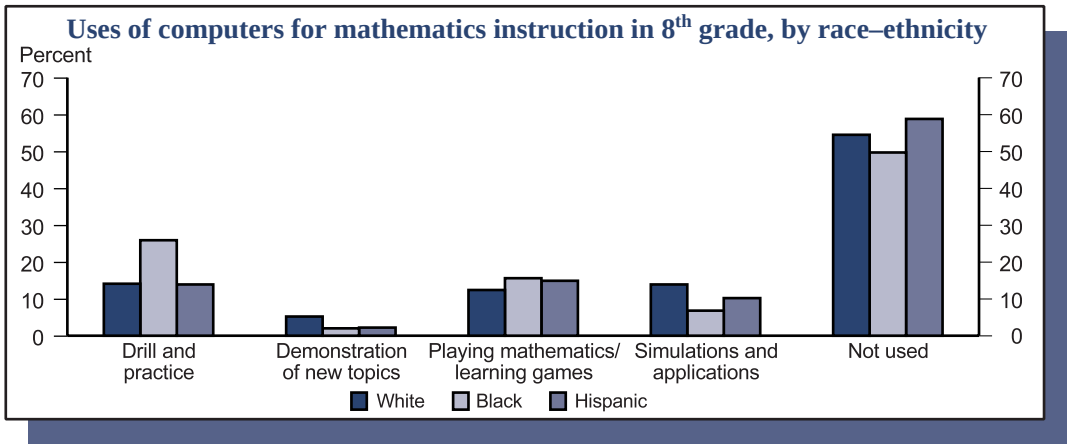
NOTE: Details may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *1996 Summary Data Tables: Teacher Reports for Mathematics and Science*, 1998.

Uses of computers for mathematics instruction







* Percentage for demonstration of new topics for Hispanic students is 1 percent; therefore, the percentage is not discernable in the graph.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *1996 Summary Data Tables: Teacher Reports for Mathematics and Science*, 1998.

Inclusion of students with disabilities in the least restrictive environment

The 1997 amendments to the Individuals with Disabilities Education Act (IDEA) placed renewed emphasis on educating students with disabilities in less restrictive environments. In particular, the law encourages opportunities for children with disabilities to participate in general education settings and in the general education curriculum. Inclusion of children with disabilities in such settings is important because it raises expectations for student performance, provides opportunities for children with disabilities to learn alongside their nondisabled peers, improves coordination between regular and special educators, and increases school-level accountability for educational results.

- Between and 1986 and 1996, the percentage of children ages 6–21 with disabilities who were educated in regular classrooms increased substantially. For example, the percentage served in regular classrooms increased by nearly 20 percentage points, while the percentage served in resource rooms, separate classes, and separate residential facilities decreased.

- The types of environments in which children with disabilities are educated and the extent to which their educational environments have changed over time vary greatly by disability type. For example, in the 1995–96 academic year, about 89 percent of children with speech or language impairments were educated in regular classrooms, compared with about 10 percent of those with mental retardation. In addition, children with specific learning disabilities experienced the greatest increase in service in regular classrooms (27 percentage points), and those with deaf–blindness experienced the smallest increase (4 percentage points; see supplemental table 20-1).

- There has been a general downward trend in the percentage of children with disabilities who were educated in resource rooms and separate classes, but this pattern does not hold true for children with all disability types. Among children in 8 of the 12 disability categories, where disabilities tend to be more severe, placements in either resource rooms, separate classes, or both increased between 1985–86 and 1995–96 (between 1991–92 and 1995–96 for autism and traumatic brain injury). Even so, children in many of these 8 disability categories show relatively high decreases in placement in separate facilities (see supplemental table 20-1).

Percentage distribution of students with disabilities ages 6–21* according to the educational environments in which they were educated: Academic years ending 1986–96

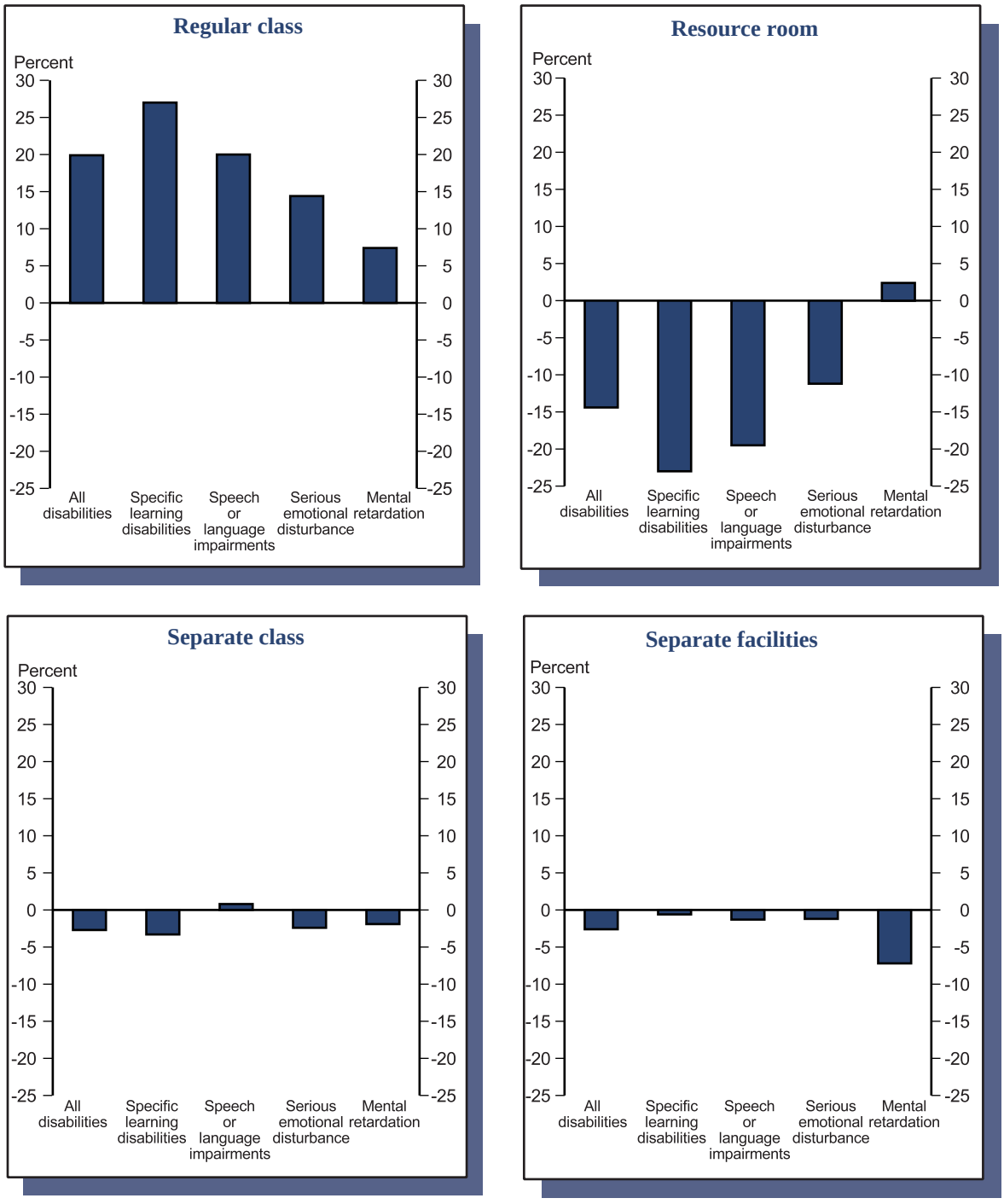
Educational environment	Academic year ending											Percentage point change
	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	
Regular class	25.5	26.4	28.9	30.5	31.5	32.8	34.9	39.8	43.4	44.5	45.4	19.9
Resource room	43.1	42.7	40.0	39.0	37.6	36.5	36.3	31.7	29.5	28.8	28.7	-14.4
Separate class	24.4	24.9	24.7	24.3	24.9	25.1	23.5	23.4	22.7	22.4	21.7	-2.7
Separate facilities	6.9	6.1	6.4	6.2	6.1	5.6	5.3	5.1	4.4	4.3	4.3	-2.6

* Based on the number of students served under Part B of the Individuals with Disabilities Education Act (IDEA) in the United States and outlying areas.

NOTE: See the supplemental note to this indicator for definitions of the different educational environments and disability types. Details may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services, *Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act,* 1988–1998.

Percentage point change between the 1985–86 and 1995–96 academic years of students ages 6–21* with disabilities educated in various educational environments, by selected disability types



* Based on the number of students served under Part B of the Individuals with Disabilities Education Act (IDEA) in the United States and outlying areas.

NOTE: See the supplemental note to this indicator for definitions of the different educational environments and disability types.

SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services, *Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act,* 1988–1998.

Reading and writing habits of students outside of school

Research has shown that reading ability is positively correlated with the extent to which students read recreationally. Educators are increasingly encouraging their students to read and write on their own, outside of school. Changes in the frequency with which students read and write independently, as well as in the types of materials students read and write, indicate the degree to which recreational activities related to education are supported outside of the classroom.

