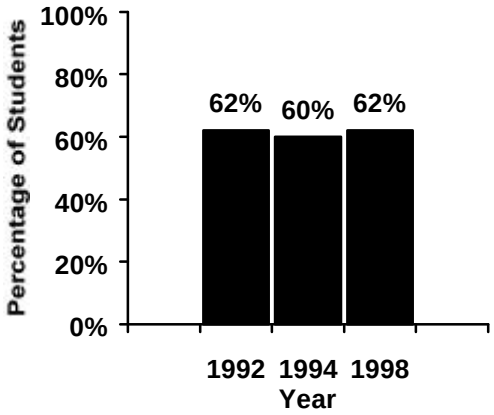
A 5-Year *Report Card* on American Education (Data Charts)

READING, MATH, AND SCIENCE

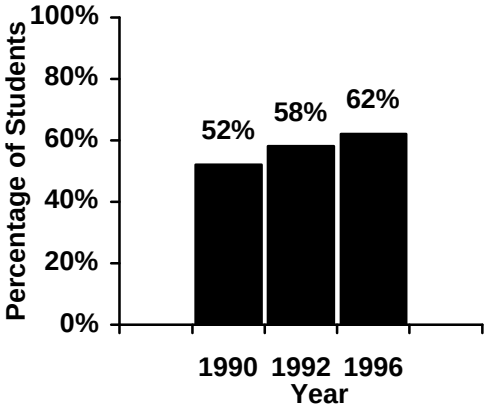
Priorities 1 & 2:

Performance of Students on NAEP Assessment

Percentage of Grade 4 Students Scoring At or Above NAEP Basic Level in Reading



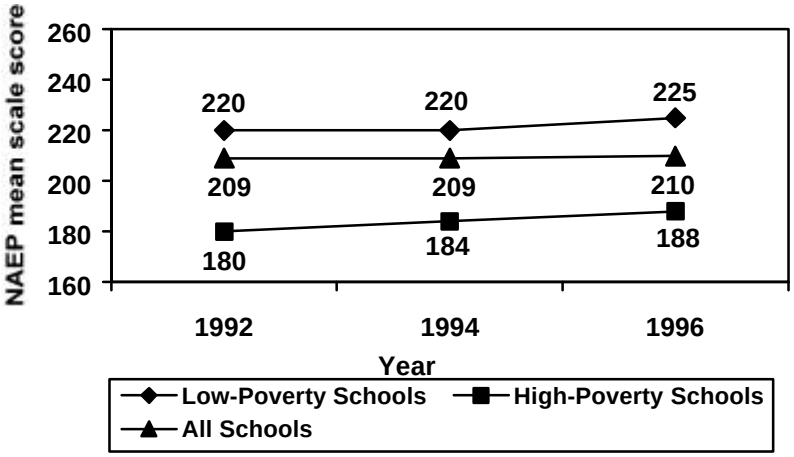
Percentage of Grade 8 Students Scoring At or Above NAEP Basic Level in Math



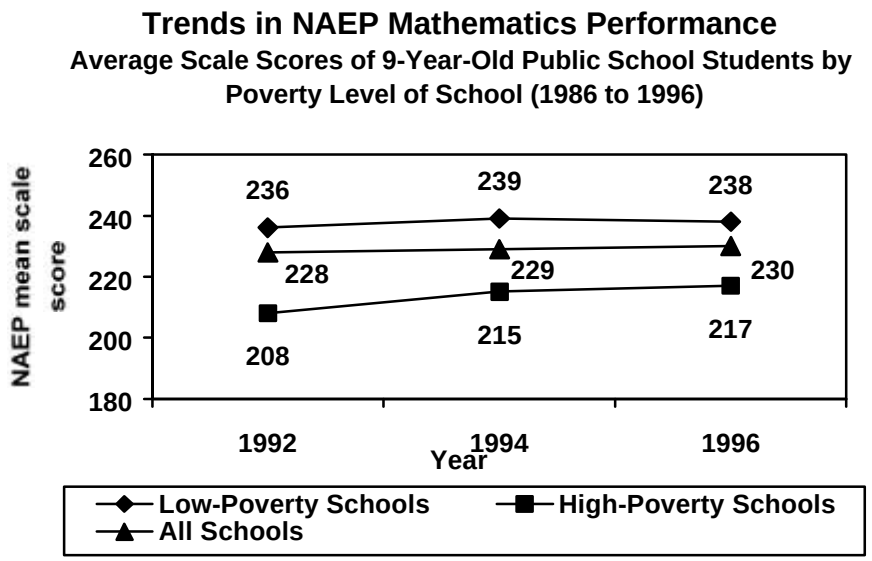
Source: National Assessment of Educational Progress (NAEP) and the National Center for Education Statistics. **Limitations of data:**. The methods for establishing basic proficiency levels are not unique and different methods could yield different levels.

Trends in NAEP Reading Performance

Average Scale Scores of 9-Year-Old Public School Students by Poverty Level of School (1988 to 1996)

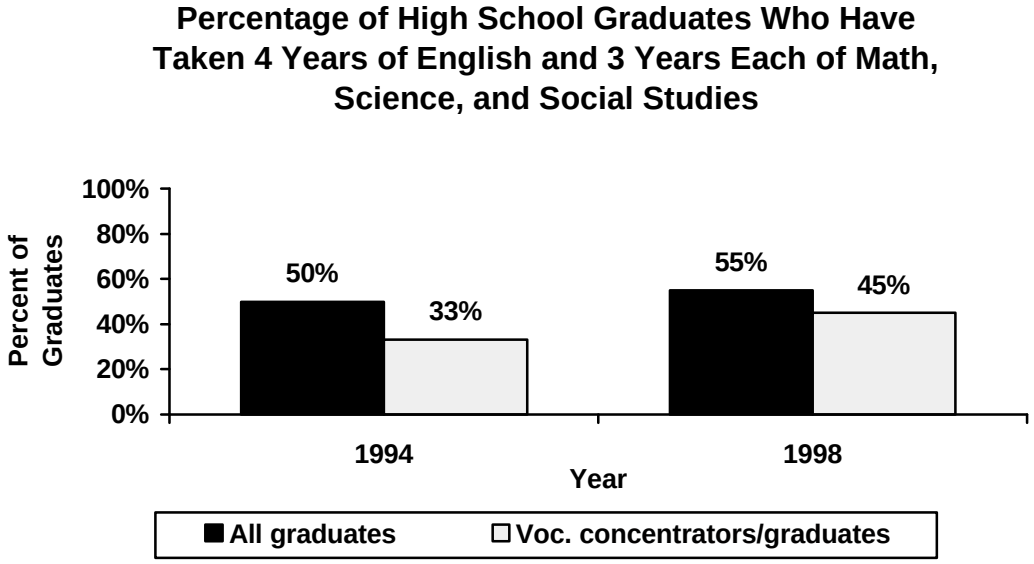


Source: National Assessment of Educational Progress (NAEP) and the National Center for Education Statistics. **Limitations of data.** Uses trend NAEP, which is not updated to reflect the most current methods for measuring of content.



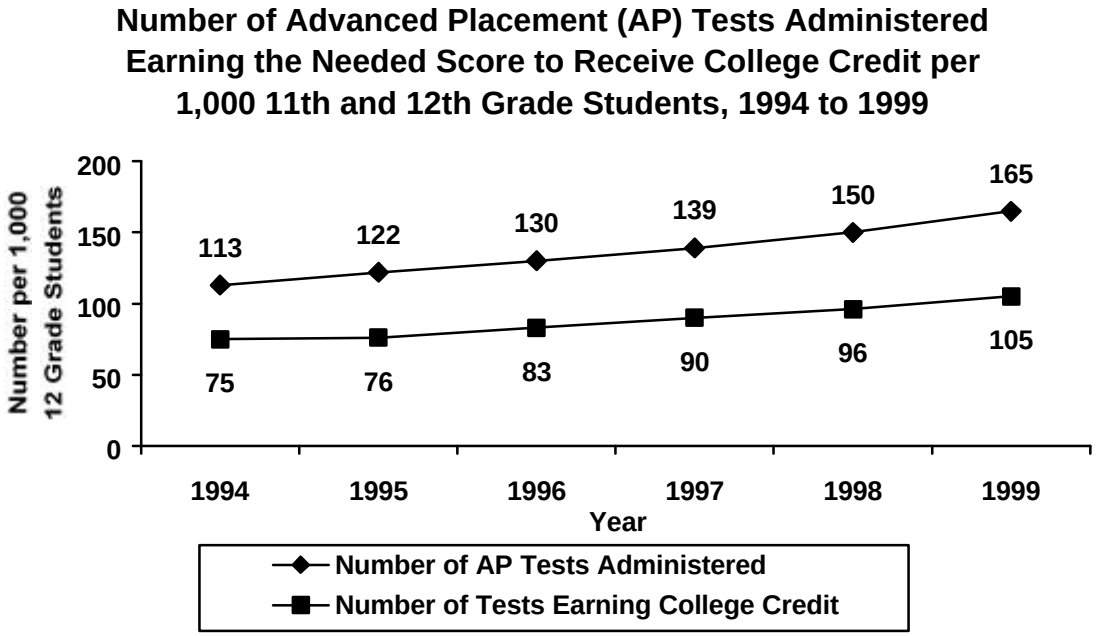
Source: Special analyses of data from National Assessment of Educational Progress (NAEP) and the National Center for Education Statistics. **Limitations of data:** Data on the percentage of students eligible for free and reduced-price lunch are not available for some schools and are not defined consistently across years.

