

# *Appendix 3*

## *Standard Error Tables*





## Standard Errors

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The information presented in this report was obtained from many sources, including federal and state agencies, private research organizations, and professional associations. The data were collected using many research methods, including surveys of a universe (such as all school districts) or of a sample, compilations of administrative records, and statistical projections. Users of *The Condition of Education* should take particular care when comparing data from different sources. Differences in procedures, timing, phrasing of questions, interviewer training, and so forth mean that the results are not strictly comparable. Following the general discussion of data accuracy below, descriptions of the information sources and data collection methods are presented, grouped by sponsoring organization. More extensive documentation of procedures used in one survey as compared to another does not imply more problems with the data, only that more information is available.

Unless otherwise noted, all statements cited in the text were tested for statistical significance and are statistically significant at the 0.05 level. Several test procedures were used. The procedure used depended upon the type of data interpreted and the nature of the statement tested. The most commonly used test procedures were (1) *t*-tests, (2) multiple *t*-tests with a Bonferroni adjustment to the significance level, and (3) linear trend tests. When a simple comparison between two sample estimates was made, for example, between males and females, a *t*-test was used. When multiple comparisons between more than two groups were made, and even if only one comparison is cited in the text, a Bonferroni adjustment to the significance level was made to ensure that the significance level for the tests as a group was at the 0.05 level. The Bonferroni adjustment is commonly used when making comparisons between racial/ethnic groups and between the United States and other countries. A linear trend test was used when a statement describing a trend, such as

the growth of enrollment rates over time, was made or when a statement describing a relationship, such as the relationship between a parent's educational attainment and a student's reading proficiency, was made.

The accuracy of any statistic is determined by the joint effects of "sampling" and "nonsampling" errors. Estimates based on a sample will differ somewhat from the figures that would have been obtained if a complete census had been taken using the same survey instruments, instructions, and procedures. In addition to such sampling errors, all surveys, both universe and sample, are subject to design, reporting, and processing errors due to nonresponse. To the extent possible, these nonsampling errors are kept to a minimum by methods built into the survey procedures; however, the effects of nonsampling errors are more difficult to gauge than those produced by sampling variability.

The estimated standard error of a statistic is a measure of the variation due to sampling and can be used to examine the precision obtained in a particular sample. The sample estimate and an estimate of its standard error permit the construction of interval estimates with prescribed confidence that the interval includes the average result of all possible samples. If all possible samples were selected, and each was surveyed under the same conditions, and an estimate and its standard error were calculated from each sample, then approximately 90 percent of the intervals from 1.6 standard errors below the estimate to 1.6 standard errors above the estimate would include the actual value; 95 percent of the intervals from two standard errors below the estimate to two standard errors above the estimate would include the actual value; and 99 percent of all intervals from 2.5 standard errors below the estimate to 2.5 standard errors above the estimate would include the actual value. These intervals are called 90 percent, 95 percent, and 99 percent confidence intervals, respectively.

## Standard Errors

Continued

To illustrate this further, consider the supplemental table 1-1 for *Indicator 1* and the standard error table S1-1 for estimates from the Current Population Survey (CPS). For the 1998 estimate of the percentage of 3- to 5-year-olds enrolled in kindergarten (64.5 percent), table S1-1 shows a standard error of 0.7. Therefore, we can construct a 95 percent confidence interval from 63.1 to 65.9 ( $64.5 \pm 2 \times .07$ ). If this procedure was followed for every possible sample, about 95 percent of the intervals would include the actual percentage of 3- to 5-year-olds enrolled in kindergarten.