- Independent reading and writing habits of students have remained relatively stable across all age groups since 1984, with few exceptions. For example, although the percentage of students writing in journals or writing notes or messages outside of school at least once a week has remained nearly constant over the years, more 8th-grade students and 11th-grade students reported writing stories outside of school at least once a week in 1996 than in 1984; more 8th-grade students reported writing letters outside of school at least once a week. The percentage of 17-year-olds who reported reading for fun almost every day decreased.

- Between 1984 and 1996, a greater percentage of 9-year-olds than 13- and 17-year-olds reported reading for fun almost every day. In addition, 4th-grade students were more likely than 8th- or 11th-grade students to report that they wrote stories outside of class at least once a week.

- In 1996, 9-, 13-, and 17-year-old students who reported reading for fun almost every day had higher average reading proficiency scores than students who reported never or hardly ever reading for fun (see supplemental table 21-1).

- In 1996, the types of materials students read on their own and at school varied across age groups. For example, 17-year-olds were more likely than 9-year-olds to have read newspapers or magazines on their own, yet were equally likely to have last read newspapers or magazines at school. Of students who reported most recently having read a story or novel, 17-year-olds were more likely than 9-year-olds to have last read a story or novel at school but less likely to have last read a story or novel on their own (see supplemental table 21-2).

Percentage of students who wrote outside of class at least once a week, by grade and writing habit: 1984–96

Writing habit	Grade 4						Grade 8						Grade 11					
	1984	1988	1990	1992	1994	1996	1984	1988	1990	1992	1994	1996	1984	1988	1990	1992	1994	1996
Keep a diary/ journal	—	—	—	—	—	—	25.9	28.6	30.9	29.8	32.8	31.3	19.0	22.2	21.3	22.5	27.0	24.2
Write for school paper	—	—	—	—	—	—	8.0	8.1	9.2	11.1	10.2	8.7	5.3	4.8	7.1	5.7	8.5	7.0
Write letters to relatives	32.5	32.3	36.5	33.6	34.9	35.4	37.3	41.9	47.2	45.8	45.1	45.9	36.2	43.9	38.5	38.0	38.1	35.6
Write notes or messages	43.7	44.7	45.9	45.4	43.9	43.1	67.9	70.8	73.5	72.5	71.5	71.7	73.7	81.5	78.2	78.9	77.2	76.9
Write stories	25.9	24.2	25.6	28.8	25.5	26.8	10.2	15.3	14.3	16.8	18.0	18.8	11.7	15.3	14.2	15.8	15.9	19.1

Percentage distribution of students according to frequency of reading for fun, by age: 1984–96

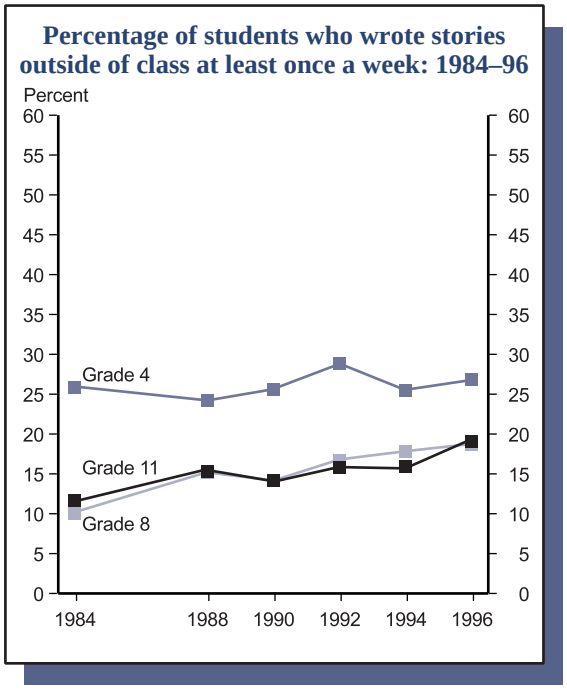
Frequency	Age 9						Age 13						Age 17					
	1984	1988	1990	1992	1994	1996	1984	1988	1990	1992	1994	1996	1984	1988	1990	1992	1994	1996
Almost every day	53.3	54.1	54.0	56.2	57.6	53.9	35.1	36.0	35.2	37.0	31.9	32.1	30.8	28.1	31.1	26.7	29.7	22.8
1–2 times a week	27.7	26.1	25.2	28.0	25.1	26.9	35.1	31.3	31.9	32.4	32.4	31.0	33.5	32.1	31.4	32.9	31.4	31.7
1–2 times a month	7.1	6.9	5.7	5.8	5.3	7.9	14.2	15.3	13.4	12.8	13.9	15.2	16.7	20.8	15.5	17.8	15.3	17.1
Few times a year	3.0	3.8	3.5	3.2	3.0	3.1	7.2	7.7	8.8	8.4	9.9	9.1	10.3	10.1	11.8	11.9	11.9	12.2
Never/hardly ever	8.9	9.1	11.6	6.8	9.0	8.2	8.5	9.7	10.8	9.5	11.8	12.6	8.7	8.9	10.2	10.7	11.7	16.1

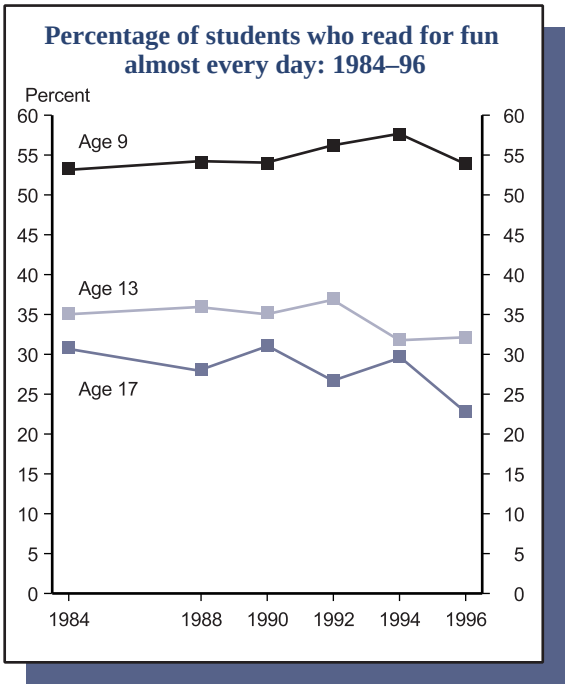
— Not available.

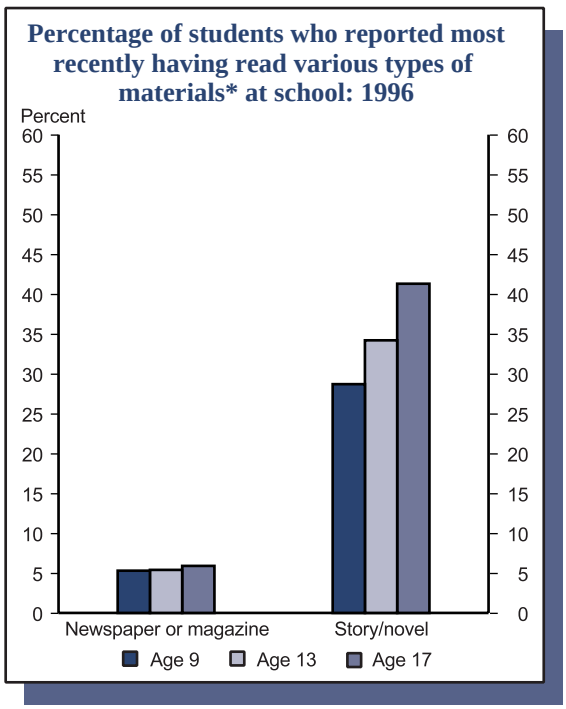
NOTE: In the first table details may not add to 100.0 because each writing habit was a separate survey question. In the second table details may not add to 100.0 due to rounding

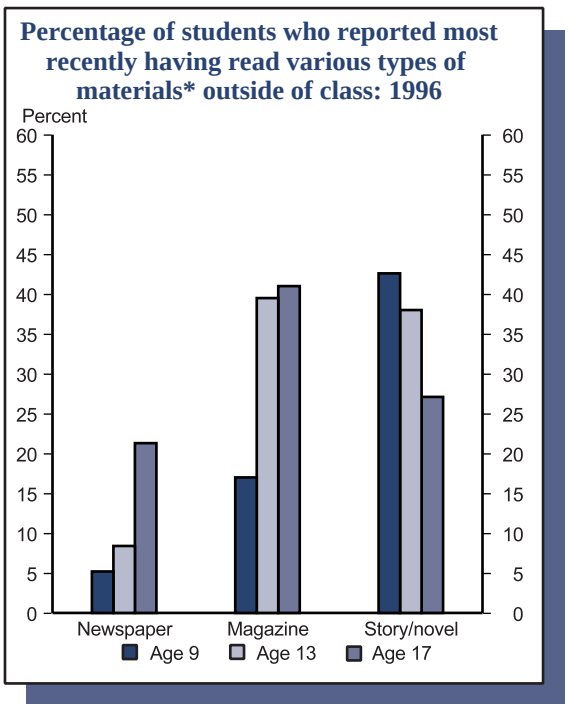
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Almanac: Reading 1984 to 1996, Writing 1984 to 1996*, 1998.