Priority 3:



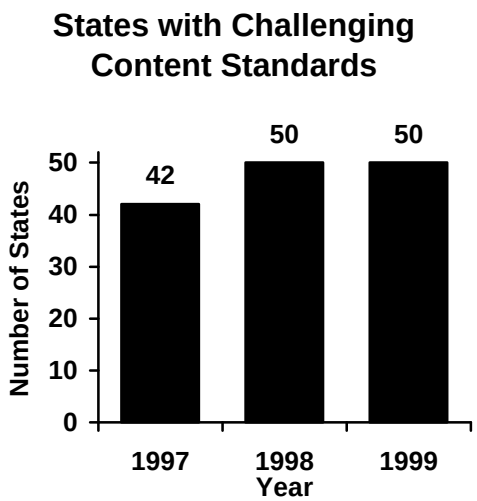
Source: NAEP Transcript study prepared for the National Center for Education Statistics, SY 1993-94 and 1997-98. **Limitations of data:** Numbers of years of course work does not adjust for differences in content taught within a content area.

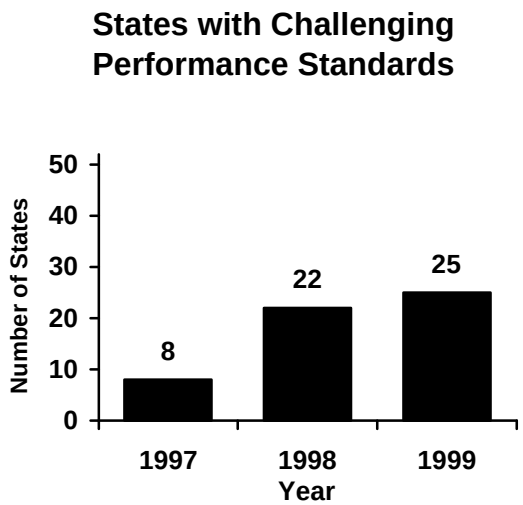
Priority 4:



Source: Based on special analyses of data from the College Board AP Program prepared for and reviewed by the National Center for Education Statistics. **Limitations of data:** Because AP candidates often take more than one examination, there is not a one-to-one ratio between the number of examinations taken and the number of students.

Priority 5:

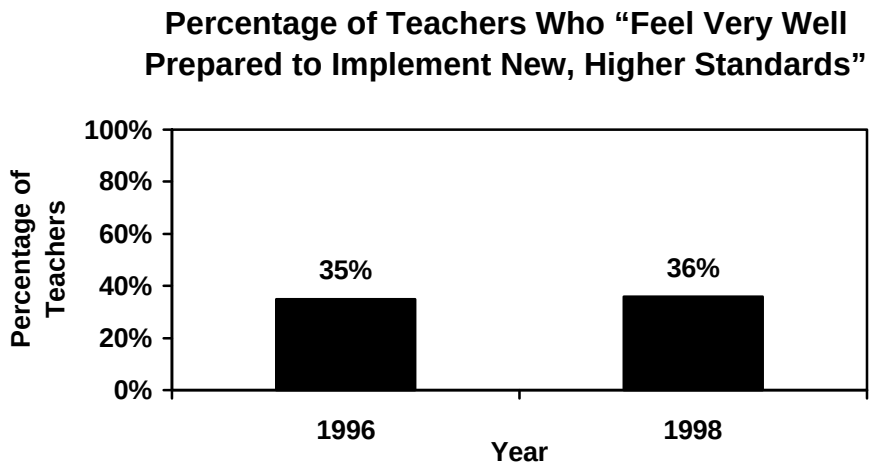




Source: Fig. 1.1.a.1 and 1.1.a.2. Consolidated State Plans, Department of Education review of evidence submitted by states to demonstrate their standards and assessment development process. **Limitations of data:** States are expected to submit evidence that standards are in place; however, states are not required to submit their standards to ED. Therefore, the Department can only evaluate whether states used a rigorous process in developing and adopting standards, not the quality of the standards themselves.

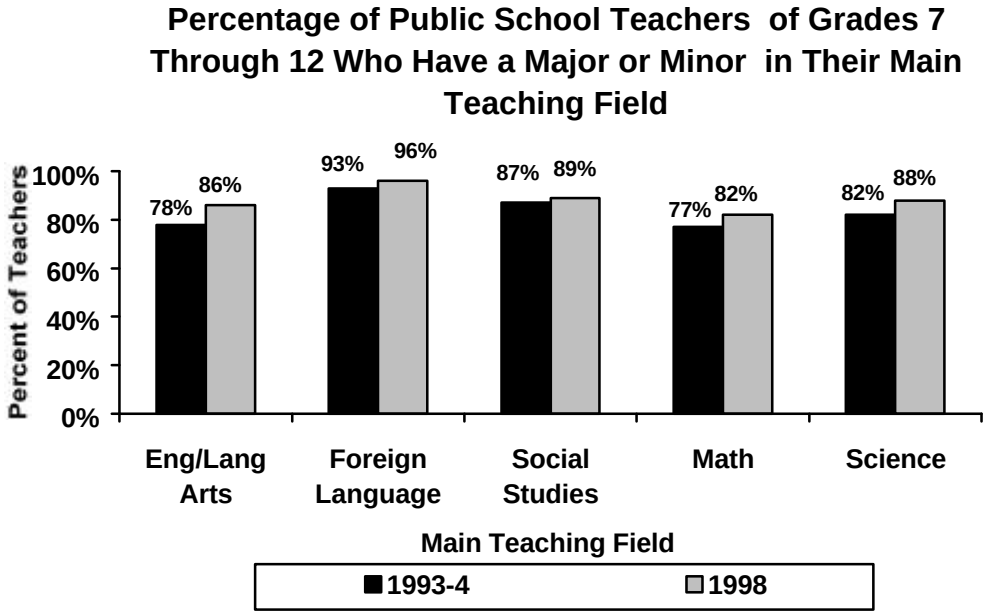
TEACHERS & TEACHING

Priority 6:



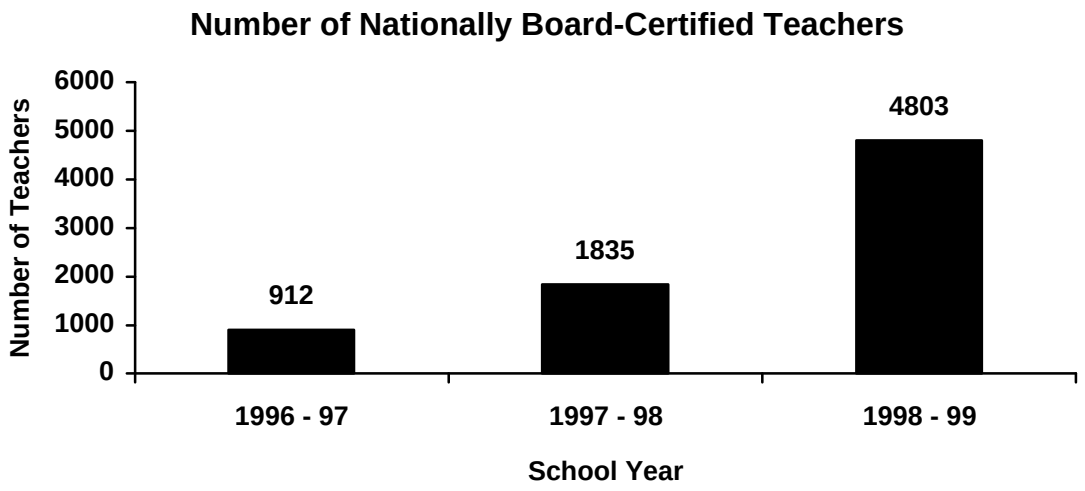
Source: Teacher Quality Fast Response Survey (FRS). **Limitations of data:** Indicator is based on teacher self-reported data. In addition, the exact question differed across the two years of data collection: in 1996, teachers reported how well prepared they were to implement "new, higher standards"; in 1998, teachers reported how well prepared they were to implement "state/district standards." In 2000, teachers will report how well prepared they are to implement "state/district standards." This indicator is intended to be a measure of teachers' readiness to implement standards. However, in some cases, it may inadvertently only measure whether a teacher is aware of the standards.