The estimated standard errors for two sample statistics can be used to estimate the precision of the difference between the two statistics and to avoid concluding that there is an actual difference when the difference in sample estimates may only be due to sampling error. The need to be aware of the precision of differences arises, for example, when comparing mean proficiency scores between groups or years in the National Assessment of Educational Progress (NAEP) or when comparing percentages between groups or years in the Current Population Survey (CPS). The standard error (se) of the difference between sample estimate A and sample estimate B (when A and B do not overlap) is

$$se_{A-B} = \sqrt{se_A^2 + se_B^2}$$

When a ratio (called a *t*-statistic) of the difference between the two sample statistics and the standard error of the difference as calculated above is less than 2, one cannot be sure that the difference is not due only to sampling error, and caution should be taken in drawing any conclusions about the difference. In this report, for example, using the rationale above, we would not conclude that there is a difference between the two sample statistics. Some analysts, however, use the less restrictive criterion of a *t*-statistic value of 1.64, which corresponds to a 10 percent significance level.

To illustrate this further, consider the data on total enrollment of poor and nonpoor 3-year-old children in center-based programs or kindergarten in the supplemental table 2-2 for *Indicator 2* and the associated standard error table S2-2. In 1999, the estimated total enrollment for poor 3-year-olds was 39.1 percent while for nonpoor 3-year-olds it was 48.2 percent. Is there enough evidence to conclude that the difference between these two samples represents an actual difference between poor and nonpoor enrollments for 3-year-olds in 1999? The standard errors are 3.2 and 1.5, respectively. Using the above formula, the standard error of the difference is calculated as 3.5. The ratio of the estimated difference of 9.1 percentage points to the standard error of the difference of 3.5 is 2.6. Using the table below, we see there is less than a 5 percent chance that the 9.1 percentage point difference is due only to sampling error, and one may conclude that there is a difference between enrollment rates in center-based programs or kindergarten for poor and nonpoor 3-year-olds in 1999.

Percent chance that a difference is due only to sampling error:

<i>t</i> -statistic	1.00	1.64	1.96
Percent chance	32	10	5

It should be noted that most of the standard errors presented in this report and in the original documents are approximations. That is, to derive estimates of standard errors that would be applicable to a wide variety of items and that could be prepared at a moderate cost, a number of approximations were required. As a result, most of the standard errors presented provide a general order of magnitude rather than the exact standard error for any specific item.

The preceding discussion on sampling variability was directed toward a situation concerning one or two estimates. Determining the accuracy of statistical projections is more difficult.

## Standard Errors

Continued

In general, the further away the projection date is from the date of the actual data being used for the projection, the greater the possible error in the projection. If, for instance, annual data from 1980 to 1996 are used to project enrollment in elementary and secondary education, the further beyond one projects, the more variability in the projection. The enrollment projection for the year 2002 will be less certain than the projection for 2000. A detailed discussion of the projections methodology is contained in *Projections of Education Statistics to 2009* (NCES 1999–038).

Both universe and sample surveys are subject to nonsampling errors. Nonsampling errors can arise in various ways, including (1) from respondents or interviewers interpreting questions differently; (2) from respondents estimating the values that they provide; (3) from partial to total nonresponse; (4) from imputation or reweighting to adjust for nonresponse; (5) from inability or unwillingness on the part of respondents to provide correct information; (6) from recording or keying errors; or (7) from overcoverage or undercoverage of the target universe.

Sampling and nonsampling error combine to yield total survey error. Since estimating the magnitude of nonsampling errors would require special experiments or access to independent data, their magnitudes are seldom available. In almost all situations, the sampling error represents an underestimate of the total survey error, and thus an overestimate of the precision of the survey estimates.

To compensate for suspected nonrandom errors, adjustments of the sample estimates are often made. For example, adjustments are frequently made for nonresponse, both partial and total. An adjustment made for either type of nonresponse is often referred to as an imputation—substitution of the “average” questionnaire response for the nonresponse. Imputations are usually made separately within various groups of sample members, which have similar survey characteristics. Imputation for item nonresponse is usually made by substituting for a missing item the response to that item of a respondent having characteristics that are similar to those of the nonrespondent.