Reading and writing habits of students outside of school









* Based on last type of material read.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Almanac: Reading 1984 to 1996, Writing 1984 to 1996,* 1998.

Requirements in teacher hiring

Concerns about the quality of education in the United States have focused interest on teacher qualifications and student exposure to well-qualified teachers. Following state requirements, school districts rely on teacher credentials, such as state certification or teachers' performance on national, state, or local tests, when considering teacher applicants. In most cases, these state requirements are minimums, which the districts may exceed. Examining trends in the requirements employed by public school districts provides information about the qualifications of teachers who are hired to teach in the Nation's schools.

- In 1987–88, 1990–91, and 1993–94, when considering applicants for teaching positions, public school districts were more likely to require applicants to hold credentials (e.g., full standard state certification) or other qualifications (e.g., college major or minor in field to be taught) than to pass tests. However, more public school districts required teacher applicants to have passed state tests of basic skills and subject knowledge and the National Teachers Examination (NTE) in 1993–94 than in 1987–88.
- Public school districts with a minority enrollment of less than 5 percent were more likely than districts with a minority enrollment of 50 percent or more to require teacher applicants to have full standard state certification or a college major or minor in the field to be taught in 1993–94. Conversely, districts with a low percentage of minority enrollment were less likely than districts with a minority enrollment of 50 percent or more to require teacher applicants to pass a state test of basic skills or subject knowledge (see supplemental table 22-1).
- Hiring requirements varied by region of the country. For example, public school districts in the Northeast were more likely to require full standard state certification and passage of the NTE than were districts in the Midwest, South, and West (see supplemental table 22-2).

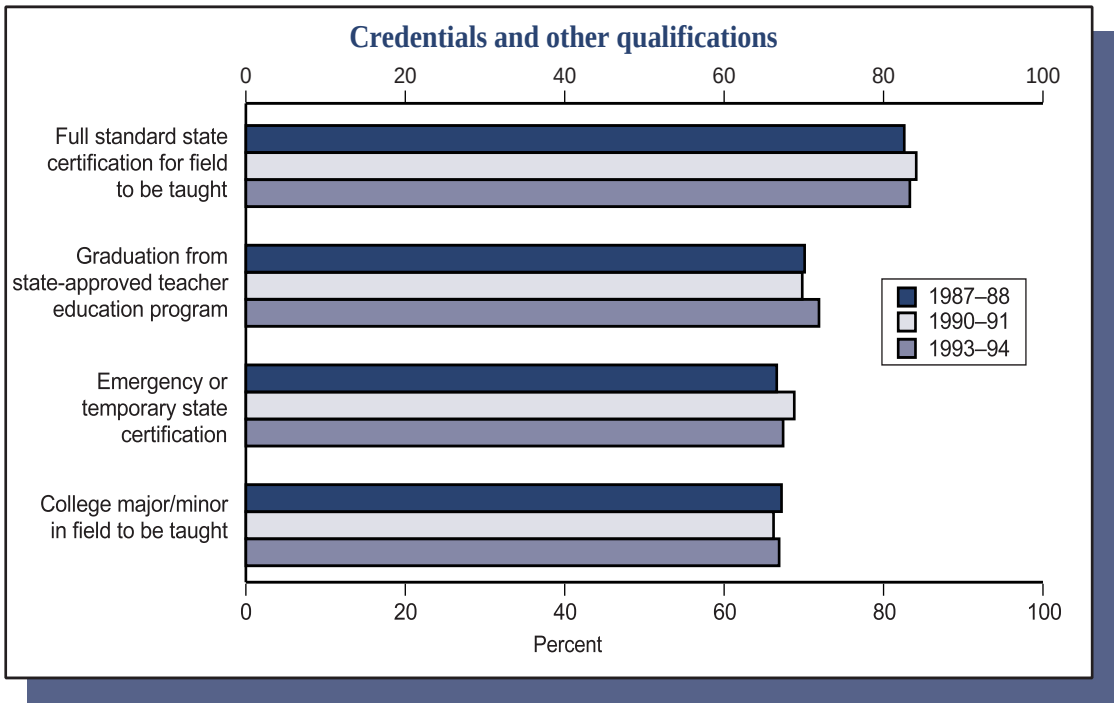
Percentage of public school districts with various requirements for teacher applicants, by type of requirement: School years 1987–88,1990–91, and 1993–94

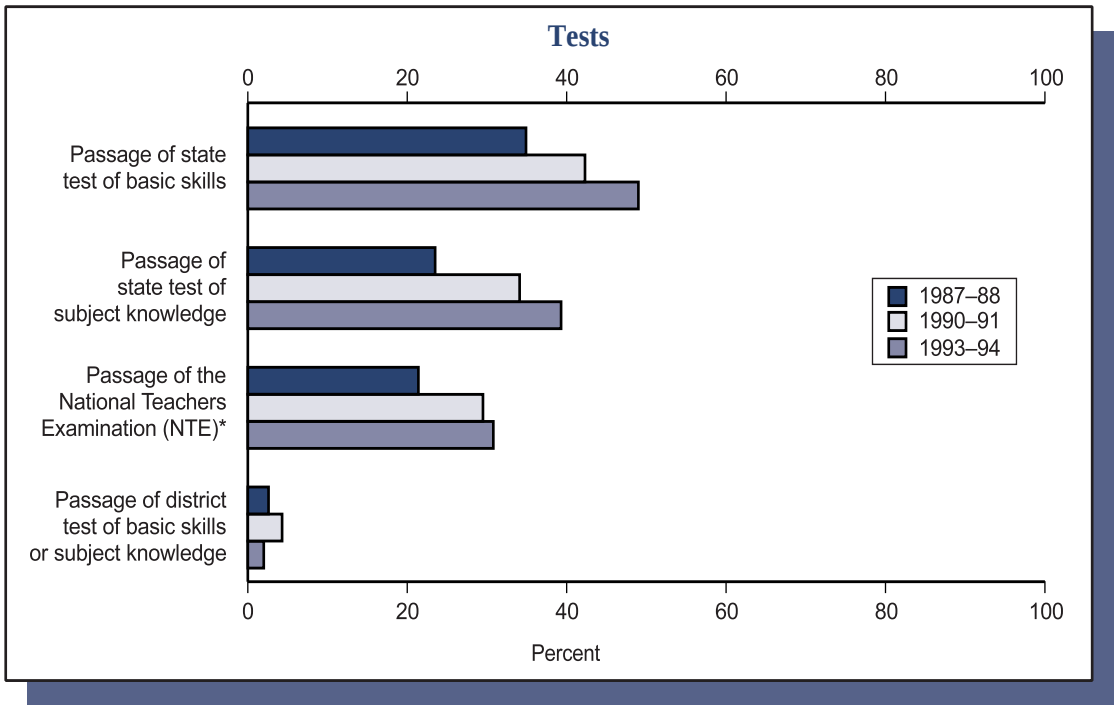
Requirements in teacher hiring	1987–88	1990–91	1993–94
Full standard state certification for field to be taught	82.6	84.1	83.3
Graduation from state-approved teacher education program	70.1	69.8	71.9
Emergency or temporary state certification	66.6	68.8	67.4
College major/minor in field to be taught	67.2	66.2	66.9
Passage of state test of basic skills	34.9	42.3	49.0
Passage of state test of subject knowledge	23.5	34.1	39.3
Passage of the National Teachers Examination (NTE)*	21.4	29.5	30.8
Passage of district test of basic skills or subject knowledge	2.6	4.3	2.0

* In 1993–94 only, districts indicated whether they required the NTE Core Battery and/or the Professional Specialty Area. Districts were counted as requiring the NTE if they checked either response option. In other years, districts indicated only whether they required the NTE Core Battery.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88, 1990–91, and 1993–94 (Teacher Demand and Shortage Questionnaire for Public School Districts).

Percentage of public school districts requiring various credentials, qualifications, and the passage of various tests when considering teacher applicants: School years 1987–88, 1990–91, and 1993–94





* In 1993–94 only, districts indicated whether they required the NTE Core Battery and/or the Professional Specialty Area. Districts were counted as requiring the NTE if they checked either response option. In other years, districts indicated only whether they required the NTE Core Battery.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88, 1990–91, and 1993–94 (Teacher Demand and Shortage Questionnaire for Public School Districts).

Teachers' feelings of preparedness

Reform initiatives, new technologies, and changing student populations have required teachers to learn new ways of presenting material and managing their classrooms. Teachers' initial professional training may not have prepared them adequately to meet current expectations, so continuing professional development is important. Teachers' self-assessments provide one indication of the extent to which preservice and on-the-job learning prepare them to meet the new demands.