Priority 7:



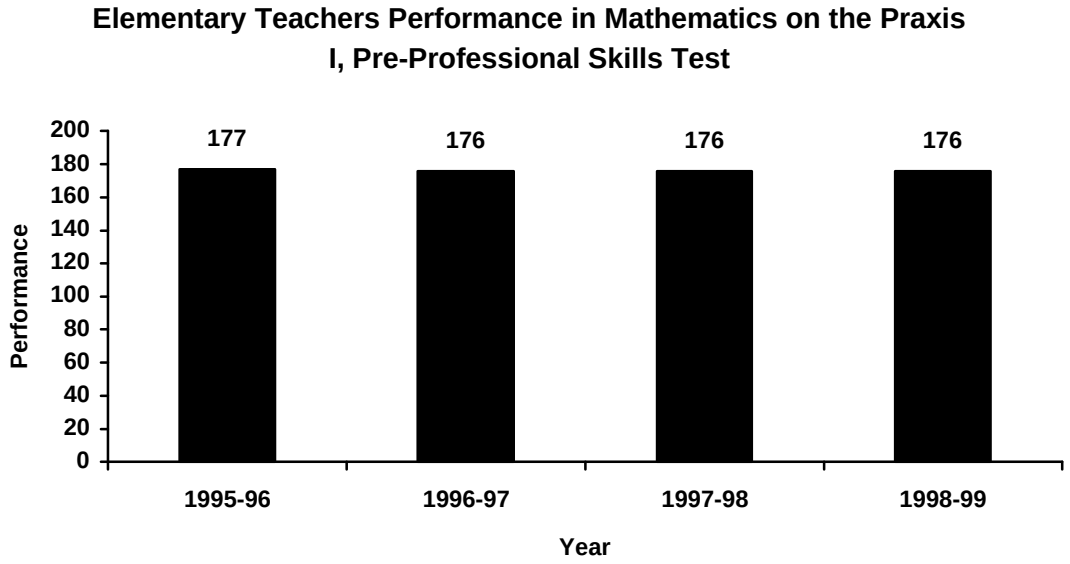
Source: Schools and Staffing Survey (SASS); and Teacher Quality Fast Response Survey (FRS). **Limitations of data:** Some teachers report that although they may not have a major or minor in their main teaching field, their schools or districts require them to take additional courses in their main teaching fields. Thus, in some cases, teachers who do not have a major or minor in their subjects may be adequately prepared to teach in those subject fields. In addition, these data do not account for teachers who teach without a major or minor in a field that is not their main teaching assignment.

Priority 8:



Source: National Board for Professional Teaching Standards (NBPTS). **Limitations of data:** This indicator does not fully capture the impact of the NBPTS. For example, the work of the Board has influenced the development of teacher standards in states and districts and is currently bringing about changes in curriculum or program structure at 39 teacher training programs across 21 states.

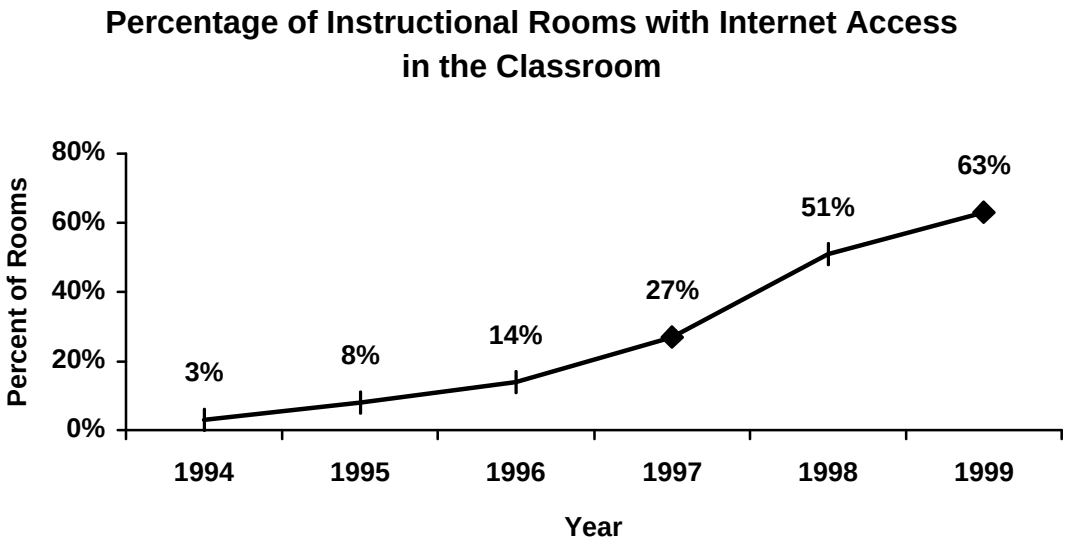
Priority 9:



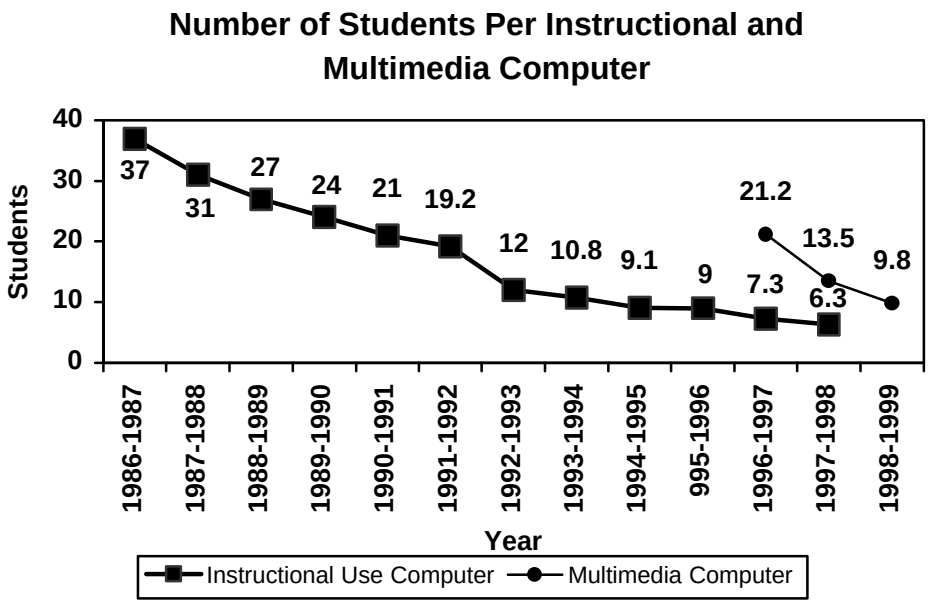
Source: Educational Testing Service (ETS), 1999, Praxis I Pre Professional Skills Test (PPST). **Limitations of data:** Based on data from those 29 States that require the PPST. The PPST measures knowledge in mathematics content and pedagogy for prospective elementary school teachers in states that require this exam. The data are only for those two-thirds of preservice teachers who took the paper and pencil test, and do not represent teachers who took the computer test.

TECHNOLOGY IN THE CLASSROOM

Priority 10:

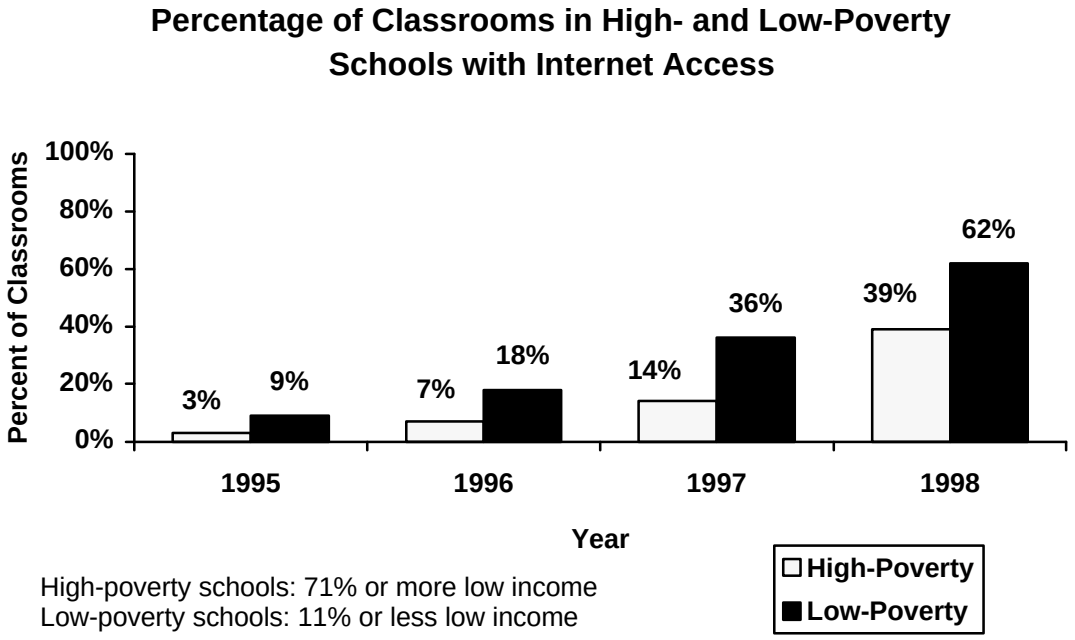


Source: National Center for Education Statistic (NCES), Survey of Advanced Telecommunications in U.S. Public Elementary and Secondary Schools, February 1997, February 1999 and February 2000. **Limitations of data:** The measure looks at access to the Internet, but does not look at actual or quality of use.