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## Educational Enrollment Rates, by Age

Table S1-1 Standard errors for the percentage of the population enrolled, by age and level: October 1970–98

October	Prekindergarten and kindergarten	Elementary and secondary	Postsecondary education institutions	
	3- to 5-year-olds	6- to 17-year-olds	18- to 24-year-olds	25- to 34-year-olds
1970	0.7	0.1	0.4	0.2
1971	0.7	0.1	0.4	0.2
1972	0.7	0.1	0.4	0.2
1973	0.7	0.1	0.4	0.2
1974	0.7	0.1	0.4	0.2
1975	0.8	0.1	0.4	0.2
1976	0.8	0.1	0.4	0.2
1977	0.8	0.1	0.4	0.2
1978	0.8	0.1	0.4	0.2
1979	0.8	0.1	0.4	0.2
1980	0.8	0.1	0.4	0.2
1981	0.8	0.1	0.4	0.2
1982	0.8	0.1	0.4	0.2
1983	0.8	0.1	0.4	0.2
1984	0.8	0.1	0.4	0.2
1985	0.8	0.1	0.4	0.2
1986	0.8	0.1	0.4	0.2
1987	0.8	0.1	0.4	0.2
1988	0.8	0.1	0.5	0.2
1989	0.8	0.1	0.5	0.2
1990	—	0.1	0.5	0.2
1991	0.8	0.1	0.5	0.2
1992	0.8	0.1	0.5	0.2
1993	0.8	0.1	0.5	0.2
1994	0.7	0.1	0.4	0.2
1995	0.7	0.1	0.4	0.2
1996	0.7	0.1	0.5	0.2
1997	0.7	0.1	0.5	0.2
1998	0.7	0.1	0.5	0.2

— Not applicable.

SOURCE: U.S. Department of Commerce, Bureau of the Census. October Current Population Surveys, 1970–98.

## Educational Enrollment Rates, by Age

**Table S1-2** Standard errors for the total population (in thousands) of people ages 3–34, by age and enrollment status: October 1970–98

October	Prekindergarten and kindergarten		Elementary and secondary		Postsecondary			
	3- to 5-year-olds		6- to 17-year-olds		18- to 24-year-olds		25- to 34-year-olds	
	Enrolled	Not enrolled	Enrolled	Not enrolled	Enrolled	Not enrolled	Enrolled	Not enrolled
1970	77.6	77.6	60.9	42.9	93.7	93.7	51.0	51.0
1971	77.0	77.0	60.4	42.5	96.6	96.6	55.2	55.2
1972	76.1	76.1	66.1	46.5	97.5	97.5	57.9	57.9
1973	76.6	76.6	68.9	48.4	96.8	96.8	59.0	59.0
1974	77.7	77.7	69.2	48.6	98.5	98.5	64.4	64.4
1975	77.2	77.2	65.8	46.3	102.1	102.1	68.0	68.0
1976	75.5	75.5	64.6	45.4	103.6	103.6	68.3	68.3
1977	74.5	74.5	65.3	45.9	104.9	104.9	73.0	73.0
1978	73.9	73.9	65.6	46.1	104.4	104.4	70.3	70.3
1979	73.9	73.9	65.4	46.0	104.6	104.6	71.7	71.7
1980	74.5	74.5	65.7	46.2	105.8	105.8	72.2	72.2
1981	76.1	76.1	62.4	43.8	108.0	108.0	75.1	75.1
1982	80.8	80.8	61.4	43.2	113.8	113.8	79.6	79.6
1983	82.2	82.2	58.2	40.9	112.6	112.6	80.9	80.9
1984	83.7	83.7	62.5	43.9	112.8	112.8	80.0	80.0
1985	83.9	83.9	60.4	42.5	111.8	111.8	80.7	80.7
1986	84.4	84.4	59.2	41.7	110.7	110.7	79.9	79.9
1987	84.4	84.4	62.8	44.1	111.5	111.5	79.8	79.8
1988	92.5	92.5	64.8	45.6	121.7	121.7	86.7	86.7
1989	92.6	92.6	65.6	46.1	121.2	121.2	88.3	88.3
1990	—	—	57.4	40.4	117.1	117.1	86.1	86.1
1991	90.5	90.5	56.7	39.9	117.6	117.6	87.6	87.6
1992	91.2	91.2	58.0	40.9	117.8	117.8	85.6	85.6
1993	92.9	92.9	57.5	40.5	117.1	117.1	85.2	85.2
1994	85.8	85.8	56.7	40.0	111.6	111.6	82.7	82.7
1995	86.1	86.1	63.6	44.7	110.6	110.6	81.8	81.8
1996	89.5	89.5	83.5	58.6	115.7	115.7	86.4	86.4
1997	86.8	86.8	63.4	44.6	117.3	117.3	84.3	84.3
1998	86.9	86.9	68.9	48.5	118.4	118.4	85.9	85.9