- In 1998, the majority of public school teachers (71 percent) felt that they were very well prepared to maintain order and discipline in their classrooms.
- Fewer teachers felt that they were very well prepared to meet certain instructional requirements, including implementing new teaching methods (41 percent), implementing state or district curriculum and performance standards (36 percent), or using student performance assessment techniques (28 percent).
- Teachers were least likely to report that they felt very well prepared to integrate educational technology into their teaching methods (20 percent), or to address the needs of students with disabilities (21 percent) or of students with limited English proficiency or from diverse cultural backgrounds (20 percent).
- Teachers who spent more than 8 hours in professional development in the content area of a specific activity in the previous 12 months were generally more likely than other teachers to feel very well prepared in that area. The exception was the area in which teachers felt most prepared: maintaining order and discipline in the classroom.

Percentage distribution of public school teachers according to how well prepared they felt to perform various activities in the classroom, and the percentage of teachers who felt very well prepared, according to the number of hours spent in professional development in that content area in the last 12 months, by activity: 1998

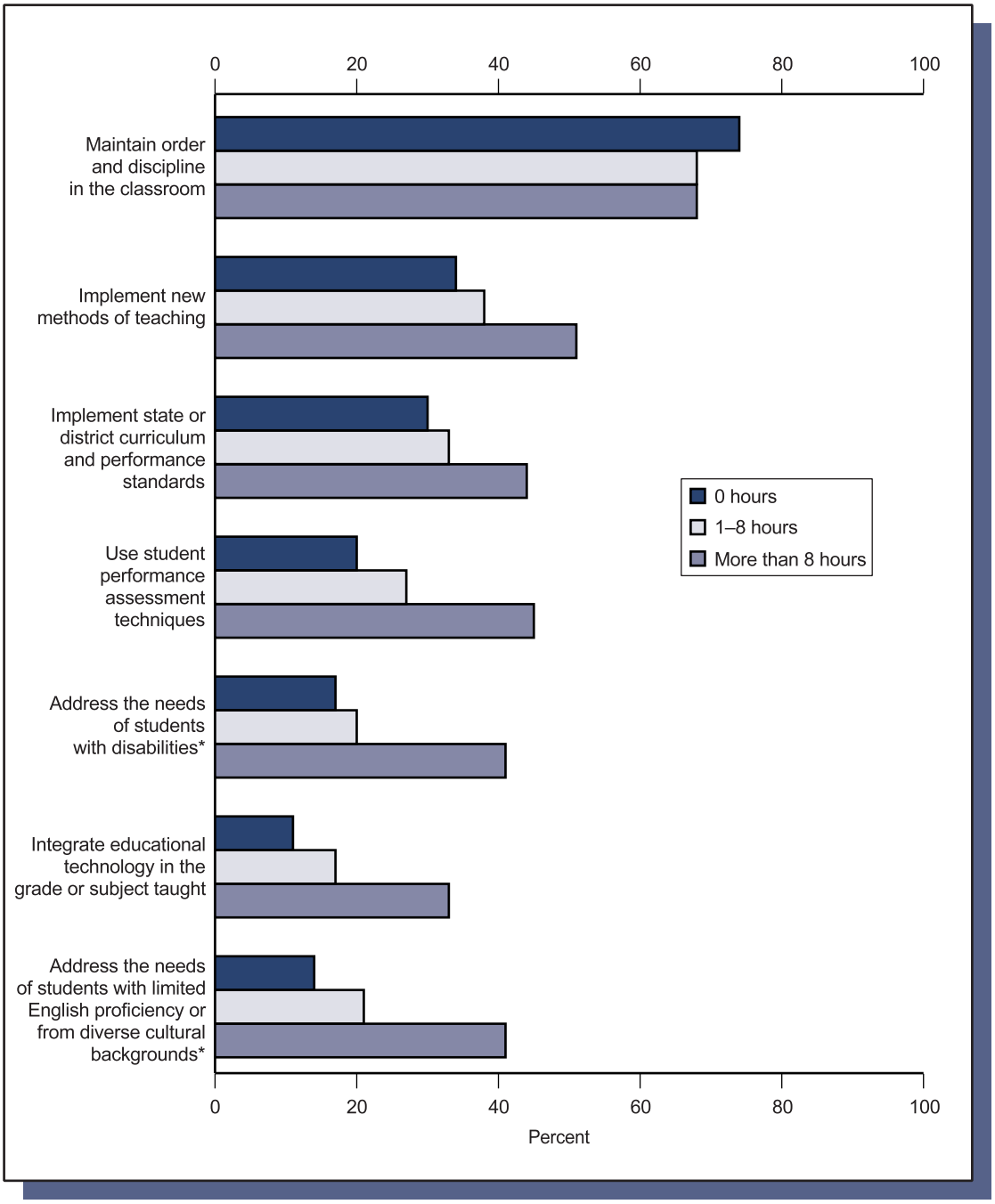
	How well prepared teachers felt				Very well prepared		
					Hours of professional development		
Activity	Very well prepared	Moderately well prepared	Somewhat well prepared	Not at all prepared	0 hours	1–8 hours	More than 8 hours
Maintain order and discipline in the classroom	71	24	4	1	74	68	68
Implement new methods of teaching (e.g., cooperative learning)	41	41	16	2	34	38	51
Implement state or district curriculum and performance standards	36	41	20	3	30	33	44
Use student performance assessment techniques (e.g., methods of testing, applying results to modify instruction)	28	41	26	4	20	27	45
Address the needs of students with disabilities*	21	41	30	7	17	20	41
Integrate educational technology in the grade or subject taught	20	37	34	9	11	17	33
Address the needs of students with limited English proficiency or from diverse cultural backgrounds*	20	33	30	17	14	21	41

* Percentages based on teachers who teach such students.

NOTE: Details may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Teacher Survey on Professional Development and Training, 1998.

Percentage of public school teachers who felt they were very well prepared to perform various activities in the classroom, according to the number of hours spent in professional development in that content area, in the last 12 months, by activity: 1998



* Percentages based on teachers who teach such students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Teacher Survey on Professional Development and Training, 1998.

Teachers' participation in collaborative activities

Teachers can improve their teaching practices by engaging in frequent and planned collaborative activities with other teachers. Such activities can include team teaching, mentoring, formal planning meetings, and research projects. In the larger teaching community, collaborative activities might include school-university partnerships, teacher networks, or task forces organized around subject matter, pedagogical issues, or school reform.

- In 1998, 81 percent of teachers reported participating in regularly scheduled collaboration with other teachers at least a few times in the previous 12 months. The next most common activities were engaging in a common planning period for team teachers (62 percent) and networking with teachers outside their school (61 percent). Conducting individual or collaborative research on a topic of interest professionally (53 percent) was next. Teachers were least likely to have been involved in mentoring activities, either mentoring another teacher (26 percent) or being mentored (19 percent; see supplemental table 24-1).

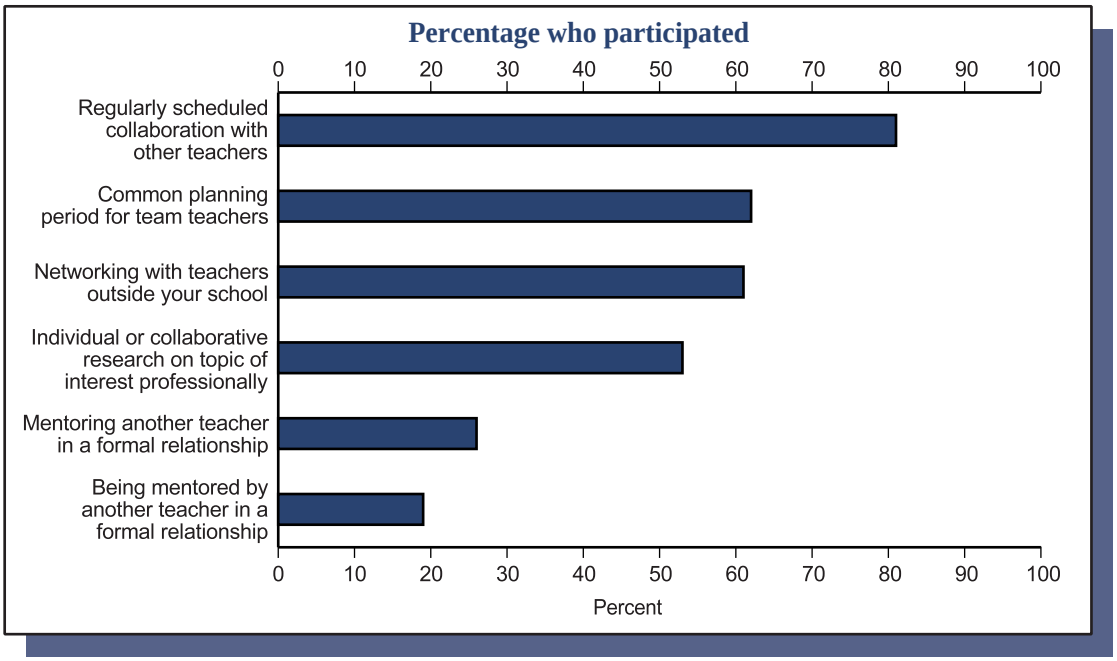
- Of particular importance is the effect that participation in collaborative activities has on teaching practice. Seventy percent of teachers who were mentored by another teacher at least once a week reported that this activity helped them a lot. A clear relationship exists between the amount of time teachers engage in collaborative activities and the extent to which they believe the activities improve their teaching a lot. With the exception of mentoring another teacher, about half or more of the teachers who had participated in these activities at least once a week during the previous 12 months believed that this participation improved their teaching a lot. In contrast, those who had participated once a month or less were less likely to hold this belief (again with the exception of mentoring another teacher).