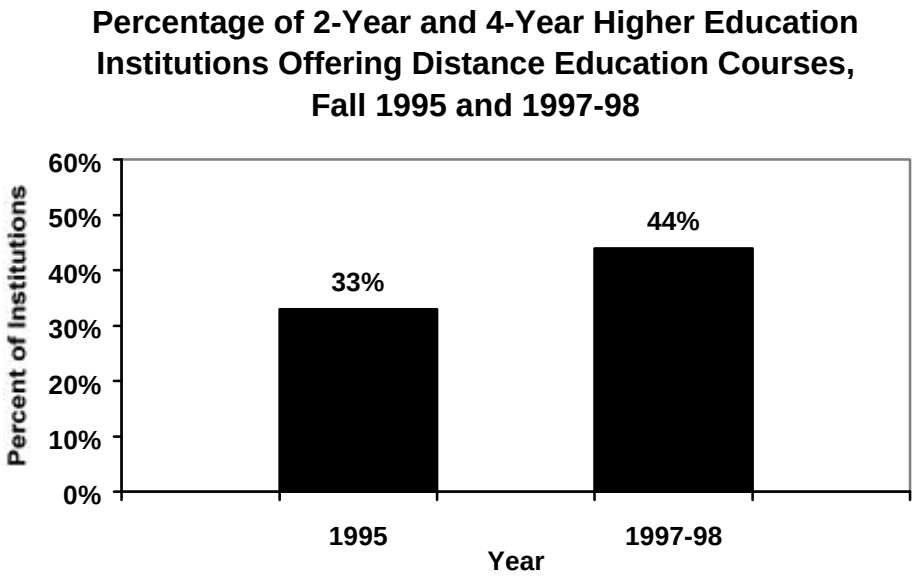
Source: Market Data Retrieval, *Technology in Education*, 1997, 1998 and 1999; Market Data Retrieval, 1997 as cited in Education Week, *Technology Counts*, 1997. **Limitations of data:** Market Data Retrieval data do not have consistently high response rates, and response rates vary substantially across sites. Accuracy of responses may vary considerably across districts and states.

Priority 11:



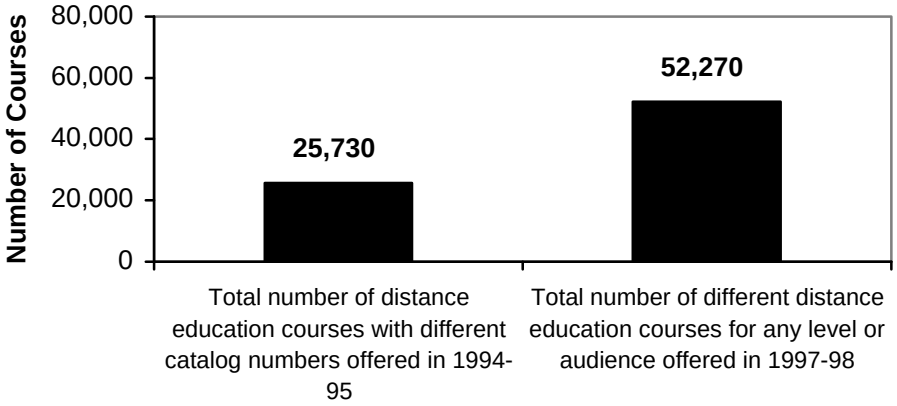
Source: NCES, Internet Access in Public Schools, February 1998; Internet Access in U.S. Public Schools and Classrooms, February 2000. **Limitations of data:** Poverty measures are based on free and reduced-price school lunch data, which may underestimate school poverty levels, particularly for older students and immigrant students.

Priority 12:



Note: Percentages for 1995 are based on an estimated 3,460 higher education institutions, and for 1997-98 are based on an estimated 3,580 higher education institutions.
Sources: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System, Survey on Distance Education Courses Offered by Higher Education Institutions, 1995, and Survey on Distance Education at Postsecondary Education Institutions, 1998-1999. **Limitations of data:** Does not adjust for the number of students participating in different institutions.

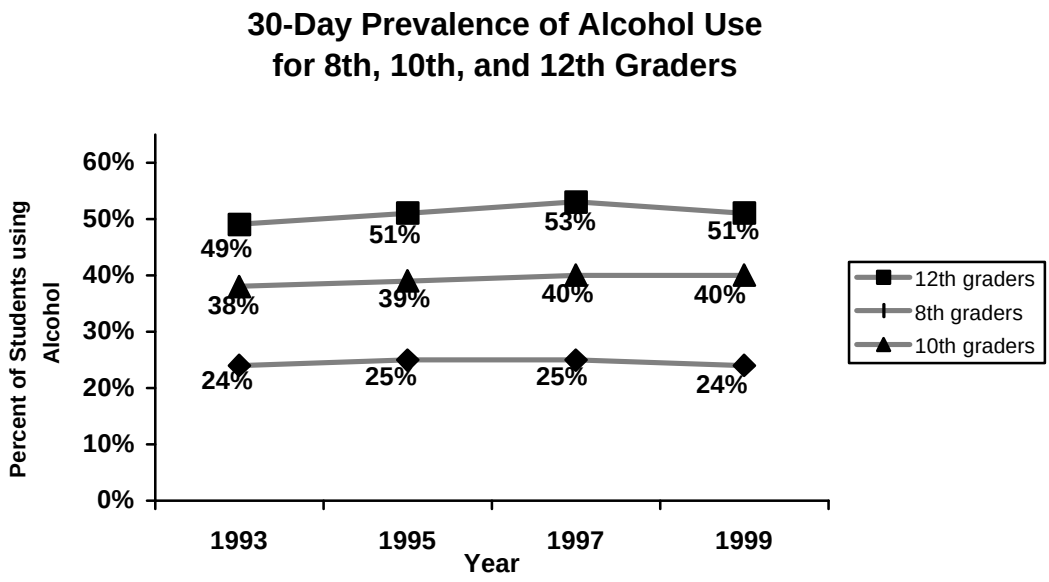
Number of Different Distance Education Courses Offered by 2-Year and 4-Year Higher Education Institutions in 1994-95 and 1997-98



Notes: 1994-95 data includes information for the estimated 1,130 higher education institutions that offered distance education courses in fall 1995. The data for 1994-95 were not input for item nonresponse. However, there was no item nonresponse for the number of distance education courses offered. 1997-98 data includes information for the estimated 1,590 higher education institutions that offered any distance education courses in 1997-98.
Sources: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System, Survey on Distance Education Courses Offered by Higher Education Institutions, 1995, and Survey on Distance Education at Postsecondary Education Institutions, 1998-1999. **Limitations of data:** Does not adjust for differences in the number of students participating in different courses.

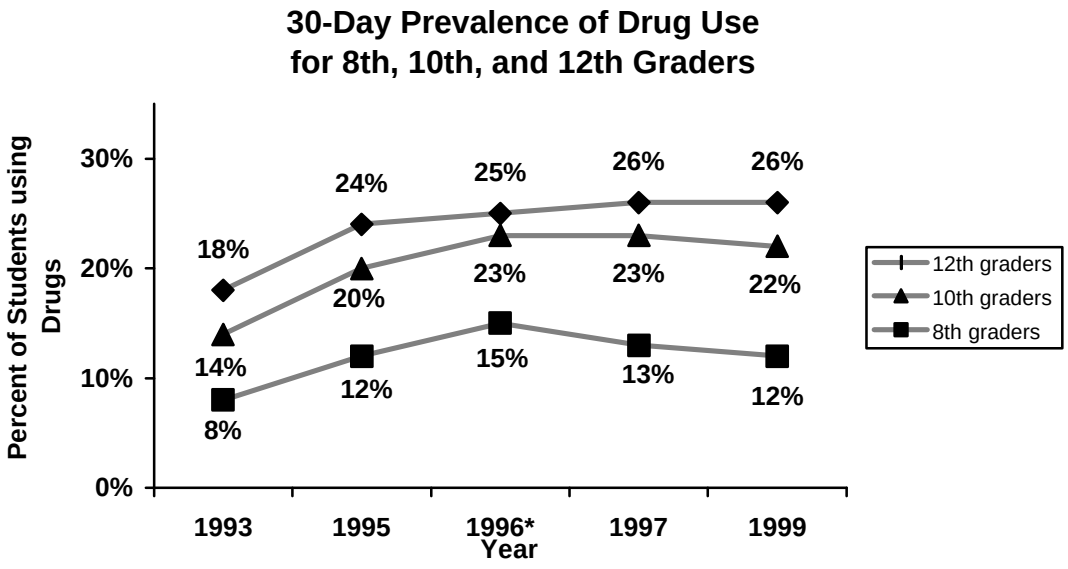
ALCOHOL, DRUGS, & VIOLENCE

Priority 13:



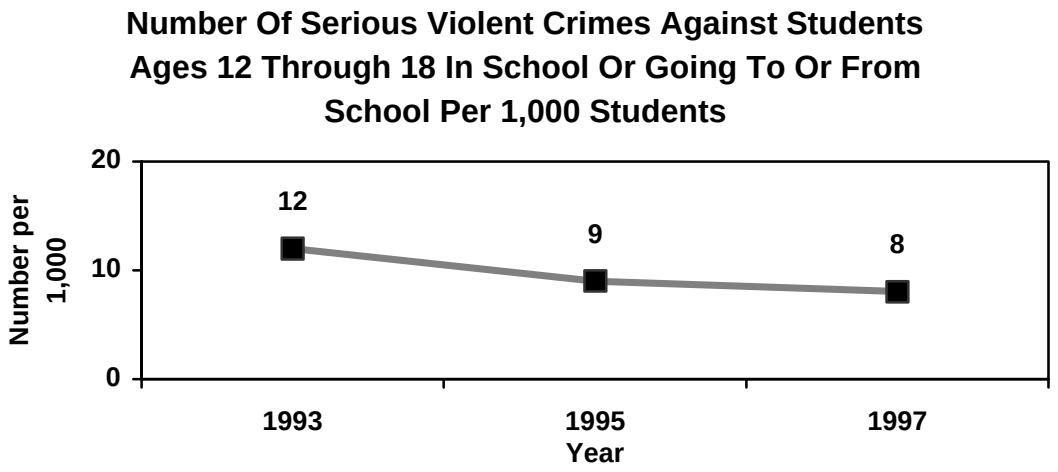
Source: *Monitoring the Future (MTF)*, 1999. **Limitations of data:** MTF does not typically report response rates, but available information indicates that the total response rate for this survey has varied between 46% and 67% since 1976.

