
List of Charts and Tables

Chart		Page
Chart 2.1	Summary of Results: Education Outcomes	22
Chart 3.1	Summary of Results: Student Background Characteristics and Afterschool Activities	49
Chart 4.1	Summary of Results: School Experiences	77

APPENDIX A

Table

Table 1.1	Data and standard errors for figures 1.1 and 1.2: Number and percentage distribution of students enrolled in public schools, by urbanicity: 1980 and 1990	A-3
Table 1.2	Percentage of students in public and private schools, by urbanicity: 1987–88	A-4
Table 1.3	Average school size, by urbanicity and level: 1987–88	A-5
Table 1.4	Data and standard errors for figures 1.3 and 1.8: Poverty rates for children under age 18, by urbanicity: 1980 and 1990, and percentage of students with difficulty speaking English, by urbanicity: 1979 and 1989	A-6
Table 1.5	Data and standard errors for figure 1.4: Percentage of 8th graders whose family was in the lowest socioeconomic quartile, by urbanicity and school poverty concentration: 1988	A-7
Table 1.6	Data and standard errors for figure 1.5: Percentage of students in poverty-related programs, by urbanicity: 1987–88	A-8
Table 1.7	Data and standard errors for figure 1.6: Percentage distribution of students by school poverty concentration within urbanicity categories: 1987–88	A-9
Table 1.8	Data and standard errors for figure 1.7: Percentage distribution of students by school poverty concentration deciles, by urbanicity: 1987–88	A-10

Table		Page
Table 1.9	Data and standard errors for figure 1.9: Trends in the racial-ethnic distribution of urban students: 1980 and 1990	A-11
Table 1.10	Data and standard errors for figures 1.10 and 1.11: Racial-ethnic distribution of students, by urbanicity and school poverty concentration: 1987–88	A-12
Table 1.11	Percentage of students who belong to a racial-ethnic minority, by urbanicity and school poverty concentration: 1987–88	A-13
Table 1.12	Data and standard errors for figures 1.12–1.14: Selected measures of victimization and health, by urbanicity: 1988 and 1990	A-14
Table 1.13	Percentage of girls scheduled to be in 12th grade who have or who are expecting a child, by urbanicity: 1992	A-15
Table 2.1	Data and standard errors for figures 2.1–2.3: Average standardized test composite scores of 8th-grade students, by urbanicity and school poverty concentration: 1988	A-16
Table 2.2	Data and standard errors for figures 2.4–2.6: Average standardized test composite scores of 10th-grade students, by urbanicity and school poverty concentration: 1990	A-17
Table 2.3	Data and standard errors for figure 2.7: Average number correct in mathematics for 10th-grade students, by urbanicity: 1980 and 1990, and 1980–1990 change	A-18
Table 2.4	Data and standard errors for figures 2.8–2.10: Percentage graduating on time among the sophomore class of 1980, by urbanicity and percent disadvantaged in school	A-19
Table 2.5	Data and standard errors for figures 2.11–2.13: Percentage of young adults completing a postsecondary degree by 1990, by high school urbanicity and percent disadvantaged in high school	A-20
Table 2.6	Data and standard errors for figures 2.14–2.16: Percentage of young adults employed or attending school full time 4 years after high school, by high school urbanicity and percent disadvantaged in high school: 1986	A-21
Table 2.7	Data and standard errors for figures 2.17–2.19: Percentage of young adults employed or attending school full time, by high school urbanicity and percent disadvantaged in high school: 1990	A-22

Table	Page
Table 2.8	Data and standard errors for figures 2.20–2.22: Percentage of young adults unemployed, by high school urbanicity and percent disadvantaged in high school: 1990 A-23
Table 2.9	Data and standard errors for figures 2.23–2.25: Percentage of young adults living in poverty, by high school urbanicity and percent disadvantaged in high school: 1990 A-24
Table 3.1	Data and standard errors for figures 3.1–3.3: Percentage of 8th-grade students living in a two-parent family, by urbanicity and school poverty concentration: 1988 A-25
Table 3.2	Data and standard errors for figures 3.4–3.6: Percentage of 8th-grade students living in a one-parent family with parent working full time, by urbanicity and school poverty concentration: 1988 A-26
Table 3.3	Data and standard errors for figures 3.7–3.9: Percentage of 8th-grade students living in a two-parent family with at least one parent working full time, by urbanicity and school poverty concentration: 1988 A-27
Table 3.4	Data and standard errors for figures 3.10–3.12: Percentage of 8th-grade students with a parent in the household who had completed 4 years of college, by urbanicity and school poverty concentration: 1988 A-28
Table 3.5	Data and standard errors for figures 3.13–3.15: Percentage of 8th-grade students who have changed schools more than once since first grade, by urbanicity and school poverty concentration: 1988 A-29
Table 3.6	Data and standard errors for figures 3.16–3.18: Percentage of 8th-grade students whose parents expect them to complete 4 years of college, by urbanicity and school poverty concentration: 1988 A-30
Table 3.7	Data and standard errors for figures 3.19–3.21: Percentage of 8th-grade students whose parents rarely talk to them about school, by urbanicity and school poverty concentration: 1988 A-31
Table 3.8	Data and standard errors for figures 3.22–3.24: Average number of sports-related activities offered by the schools attended by 10th-grade students, by urbanicity and school poverty concentration: 1990 A-32
Table 3.9	Data and standard errors for figures 3.25–3.27: Percentage of 10th-grade students who participated in school sports-related activities, by urbanicity and school poverty concentration: 1990 A-33