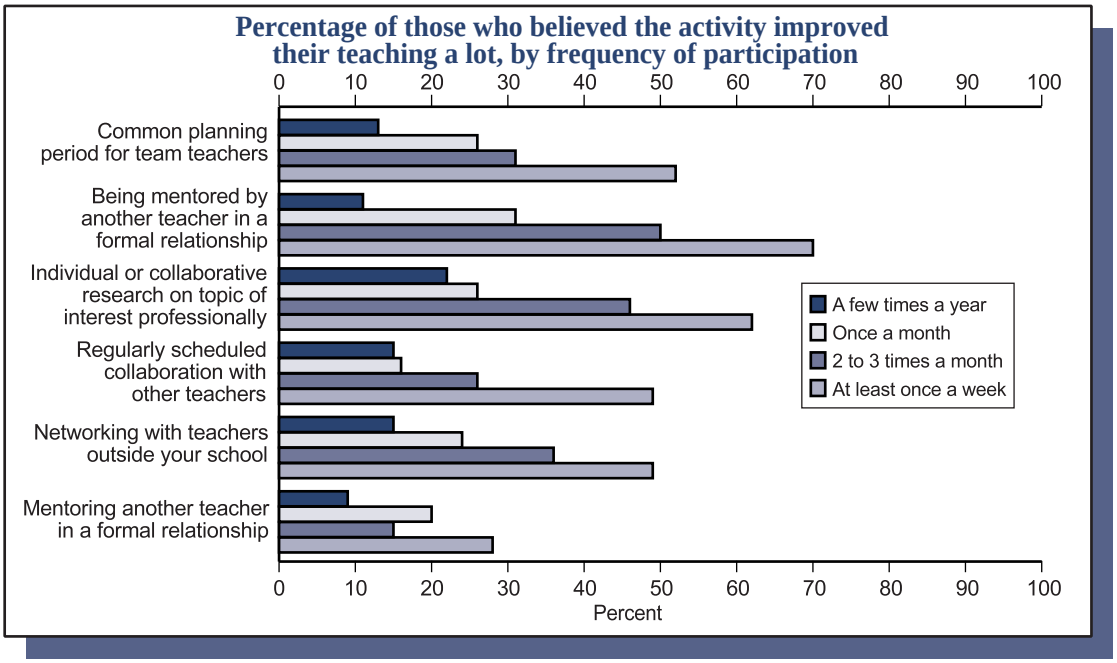
Percentage of public school teachers who participated in various collaborative activities in the past 12 months who believed the activity improved their teaching a lot, by frequency of participation: 1998

		Frequency of participation			
Activity	Total	A few times a year	Once a month	2 to 3 times a month	At least once a week
Common planning period for team teachers	40	13	26	31	52
Being mentored by another teacher in a formal relationship	34	11	31	50	70
Individual or collaborative research on topic of interest professionally	34	22	26	46	62
Regularly scheduled collaboration with other teachers	29	15	16	26	49
Networking with teachers outside your school	23	15	24	36	49
Mentoring another teacher in a formal relationship	19	9	20	15	28

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Teacher Survey on Professional Development and Training, 1998.

Percentage of public school teachers who had participated in various collaborative activities in the past 12 months and the perceived effect: 1998





SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Teacher Survey on Professional Development and Training, 1998.

Salaries of teachers

Attracting and retaining quality teachers are growing concerns among education officials and the public. This is especially true for beginning teachers as school districts compete with each other and other industries for additional teaching personnel to cope with growing enrollments and an aging work force of experienced teachers who are nearing retirement. Increased salaries potentially provide a means of attracting and retaining the increased numbers of quality young teachers who will be needed in the years ahead.

- As a wave of younger teachers hired in the mid-1970s has aged, a demographic shift in the age of teachers has occurred. For example, in 1975, 53 percent of all full-time teachers were younger than age 35; in 1993, the percentage of younger teachers fell to about 23 percent. Meanwhile, the percentage of full-time teachers 45 years old or older increased from about 26 percent in 1975 to 43 percent in 1993.
- The annual median salaries (in constant 1998 dollars) of full-time teachers decreased between 1971 and 1981 by about $500–700 annually in each age group.
- Between 1981 and 1989, the salaries of teachers rose. For the oldest group of teachers, salaries rose by about $1,100 per year, on average, while for the middle and youngest age groups, salaries increase by smaller amounts.
- Since 1989, the salaries of the oldest and youngest groups of teachers have remained about the same, while the salaries of the middle age group (between ages 35 and 44) have declined by about $400 per year, on average (in constant 1998 dollars).
- The difference between the annual median salaries of bachelor's degree recipients and all teachers declined from about $5,000 in 1981 to $2,300 in 1998. This decline in the salary gap has been due mainly to increases in the relative size of the older teaching work force and in the salaries of teachers ages 45 or older.

Percentage distribution and annual median salaries (in constant 1998 dollars) of full-time elementary and secondary school teachers, by age: 1971–98

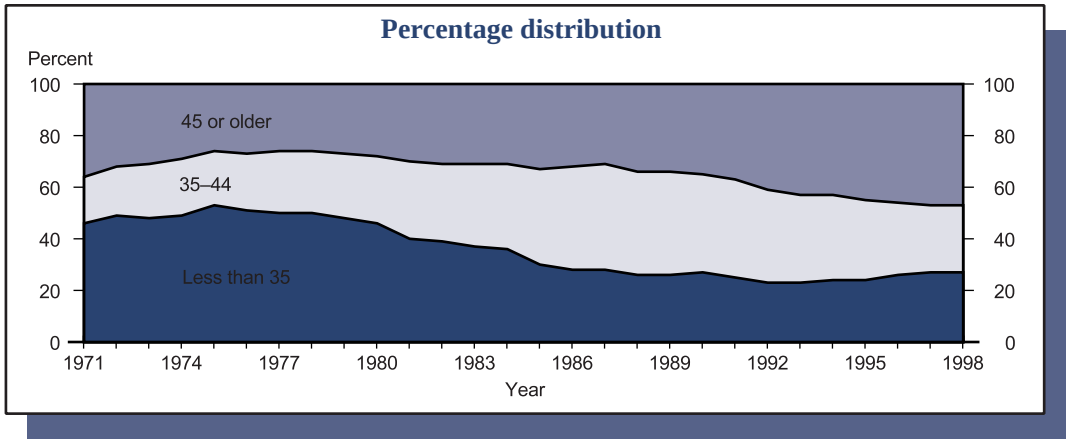
	All elementary and secondary school teachers			Annual median salaries in constant 1998 dollars				
	Age				Age			Bachelor's degree
Year	Less than 35	35–44	45 or older	Total	Less than 35	35–44	45 or older	recipients*
1971	46.4	18.1	35.5	$34,113	$31,042	$37,522	$37,369	$39,736
1973	47.7	20.6	31.7	34,138	31,102	38,690	37,758	39,740
1975	53.1	21.2	25.7	31,581	28,361	37,070	35,106	35,541
1977	49.9	24.4	25.8	32,003	28,781	36,113	37,135	37,030
1979	48.0	25.2	26.8	30,061	26,899	32,508	35,204	35,283
1981	39.7	30.4	30.0	28,576	24,681	31,169	31,099	33,584
1983	36.8	32.0	31.2	31,122	25,589	33,716	35,867	34,464
1985	29.7	37.3	33.0	33,188	26,453	34,660	38,026	35,954
1987	28.1	40.8	31.2	34,893	29,327	37,039	38,842	37,714
1989	25.8	39.5	34.6	34,668	27,543	35,860	40,341	36,923
1991	25.1	38.2	36.6	34,322	28,477	34,562	39,738	36,924
1993	22.7	34.3	43.0	34,947	29,249	33,716	41,103	36,585
1995	24.2	30.7	45.1	35,134	28,709	33,978	39,759	37,817
1997	27.3	25.8	46.9	32,295	27,121	31,273	38,406	36,740
1998	26.7	25.5	47.8	35,099	29,119	33,105	41,661	37,399

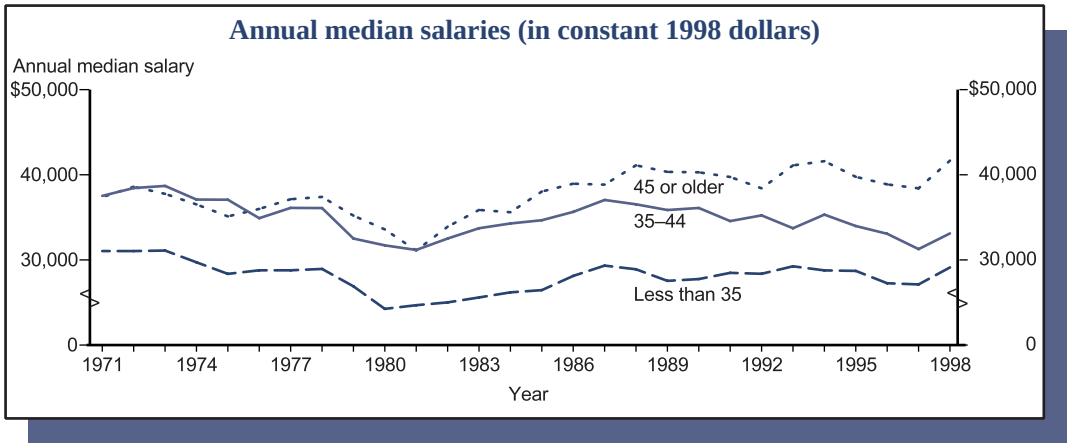
* Includes full-time employed bachelor's degree recipients only.