Priority 14:



Source: *Monitoring the Future (MTF)*, 1999. **Limitations of data:** MTF does not typically report response rates, but available information indicates that the total response rate for this survey has varied between 46% and 67% since 1976.

Priority 15:

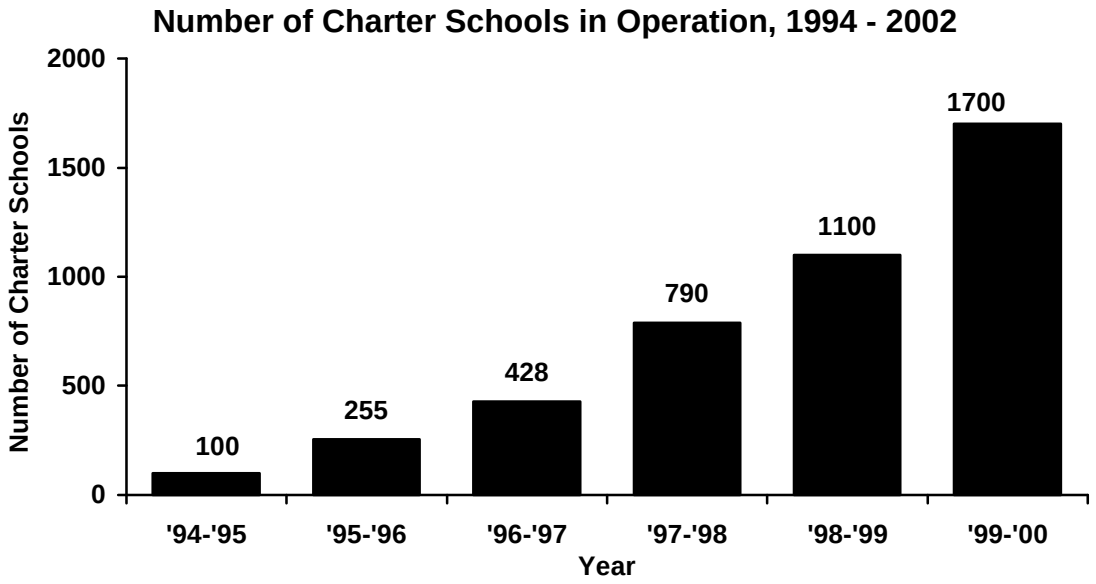


Note: Serious violent crimes include rape, sexual assault, robbery, and aggravated assault.

Source: *National Crime Victimization Survey* (NCVS), 1997 (special analysis, 1999). **Limitations of data:** Most NCVS data are reported the year after collection, but in-school victimization data is a special analysis with a delayed release, so the 1998 data will be available in 2000 and the 1999 data (collection of which is not yet completed) will be available in 2001.

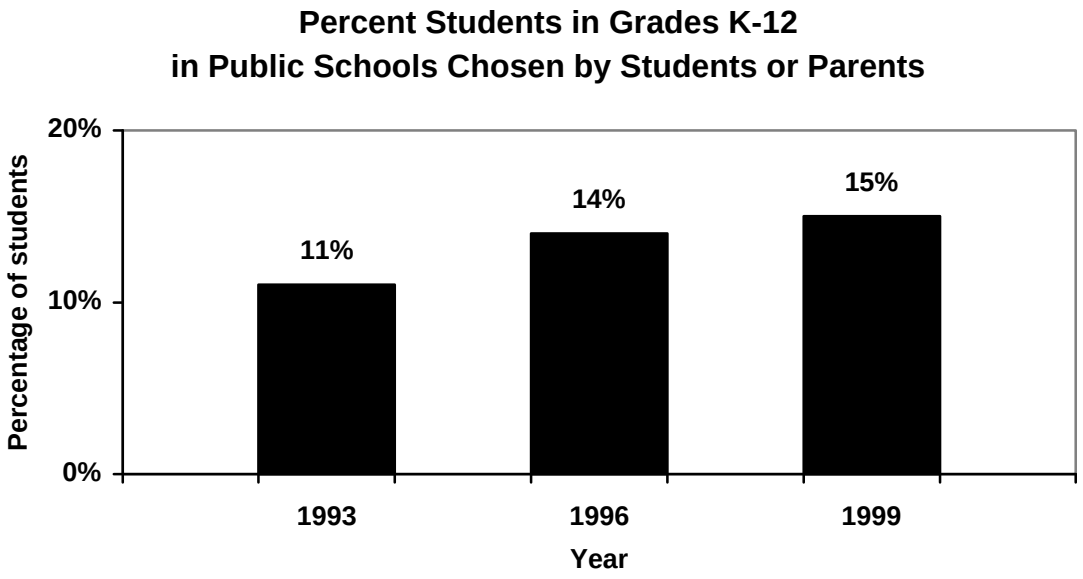
PUBLIC SCHOOL CHOICE & CHARTER SCHOOLS

Priority 16:



Source: State Education Agencies; State legislatures; Center for Education reform (as a cross-reference). **Limitations of data:** Cross-referencing sources has helped validate figures received from various sources. The nature of state laws significantly influences the growth of charter schools; although 38 states have authorizing legislation, the majority of charter schools are located in seven states (Arizona, California, Colorado, Florida, Michigan, North Carolina, and Texas).

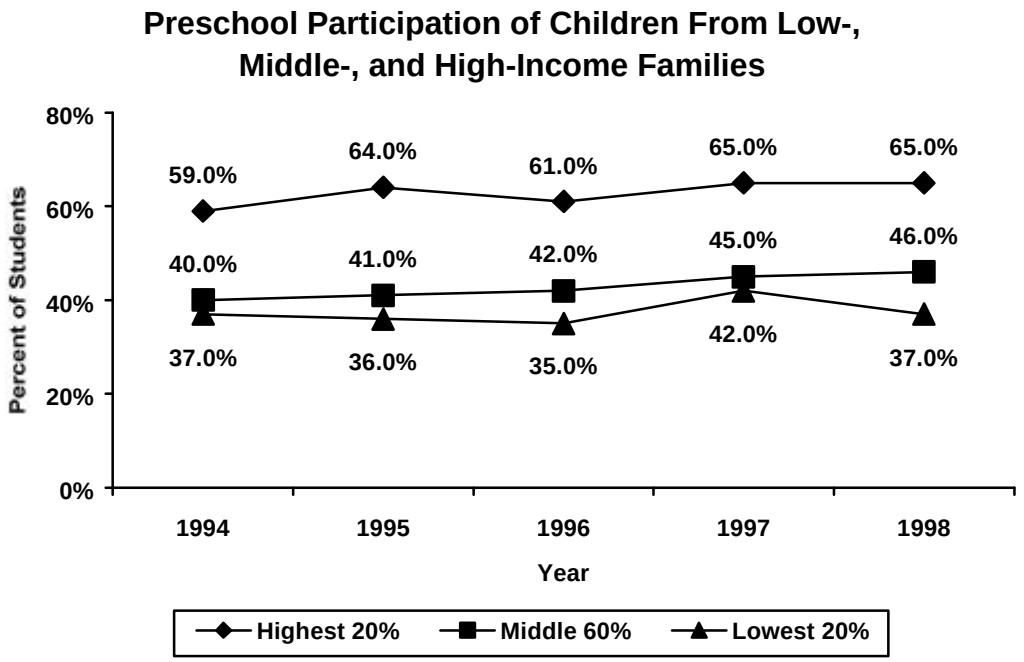
Priority 17:



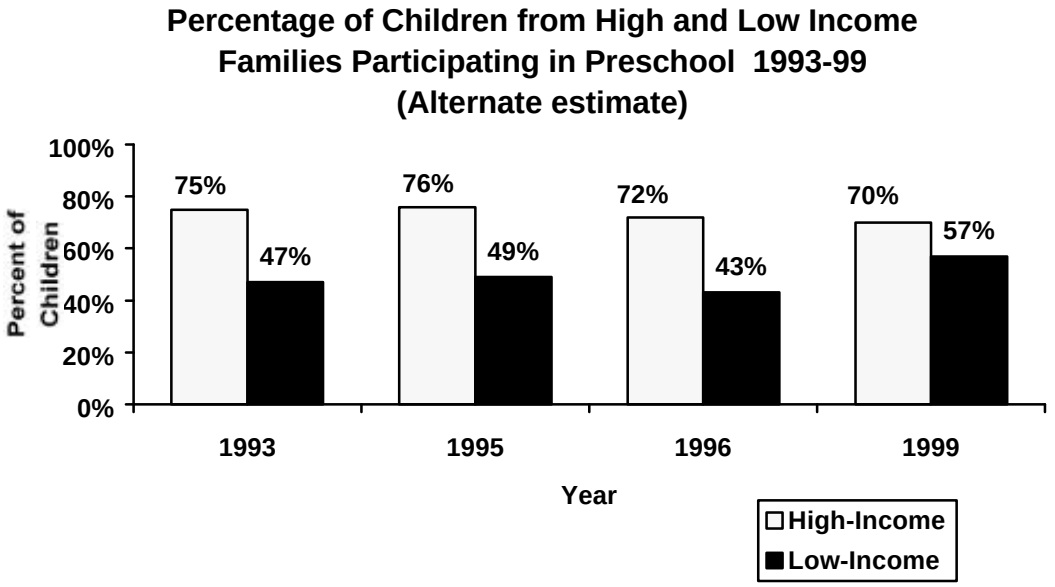
Source: National Household Education Survey, National Center for Education Statistics (NCES). **Limitations of data:** Parent responses are subject to uncertainty over their knowledge of whether a school is a choice school.