Table	Page
Table 3.10	Data and standard errors for figures 3.28–3.30: Percentage of 10th-grade students who worked 11 or more hours per week, by urbanicity and school poverty concentration: 1990 A-34
Table 4.1	Data and standard errors for figures 4.1–4.3: Percentage of teachers who agreed that necessary materials are available in their schools, by urbanicity and school poverty concentration: 1987–88 A-35
Table 4.2	Data and standard errors for figures 4.4–4.6: Average years of teaching experience and average academic base year teacher salary, by urbanicity and school poverty concentration: 1987–88 A-36
Table 4.3	Data and standard errors for figures 4.7–4.9: Percentage of teachers with 3 years or less teaching experience, by urbanicity and school poverty concentration: 1987–88 A-37
Table 4.4	Data and standard errors for figures 4.10–4.12: Percentage of principals who report difficulty hiring teachers, by urbanicity and school poverty concentration: 1987–88 A-38
Table 4.5	Data and standard errors for figures 4.13–4.15: Percentage of teachers who are minority, by urbanicity and school poverty concentration: 1987–88 A-39
Table 4.6	Data and standard errors for figures 4.16–4.18: Percentage of secondary school teachers who are male, by urbanicity and school poverty concentration: 1987–88 A-40
Table 4.7	Data and standard errors for figures 4.19–4.21: Percentage of teachers who think that teachers have a great deal of influence on establishing curriculum, by urbanicity and school poverty concentration: 1987–88 A-41
Table 4.8	Data and standard errors for figures 4.22–4.24: Percentage of teachers who consider teacher absenteeism a problem in their school, by urbanicity and school poverty concentration: 1987–88 A-42
Table 4.9	Data and standard errors for figures 4.25–4.27: Percentage of 8th-grade students who attended preschool, by urbanicity and school poverty concentration: 1988 A-43
Table 4.10	Data and standard errors for figures 4.28–4.30: Percentage of elementary schools that offer gifted and talented programs, by urbanicity and school poverty concentration: 1987–88 A-44

Table	Page
Table 4.11	Data and standard errors for figures 4.31–4.32: Percentage of graduating high school seniors who took 6 or more credits in vocational education, by urbanicity and school poverty concentration: 1990 A-45
Table 4.12	Data and standard errors for figures 4.33–4.34: Percentage of graduating high school seniors who took geometry, by urbanicity and school poverty concentration: 1990 A-46
Table 4.13	Data and standard errors for figures 4.35–4.37: Percentage of 10th-grade students who watch 3 or more hours of television on weekdays, by urbanicity and school poverty concentration: 1990 A-47
Table 4.14	Data and standard errors for figures 4.38–4.40: Average number of hours 10th-grade students spend on homework per week, by urbanicity and school poverty concentration: 1990 A-48
Table 4.15	Data and standard errors for figures 4.41–4.43: Percentage of secondary teachers who believe that student absenteeism is a problem in their school, by urbanicity and school poverty concentration: 1987–88 A-49
Table 4.16	Data and standard errors for figures 4.44–4.46: Percentage of teachers of 8th-grade students who spend at least 1 hour per week maintaining classroom order and discipline, by urbanicity and school poverty concentration: 1988 A-50
Table 4.17	Data and standard errors for figures 4.47–4.49: Percentage of 10th-grade students who do not feel safe at school, by urbanicity and school poverty concentration: 1990 A-51
Table 4.18	Data and standard errors for figures 4.50–4.52: Percentage of secondary teachers who believe that student weapons possession is a problem in their school, by urbanicity and school poverty concentration: 1987–88 A-52
Table 4.19	Data and standard errors for figures 4.53–4.55: Percentage of secondary teachers who think that student alcohol use is a problem in their school, by urbanicity and school poverty concentration: 1987–88 A-53
Table 4.20	Data and standard errors for figures 4.56–4.58: Percentage of secondary teachers who think that student pregnancy is a problem in their school, by urbanicity and school poverty concentration: 1987–88 A-54