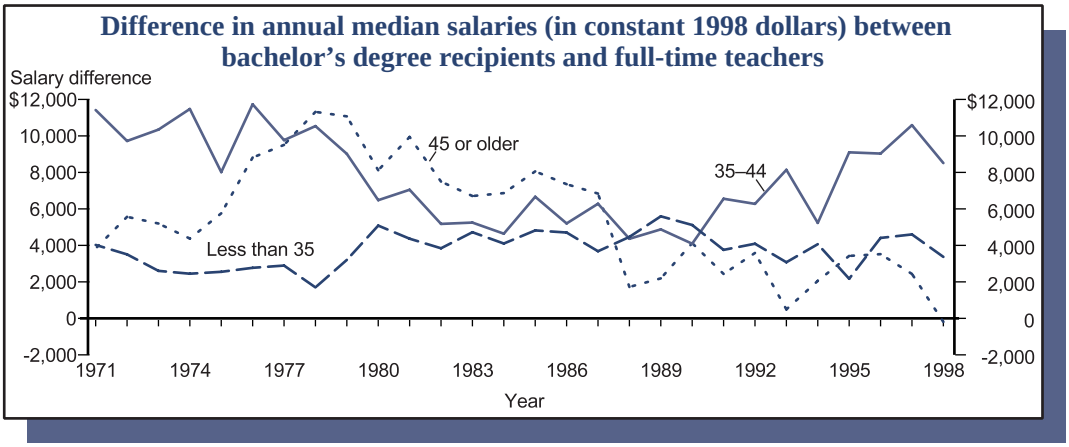
NOTE: Median salaries refer to the previous calendar year; for example, salaries reported in 1971 refer to salaries earned in 1970. The Consumer Price Index (CPI) was used to calculate constant dollars. Includes full-time public and private school teachers who taught grades 1–12. Details may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Percentage distribution and annual median salaries of full-time elementary and secondary teachers, by age: 1971–98







NOTE: Median salaries refer to the previous calendar year; for example, salaries reported in 1971 refer to salaries earned in 1970. The Consumer Price Index (CPI) was used to calculate constant dollars. Includes full-time public and private school teachers who taught grades 1–12.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Student victimization at school

Violence in schools makes teaching difficult and inhibits student learning. In addition, unsafe school environments expose students who may already be at risk for school failure to other failure-related factors such as physical and emotional harm. In recent years, educators, parents, and policymakers have voiced growing concern about possible increases in the incidence of school-related criminal behavior. Studying trends in victimization rates provides a picture of the safety of today's schools.

- Victimization rates at school for high school seniors changed little between 1976 and 1997. The most common type of victimization at school in the previous 12 months reported by high school seniors in 1997 was having something stolen (39 percent).
- In 1997, there were no differences in reported victimization rates at school in the previous 12 months for white and black high school seniors (see supplemental table 26-1).
- In 1997, high school seniors from metropolitan and nonmetropolitan areas were about equally likely to report being victimized at school in the previous 12 months (see supplemental table 26-2).
- High school seniors in 1997 were more likely to report being threatened at school without a weapon than being threatened with a weapon during the previous 12 months (21 versus 11 percent). Similarly, high school seniors in 1997 were more likely to report being injured at school without a weapon than being injured with a weapon during the previous 12 months (12 versus 5 percent).

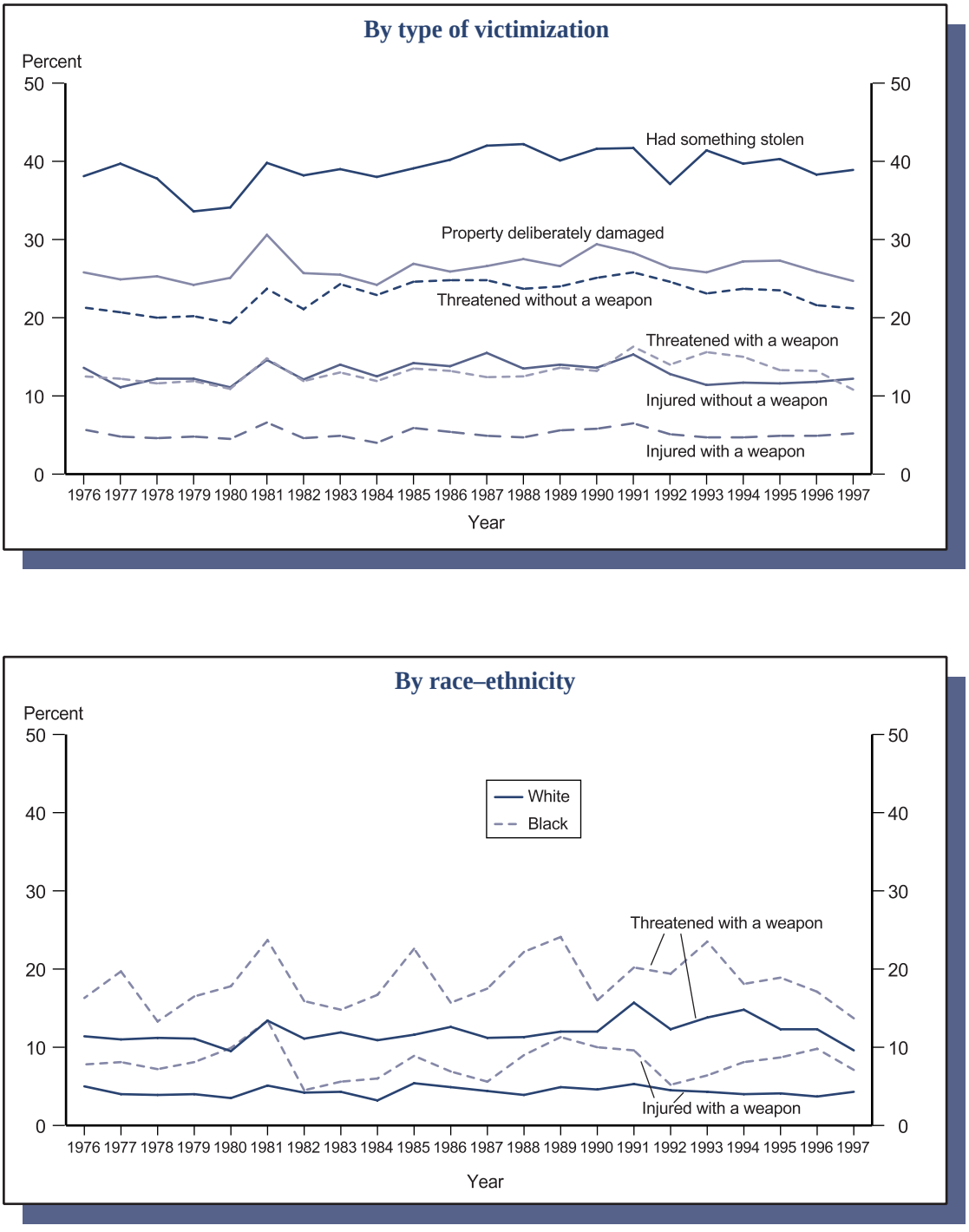
Percentage of high school seniors who reported being victimized at school during the previous 12 months, by type of victimization: 1976–97

Year	Had something stolen	Property deliberately damaged	Injured with a weapon	Threatened with a weapon	Injured without a weapon	Threatened without a weapon
1976	38.1	25.8	5.7	12.5	13.6	21.3
1977	39.7	24.9	4.8	12.2	11.1	20.7
1978	37.8	25.3	4.6	11.6	12.2	20.0
1979	33.6	24.2	4.8	11.9	12.2	20.2
1980	34.1	25.1	4.5	10.9	11.1	19.3
1981	39.8	30.6	6.6	14.8	14.6	23.7
1982	38.2	25.7	4.6	11.9	12.1	21.1
1983	39.0	25.5	4.9	13.0	14.0	24.3
1984	38.0	24.2	4.0	11.9	12.5	22.9
1985	39.1	26.9	5.9	13.5	14.2	24.6
1986	40.2	25.9	5.4	13.2	13.8	24.8
1987	42.0	26.6	4.9	12.4	15.5	24.8
1988	42.2	27.5	4.7	12.5	13.5	23.7
1989	40.1	26.6	5.6	13.6	14.0	24.0
1990	41.6	29.4	5.8	13.2	13.6	25.1
1991	41.7	28.3	6.5	16.3	15.3	25.8
1992	37.1	26.4	5.1	14.0	12.8	24.6
1993	41.4	25.8	4.7	15.6	11.4	23.1
1994	39.7	27.2	4.7	15.0	11.7	23.7
1995	40.3	27.3	4.9	13.3	11.6	23.5
1996	38.3	25.9	4.9	13.2	11.8	21.6
1997	38.9	24.7	5.2	10.8	12.2	21.2

NOTE: Estimates were tabulated using restricted-use files. Response rates for this survey do not meet NCES standards.