— Not applicable.

SOURCE: U.S. Department of Commerce, Bureau of the Census. October Current Population Surveys, 1970–98.

## Enrollment in Preprimary Education

**Table S2-1** Standard errors for the percentage of 3-, 4-, and 5-year-olds enrolled in center-based programs or kindergarten, by student characteristics: 1991, 1993, 1995, 1996, and 1999

Student characteristic	3-year-olds					4-year-olds					5-year-olds				
	1991	1993	1995	1996	1999	1991	1993	1995	1996	1999	1991	1993	1995	1996	1999
<b>Total</b>	<b>1.4</b>	<b>1.2</b>	<b>1.5</b>	<b>1.4</b>	<b>1.3</b>	<b>1.0</b>	<b>1.1</b>	<b>1.5</b>	<b>1.4</b>	<b>1.3</b>	<b>0.8</b>	<b>0.8</b>	<b>0.7</b>	<b>0.9</b>	<b>0.8</b>
Race-ethnicity															
White	1.5	1.5	2.4	2.1	1.7	1.2	1.5	1.9	1.8	1.6	0.8	0.9	0.8	1.1	1.0
Black	4.2	3.1	4.1	4.3	3.9	3.6	3.0	4.5	3.2	3.5	1.6	1.9	1.9	1.6	0.7
Hispanic	3.2	3.3	2.5	3.4	3.1	3.8	3.3	3.0	3.9	3.0	2.3	2.2	1.6	3.2	2.7
Other	6.3	6.0	7.1	7.0	6.6	5.8	5.4	5.6	7.8	5.5	5.7	3.9	1.6	2.5	1.6
Household income															
\$10,000 or less	—	3.8	3.8	3.7	4.6	—	2.6	4.8	4.7	4.7	—	2.2	1.7	3.6	2.3
10,001–20,000	—	3.5	3.5	4.7	3.9	—	2.7	4.4	4.3	3.9	—	2.2	2.1	2.9	3.0
20,001–35,000	—	2.2	2.7	3.3	2.9	—	2.2	2.8	2.7	2.9	—	1.9	1.4	1.9	1.4
35,001–50,000	—	3.1	3.5	3.5	3.5	—	2.6	3.0	3.6	3.4	—	1.6	2.3	1.9	2.1
50,001 or more	—	2.0	3.1	2.9	2.5	—	1.8	2.2	2.2	1.8	—	0.7	0.7	1.4	1.0
Parents' highest education level															
Less than high school diploma	3.5	3.4	4.8	5.9	6.0	4.3	4.6	5.8	5.1	4.9	2.3	4.1	2.0	4.7	3.0
High school diploma or GED	2.3	2.2	2.6	3.0	3.1	2.2	2.2	2.9	3.2	2.8	1.4	1.4	1.4	1.8	1.8
Some college/vocational/technical	2.0	2.0	2.8	2.7	2.5	1.7	1.9	2.6	2.4	2.7	1.3	1.4	1.4	1.8	1.5
Bachelor's degree	3.2	3.3	3.6	3.6	2.7	2.2	2.6	3.0	3.8	2.5	1.9	1.6	1.1	2.0	2.0
Graduate/professional school	3.0	2.8	5.1	4.3	3.4	3.2	2.8	3.2	3.5	2.3	1.8	1.3	1.8	2.4	1.2

— Not available.