PRE-SCHOOL & AFTER SCHOOL

Priority 18:

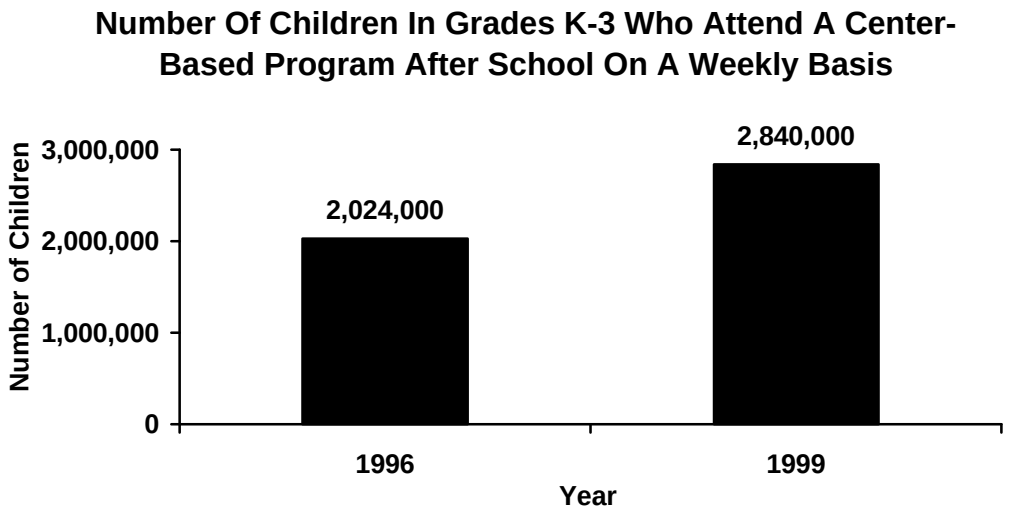


Source: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, unpublished tabulations. **Limitations of the data:** Alternative estimates from the NCES National Household Education Survey (NHES) show the gap closing and would shift the report card entry to an upward arrow for improvement. However, the income breaks for this survey differ (low income is under $10,000 and high income is over $50,000) and the sharp improvement in the 1999 results should to be validated by additional data. Chart below shows NHES results for comparison with the Census estimated trends.



Source: National Household Education Survey. **Limitations of data:** Priority #18 is based on data from two surveys that differed in many respects, such as the definition of high and low income.

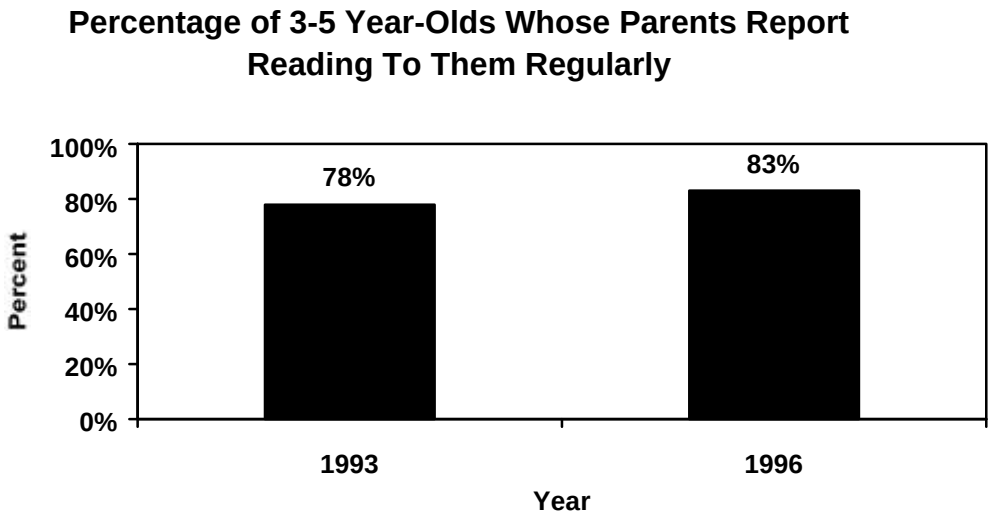
Priority 19:



Source: National Center for Education Statistics, National Household Education Surveys, spring 1996 and spring 1999. **Limitations of data:** The participation data from the National Household Education Surveys only cover children in grades K-3.

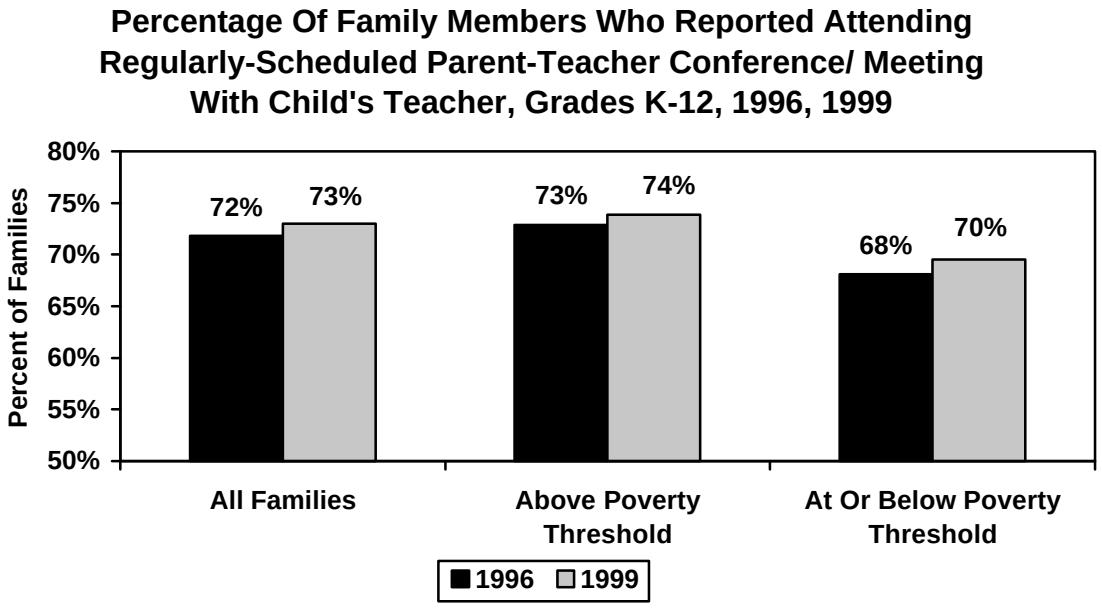
FAMILY INVOLVEMENT IN EDUCATION

Priority 20:



Source: National Center for Education Statistics, National Household Education Survey, 1993, 1996. **Limitations of data:** Parents may over-report reading to their children, as it is the socially acceptable answer.

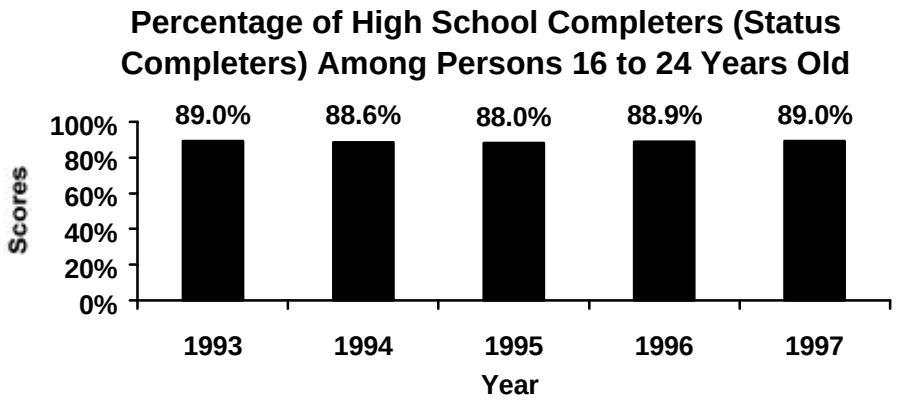
Priority 21:



Source: U.S Department of Education, National Center for Education Statistics, National Household Education Survey, spring 1996 and spring 1999. **Limitations of data:** Self-reported data.