SOURCE: University of Michigan, Survey Research Center, Institute for Social Research, Monitoring the Future Study.

Percentage of high school seniors who reported being victimized at school during the previous 12 months: 1976–97



NOTE: Estimates were tabulated using restricted-use files. Response rates for this survey do not meet NCES standards.

SOURCE: University of Michigan, Survey Research Center, Institute for Social Research, Monitoring the Future Study.

Student alcohol and drug use

Alcohol and drug use can interfere with a student's ability to concentrate, reduce a student's academic achievement, and in some cases is associated with violent crime. Therefore, it is important for educators and administrators to determine the extent of student alcohol and drug use and how this use affects the school's goal of providing a safe and effective learning environment. The percentage of students who report alcohol and drug use is an indicator of a safe and effective learning environment.

- Between 1976 and 1998, the percentage of high school seniors who reported using alcohol, marijuana, stimulants, cocaine, or tranquilizers at school during the previous year decreased. For example, the percentage of seniors in 1998 who reported using marijuana at school during the previous year was less than half the percentage who reported doing so in 1976 (8 versus 21 percent).

- The percentage of high school seniors who reported using drugs or alcohol at any time during the previous year also decreased between 1975 and 1998. However, after reaching its lowest point in the early 1990s, drug use at any time during the previous year by high school seniors began to increase again for most drugs. For example, the percentage of seniors who reported using marijuana at any time during the previous year increased from 22 percent in 1992 to 38 percent in 1998 (see supplemental table 27-1).

- Between 1991 and 1998, the percentage of 8th-, 10th-, and 12th-graders who reported using marijuana, smoking cigarettes, or using any illicit drug other than marijuana in the previous 30 days increased (see supplemental table 27-2).

- In 1998, more 8th-, 10th-, and 12th-graders reported that it would be "fairly easy" or "very easy" to obtain marijuana than did their counterparts in 1992 (see supplemental table 27-3).

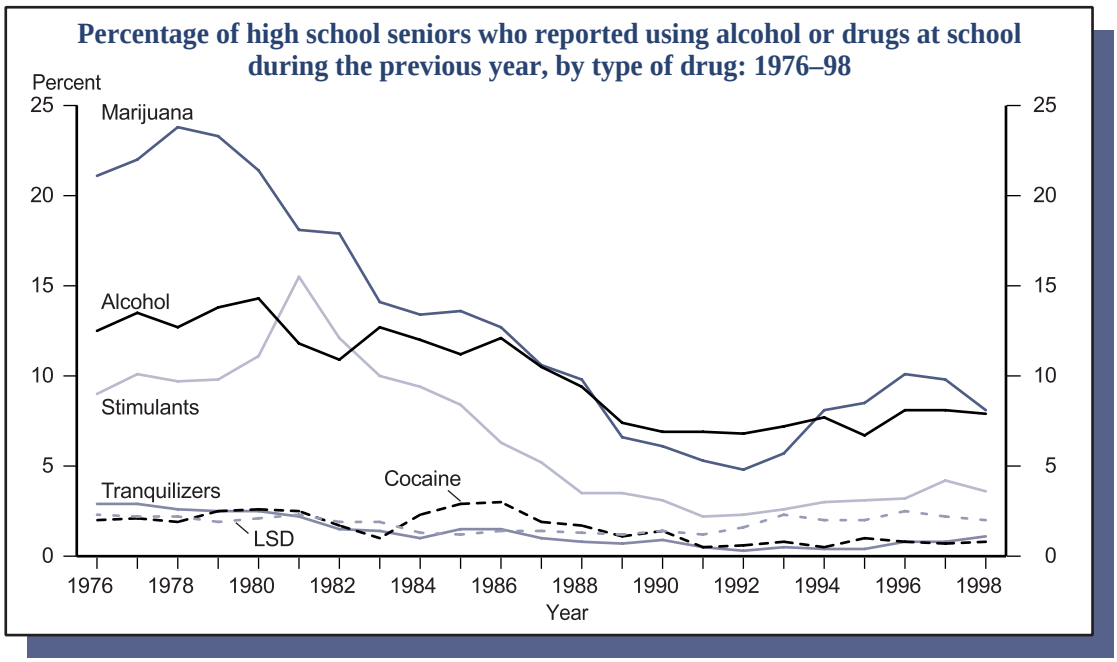
Percentage of high school seniors who reported using alcohol or drugs at school during the previous year, by type of drug: 1976–98

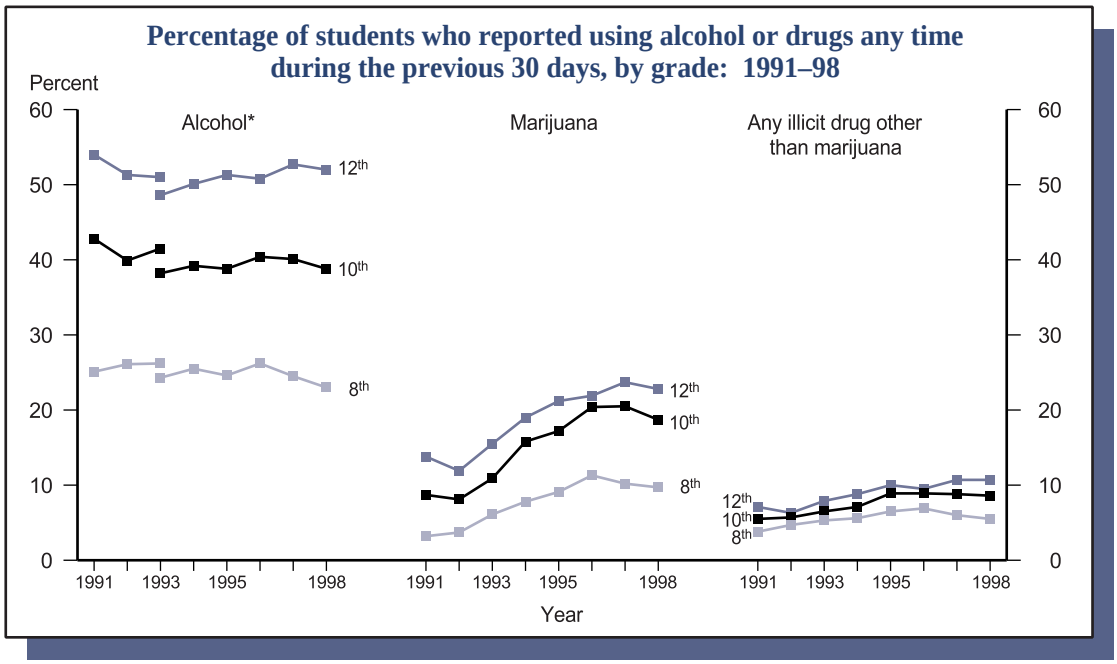
Type of drug	1976	1978	1980	1982	1984	1986	1988	1990	1991	1992	1993	1994	1995	1996	1997	1998
Alcohol	12.5	12.7	14.3	10.9	12.0	12.1	9.4	6.9	6.9	6.8	7.2	7.7	6.7	8.1	8.1	7.9
Marijuana	21.1	23.8	21.4	17.9	13.4	12.7	9.8	6.1	5.3	4.8	5.7	8.1	8.5	10.1	9.8	8.1
LSD	2.3	2.2	2.1	1.9	1.3	1.4	1.3	1.4	1.2	1.6	2.3	2.0	2.0	2.5	2.2	2.0
Stimulants	9.0	9.7	11.1	12.1	9.4	6.3	3.5	3.1	2.2	2.3	2.6	3.0	3.1	3.2	4.2	3.6
Cocaine	2.0	1.9	2.6	1.7	2.3	3.0	1.7	1.4	0.5	0.6	0.8	0.5	1.0	0.8	0.7	0.8
Tranquilizers	2.9	2.6	2.5	1.5	1.0	1.5	0.8	0.9	0.5	0.3	0.5	0.4	0.4	0.8	0.8	1.1

NOTE: Only drug use not under a doctor's orders is included. Estimates were tabulated using restricted-use files. Response rates for this survey do not meet NCES standards.

SOURCE: University of Michigan, Survey Research Center, Institute for Social Research, Monitoring the Future Study.