SOURCE: U.S. Department of Education, NCES. National Household Education Survey (NHES), 1991 (Early Childhood Education Component), 1993 (School Readiness Component), 1995 (Early Childhood Program Participation Component), 1996 (Parent and Family Involvement in Education Component), and 1999 (Parent Interview Component).

## Enrollment in Preprimary Education

**Table S2-2** Standard errors for the percentage of 3-, 4-, and 5-year-olds enrolled in center-based programs, kindergarten, or center-based programs and kindergarten, by selected student characteristics: 1999

Student characteristic	3-year-olds				4-year-olds				5-year-olds			
	Total	Center-based programs	Kindergarten	Center-based and kindergarten	Total	Center-based programs	Kindergarten	Center-based and kindergarten	Total	Center-based programs	Kindergarten	Center-based and kindergarten
<b>Total</b>	<b>1.3</b>	<b>1.3</b>	—	—	<b>1.3</b>	<b>1.3</b>	<b>0.5</b>	<b>0.4</b>	<b>0.8</b>	<b>1.1</b>	<b>1.5</b>	<b>1.2</b>
Sex												
Male	1.9	1.9	—	—	2.0	2.1	0.6	0.5	1.1	1.6	2.1	1.8
Female	2.0	2.0	—	—	1.9	1.9	0.6	0.5	1.1	1.7	2.4	1.8
Race-ethnicity												
White	1.7	1.8	—	—	1.6	1.5	0.5	0.6	1.0	1.5	2.1	1.6
Black	3.9	3.9	—	—	3.5	3.6	0.6	0.4	0.7	3.2	4.4	4.5
Hispanic	3.1	3.1	—	—	3.0	2.8	1.5	0.9	2.7	1.9	3.5	2.0
Other	6.6	6.4	—	—	5.5	5.4	2.4	0.6	1.6	6.7	7.0	4.2
Household income												
\$10,000 or less	4.6	4.6	—	—	4.7	4.6	1.3	1.3	2.3	3.9	5.6	4.9
10,001–20,000	3.9	3.9	—	—	3.9	4.0	1.2	0.4	3.0	3.1	4.5	2.4
20,001–30,000	2.9	3.0	—	—	2.9	2.9	0.7	0.2	1.4	2.4	3.2	3.1
30,001–50,000	3.5	3.6	—	—	3.4	3.4	1.1	0.8	2.1	2.8	3.1	2.0
50,001 or more	2.5	2.6	—	—	1.8	1.9	1.0	0.6	1.0	2.0	2.6	1.9
Parents' highest education level												
Less than high school diploma	6.0	6.1	—	—	4.9	5.0	1.4	1.9	3.0	3.8	5.1	3.0
High school diploma or GED	3.1	3.1	—	—	2.8	2.8	0.9	0.2	1.8	2.0	3.3	2.6
Some college/vocational/technical	2.5	2.4	—	—	2.7	2.8	0.8	0.6	1.5	2.3	3.4	2.5
Bachelor's degree	2.7	2.7	—	—	2.5	2.3	1.1	0.8	2.0	3.0	3.8	2.3
Graduate/professional school	3.4	3.7	—	—	2.3	2.6	1.3	0.9	1.2	3.4	4.1	2.9
Poverty status												
Poor	3.2	3.3	—	—	3.6	3.5	1.2	0.8	2.0	2.6	3.8	3.1
Nonpoor	1.5	1.5	—	—	1.4	1.4	0.5	0.4	0.7	1.2	1.6	1.4
Poverty status within race-ethnicity												
White												
Poor	5.3	5.3	—	—	6.7	6.7	0.8	1.0	4.0	5.3	7.4	4.2
Nonpoor	1.9	1.9	—	—	1.6	1.5	0.6	0.6	0.9	1.5	2.2	1.9
Black												
Poor	7.0	7.0	—	—	4.5	5.1	1.2	—	0.9	5.3	8.5	8.6
Nonpoor	4.7	4.7	—	—	5.0	4.9	0.7	0.7	1.1	4.0	4.6	4.8
Hispanic												
Poor	5.0	5.0	—	—	5.8	5.7	2.8	2.1	5.7	3.6	6.3	2.7
Nonpoor	3.6	3.6	—	—	3.3	1.9	0.3	—	2.1	2.3	3.7	2.5