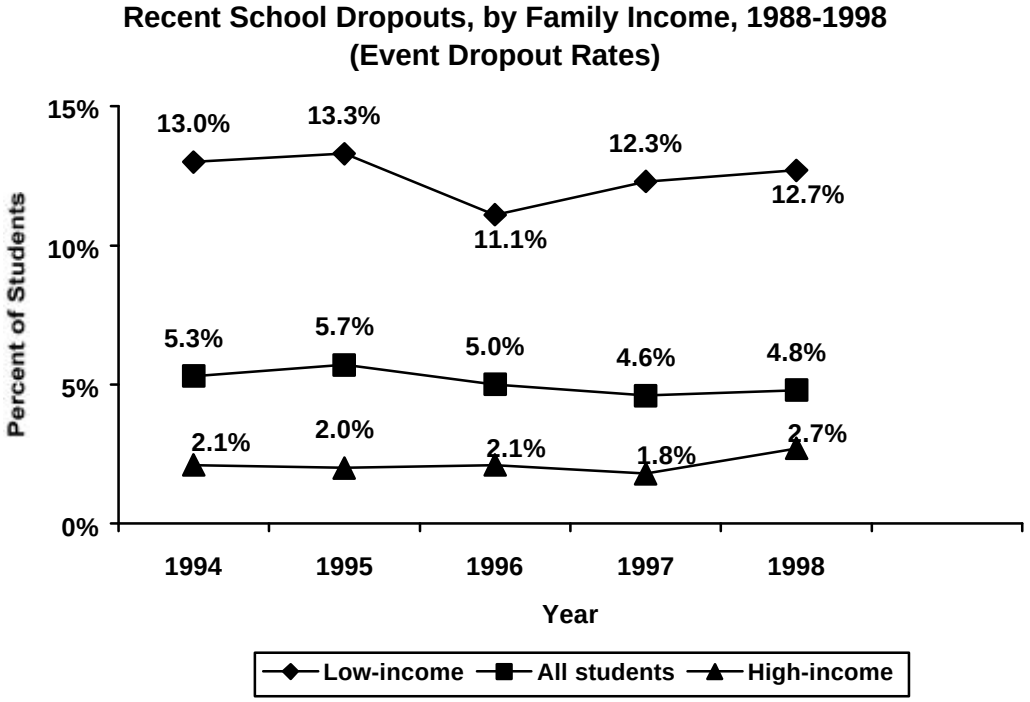
HIGH SCHOOL COMPLETION

Priority 22:



Note: "Status" completers are 16- to 24-year-olds who are enrolled in school or who have completed a high school program. People who have received GED credentials are counted as high school completers. All data are based on October counts. Data are based on sample surveys of the civilian noninstitutional population.
Source: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, unpublished tabulations; and U.S. Department of Education, National Center for Education Statistics, *Dropout Rates in the United States*. (This table was prepared December 1998.) **Limitations of data:** Self-reported data. Consistent with trends from "Recent School Dropouts" shown below.

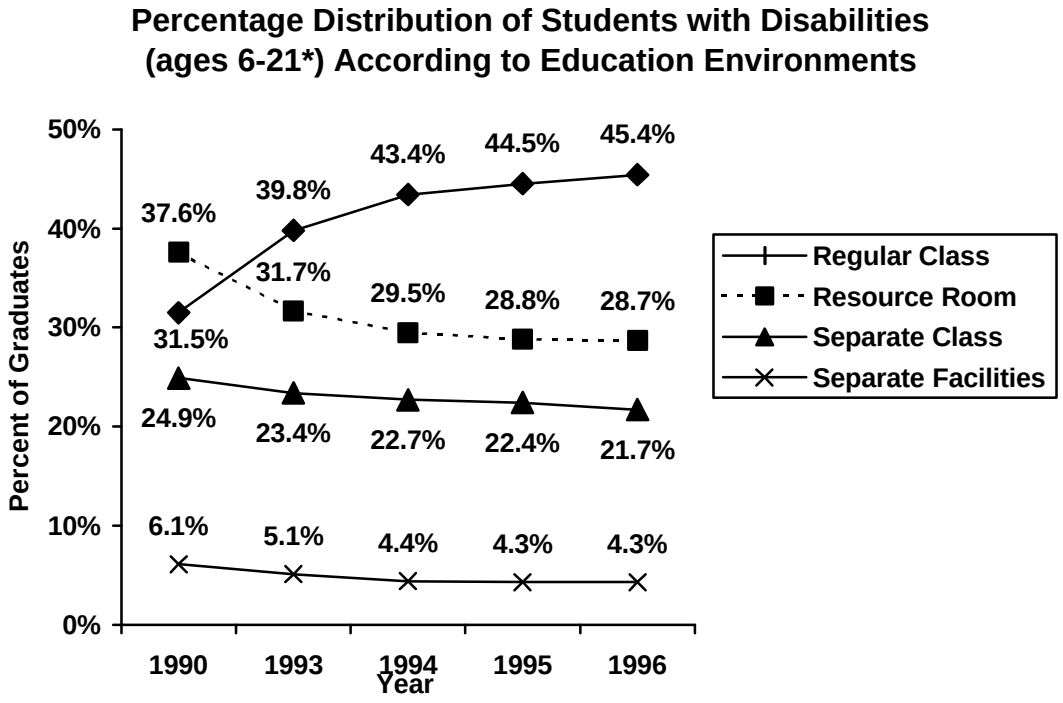
Priority 23:



Source: National Center for Education Statistics (NCES), Dropout Rates in the United States 1998, based on data from U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years). **Limitations of data:** Self-reported data.

OPPORTUNITIES FOR STUDENTS WITH DISABILITIES

Priority 24:

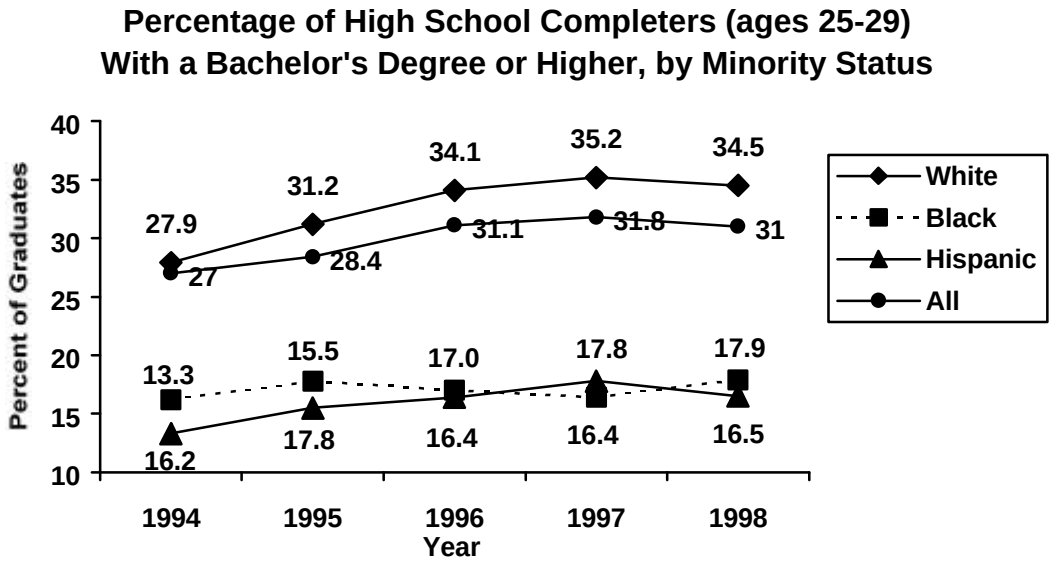


* Based on the number of students served under Part B of the Individuals with Disabilities Education Act (IDEA) in the United States and outlying areas.

Note: Details may not add to 100.0 due to rounding.
Source: National Center for Education Statistics, U.S. Department of Education, *The Condition of Education 1999*, Indicator 20, page 42. **Limitations of data:** Does not show degree of integration within the regular classroom.