Student alcohol and drug use





* In 1993, the questions regarding alcohol consumption changed; therefore, data for alcohol use from 1993 through 1998 may not be comparable to earlier years. For example, in 1993, the original wording produced estimates of 26, 42, and 51 percent for alcohol use of 8th-, 10th-, and 12th-graders, respectively. The new wording produced estimates of 24, 38, and 49 percent for alcohol use of 8th-, 10th-, and 12th-graders, respectively.

NOTE: Only drug use not under a doctor's orders is included. Estimates were tabulated using restricted-use files. Response rates for this survey do not meet NCES standards.

SOURCE: University of Michigan, Survey Research Center, Institute for Social Research, Monitoring the Future Study.

Tuition and enrollment in private schools

Private schools provide alternatives to the public schools. Whether or not parents choose a private school for their child may be a function of many factors, including tuition levels, family income, the relative value placed on education, satisfaction with public schools, and the availability of public schools (especially at the preschool level). Variations among population subgroups in the proportion of children enrolled in private schools may reflect differences in any of these factors.

- In 1997, 50 percent of preschool students were enrolled in private schools, a decrease from 1979 when 63 percent of these students were enrolled in private schools. During this period, enrollment in private schools dropped slightly at the elementary level and remained stable at the secondary level.
- Between 1979 and 1997, at successively higher grade levels, smaller percentages of students attended private schools.
- Students from high-income families were more likely than other students to attend private schools at all grade levels between 1979 and 1997. However, in 1997, a majority of preschool, kindergarten, and elementary students who attended church-related schools were from low- and middle-income families (see supplemental table 28-2).
- Median tuition paid at all levels of private schools increased between 1979 and 1997. In 1997, the 75th percentile of tuition paid was at least twice as high as the 25th percentile of tuition, with the largest gaps occurring at the secondary level.

Percentage of students who were enrolled in private schools, by family income and school level: October 1979, 1991, 1994, and 1997

	Total				Low income				Middle income				High income			
School level	1979	1991	1994	1997	1979	1991	1994	1997	1979	1991	1994	1997	1979	1991	1994	1997
Preschool	63.4	60.2	53.1	49.9	25.5	17.4	17.8	18.8	63.3	59.4	51.3	49.2	78.3	81.6	77.5	72.5
Kindergarten	13.9	14.2	13.5	16.8	3.2	4.0	5.0	6.8	13.5	12.5	13.2	15.7	23.2	28.3	22.6	28.2
Elementary	11.0	9.5	10.1	9.4	3.9	2.6	3.5	2.7	9.4	8.3	9.3	8.5	18.4	17.8	16.3	16.5
Secondary	7.1	6.9	7.0	7.3	2.3	2.2	2.7	2.9	5.4	5.5	5.9	5.6	11.8	12.5	11.3	13.3

NOTE: 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. See the supplemental note to *Indicator 53* for further discussion.

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

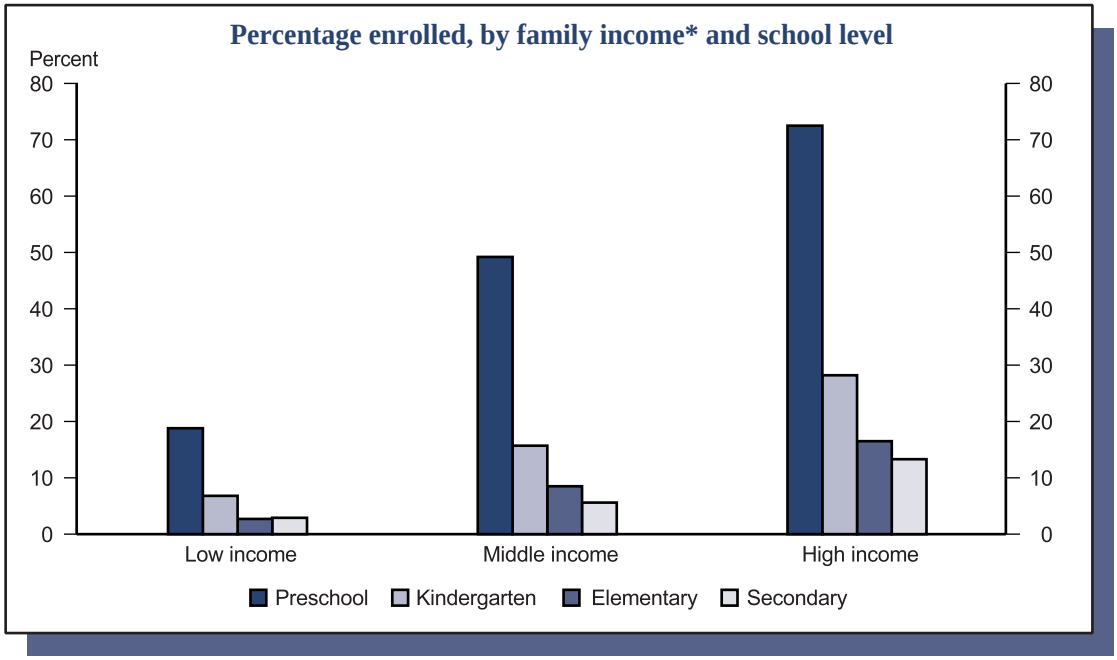
Tuition at selected percentiles (in constant 1998 dollars), by school level and type: October 1979, 1991, 1994, and 1997

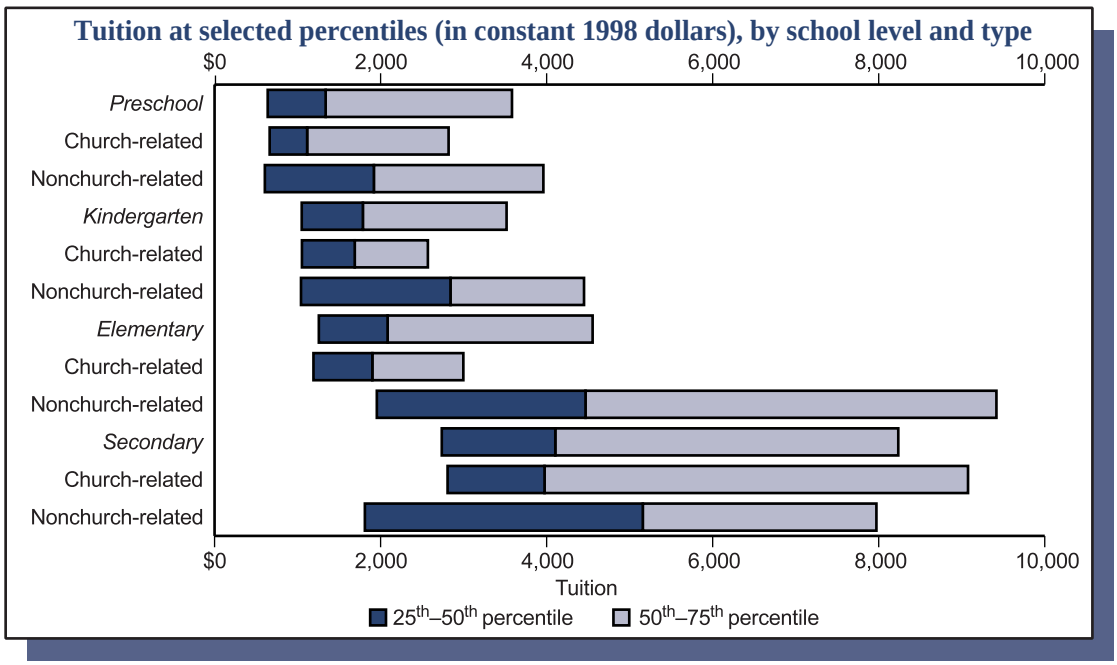
School level	1979			1991			1994			1997		
and type	25th	50th	75th	25th	50th	75th	25th	50th	75th	25th	50th	75th
Preschool	$517	$838	$2,190	$573	$1,092	$2,913	$433	$1,013	$2,670	$650	$1,358	$3,636
K–12	622	1,386	2,606	942	1,725	3,036	993	1,888	3,232	1,431	2,546	4,980
Kindergarten	530	952	1,786	705	1,552	2,736	664	1,306	2,679	1,066	1,813	3,570
Elementary	305	811	1,538	817	1,388	2,288	930	1,700	2,746	1,275	2,115	4,622
Secondary	1,525	1,983	2,569	2,175	3,198	4,699	1,938	3,140	4,307	2,778	4,166	9,374

NOTE: In 1994 and 1997, the Current Population Survey (CPS) changed the questions used to obtain tuition data. See the supplemental note to this indicator for further discussion. Additionally, in 1994, the survey methodology for the CPS was changed and weights were adjusted. See the supplemental note to *Indicator 51* for further discussion.

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

Percentage of students who were enrolled in private schools and tuition at selected percentiles: October 1997





* 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. See *Indicator 53* for further discussion.

NOTE: In 1994 and 1997, the Current Population Survey (CPS) changed the questions used to obtain tuition data. See the supplemental note to this indicator for further discussion. Additionally, in 1994, the survey methodology for the CPS was changed and weights were adjusted. See the supplemental note to *Indicator 51* for further discussion.

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