— Not applicable.

SOURCE: U.S. Department of Education, NCES. National Household Education Survey (NHES), 1999 (Parent Interview Component).

## Past and Projected Elementary and Secondary School Enrollment

**Table S3-1** Standard errors for private elementary and secondary school enrollment (in thousands), by region and grade level: School years 1989–90 to 1997–98

School year	Total	Region			
		Northeast	Midwest	South	West
<b>Grades 1–12</b>					
1989–90	34	32	14	19	11
1991–92	—	—	—	—	—
1993–94	11	6	3	9	5
1995–96	16	6	6	7	9
1997–98	12	5	10	6	4
<b>Grades 1–8</b>					
1989–90	28	29	11	16	8
1991–92	—	—	—	—	—
1993–94	9	4	3	8	4
1995–96	12	3	5	5	7
1997–98	11	5	9	4	3
<b>Grades 9–12</b>					
1989–90	13	8	4	7	5
1991–92	—	—	—	—	—
1993–94	3	2	1	3	2
1995–96	5	3	1	2	2
1997–98	2	1	1	2	1

— Not available.

SOURCE: U.S. Department of Education, NCES. Private School Surveys (PSS), various years.

## Racial-Ethnic Distribution of Public School Students

**Table S4-1** Standard errors for the racial-ethnic distribution of public school students enrolled in grades 1–12: October 1972–98

October	White	Minority enrollment			
		Total	Black	Hispanic	Other
1972	0.3	0.3	0.3	0.2	0.1
1973	0.3	0.3	0.3	0.2	0.1
1974	0.3	0.3	0.3	0.2	0.1
1975	0.3	0.3	0.3	0.2	0.1
1976	0.3	0.3	0.3	0.2	0.1
1977	0.3	0.3	0.3	0.2	0.1
1978	0.3	0.3	0.3	0.2	0.1
1979	—	—	—	—	—
1980	—	—	—	—	—
1981	0.4	0.4	0.3	0.2	0.1
1982	0.4	0.4	0.3	0.2	0.1
1983	0.4	0.4	0.3	0.2	0.2
1984	0.4	0.4	0.3	0.2	0.2
1985	0.4	0.4	0.3	0.3	0.2
1986	0.4	0.4	0.3	0.3	0.2
1987	0.4	0.4	0.3	0.3	0.2
1988	0.4	0.4	0.3	0.3	0.2
1989	0.2	0.2	0.1	0.1	0.0
1990	0.4	0.4	0.3	0.3	0.2
1991	0.4	0.4	0.3	0.3	0.2
1992	0.4	0.4	0.3	0.3	0.2
1993	0.4	0.4	0.3	0.3	0.2
1994	0.4	0.3	0.3	0.2	0.1
1995	0.4	0.3	0.3	0.2	0.1
1996	0.4	0.4	0.3	0.2	0.2
1997	0.4	0.3	0.3	0.2	0.2
1998	0.4	0.4	0.3	0.2	0.2

— Not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census. October Current Population Surveys, 1972–98.