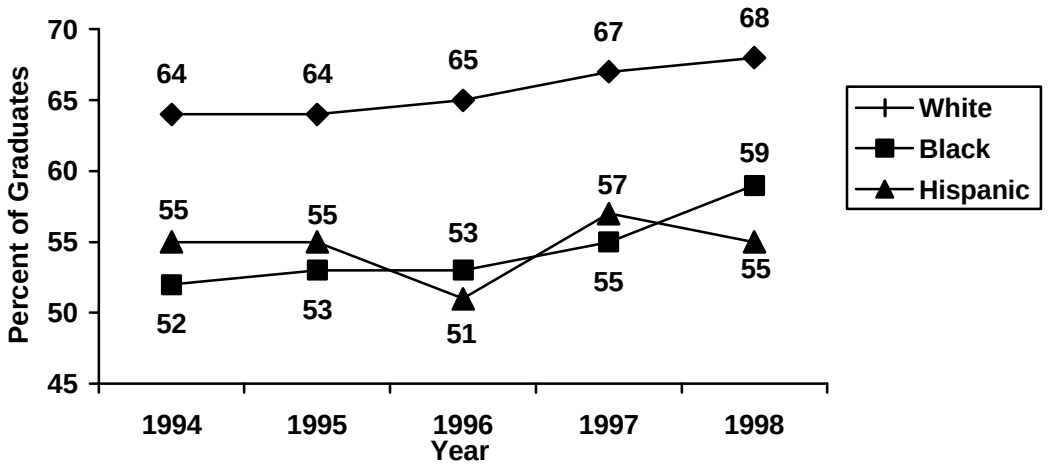
COLLEGE PARTICIPATION & STUDENT AID

Priority 25:



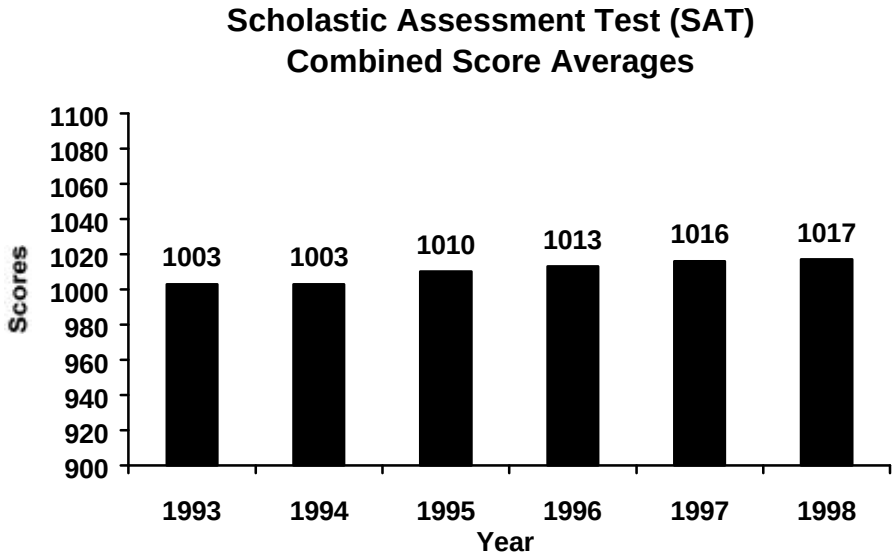
Source: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.
Limitations of data: Self-reported data.

Priority 26:

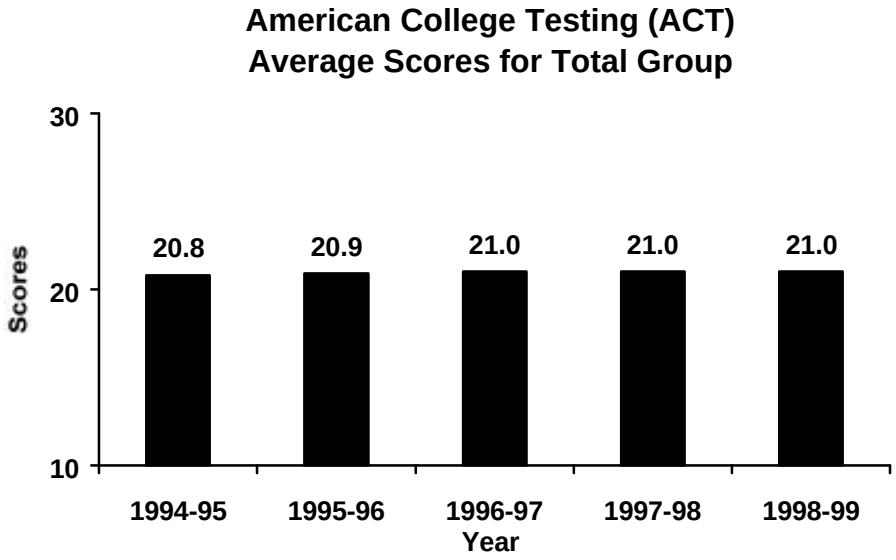


Source: October Current Population Surveys conducted by the Census Bureau. **Limitations of data:** Small subgroup sample sizes for low-income and minority students lead to large yearly fluctuations in enrollment rates. The use of three-year averages for the analysis of differences by subgroups and statistical significance tests will provide a more accurate assessment of progress.

Priority 27:

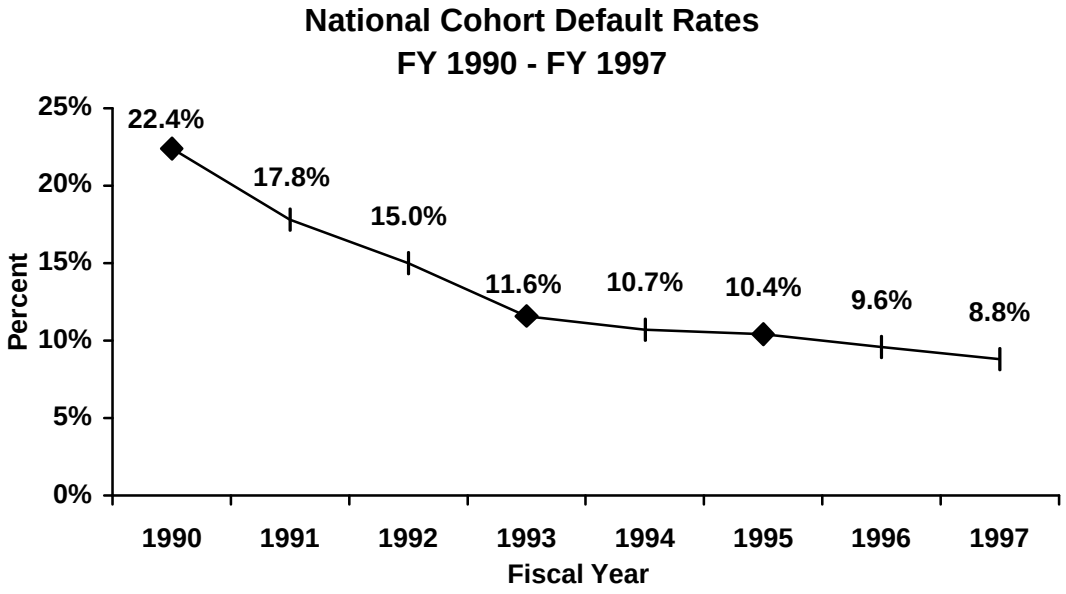


Note: For 1993-1995 individual student scores were converted to the recentered scale and then the mean was recomputed. For 1996 most students received scores on the recentered scale. (Any score on the original scale was converted to the recentered scale prior to recomputing the mean.) Scores for 1997 and 1998 were recentered.
Source: College Entrance Examination Board, *National Report on College-Bound Seniors*, various years. Copyright © 1997 College Entrance Examination Board. **Limitations of data:** Changes in the average score does not adjust for the changes in the composition of the test-taking population, which is increasingly minority and lower income.



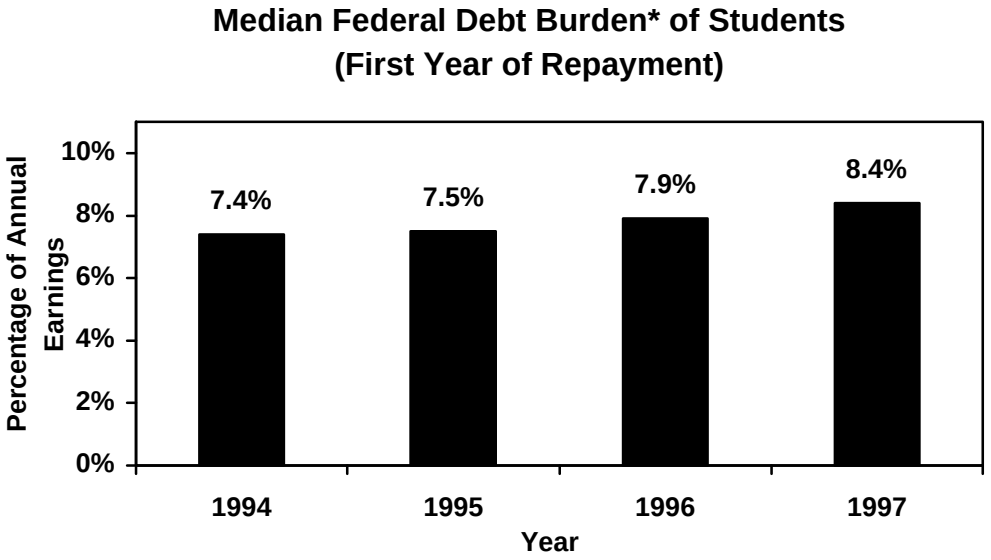
Source: 1999 ACT National Score Report Index. **Limitations of data:** Changes in the average score does not adjust for the changes in the composition of the test-taking population, which is increasingly minority and lower income.

Priority 28:



Source: National Student Loan Data System, October 1999.

Priority 29:



* Yearly scheduled payment, as a percentage of annual earnings.

Source: National Student Loan Data System (NSLDS) and Social Security Administration (SSA) earnings records. **Limitations of data:** Debt burden may be overstated because income is based only on earnings, is limited to the amount earned by the individual borrower, and is capped at the maximum amount upon which Social Security taxes are owed ($65,400 in 1997). Trying to obtain permission to use IRS income data, which would alleviate these limitations.