## Racial-Ethnic Distribution of Public School Students

Table S4-2 Standard errors for the racial-ethnic distribution of public school students enrolled in grades 1–12, by region: October 1972–98

October	White	Minority				White	Total	Minority			
		Total	Black	Hispanic	Other			Black	Hispanic	Other	
		Northeast						Midwest			
1972	0.6	0.6	0.5	0.3	0.1	0.5	0.5	0.4	0.2	0.1	
1973	0.6	0.6	0.5	0.3	0.1	0.5	0.5	0.4	0.1	0.1	
1974	0.6	0.6	0.5	0.3	0.1	0.5	0.5	0.4	0.2	0.1	
1975	0.6	0.6	0.5	0.3	0.1	0.5	0.5	0.5	0.2	0.1	
1976	0.7	0.7	0.5	0.4	0.2	0.5	0.5	0.5	0.2	0.1	
1977	0.7	0.7	0.6	0.4	0.2	0.5	0.5	0.5	0.2	0.1	
1978	0.7	0.7	0.6	0.4	0.2	0.5	0.5	0.5	0.2	0.2	
1979	—	—	—	—	—	—	—	—	—	—	
1980	—	—	—	—	—	—	—	—	—	—	
1981	0.7	0.7	0.6	0.4	0.2	0.6	0.6	0.5	0.2	0.2	
1982	0.8	0.8	0.6	0.5	0.3	0.6	0.6	0.5	0.2	0.2	
1983	0.8	0.8	0.7	0.5	0.3	0.6	0.6	0.6	0.2	0.2	
1984	0.8	0.8	0.7	0.5	0.3	0.6	0.6	0.6	0.2	0.2	
1985	0.8	0.8	0.7	0.6	0.3	0.7	0.7	0.6	0.3	0.3	
1986	0.9	0.9	0.7	0.6	0.3	0.7	0.7	0.6	0.3	0.2	
1987	0.8	0.8	0.7	0.6	0.3	0.7	0.7	0.6	0.3	0.3	
1988	0.9	0.9	0.8	0.7	0.4	0.7	0.7	0.7	0.4	0.3	
1989	1.0	1.0	0.8	0.7	0.4	0.5	0.5	0.5	0.1	0.1	
1990	0.9	0.9	0.7	0.6	0.4	0.7	0.7	0.6	0.3	0.3	
1991	0.9	0.9	0.7	0.6	0.4	0.7	0.7	0.6	0.3	0.3	
1992	0.9	0.9	0.7	0.6	0.4	0.7	0.7	0.6	0.3	0.3	
1993	0.9	0.9	0.7	0.6	0.4	0.7	0.7	0.6	0.3	0.3	
1994	0.8	0.8	0.6	0.4	0.3	0.7	0.6	0.5	0.3	0.2	
1995	0.8	0.8	0.6	0.4	0.3	0.6	0.6	0.5	0.2	0.2	
1996	0.9	0.8	0.6	0.5	0.3	0.7	0.6	0.5	0.3	0.2	
1997	0.9	0.8	0.6	0.5	0.3	0.7	0.6	0.5	0.3	0.3	
1998	0.9	0.8	0.6	0.5	0.3	0.7	0.6	0.5	0.3	0.3	

## Racial-Ethnic Distribution of Public School Students

Table S4-2 Standard errors for the racial-ethnic distribution of public school students enrolled in grades 1–12, by region: October 1972–98—Continued

October	White	Minority				White	Total	Minority			
		Total	Black	Hispanic	Other			Black	Hispanic	Other	
		South						West			
1972	0.6	0.6	0.6	0.3	0.1	0.8	0.8	0.4	0.6	0.4	
1973	0.6	0.6	0.6	0.3	0.1	0.8	0.8	0.4	0.6	0.4	
1974	0.6	0.6	0.6	0.3	0.1	0.8	0.8	0.4	0.6	0.4	
1975	0.6	0.6	0.6	0.3	0.1	0.8	0.8	0.4	0.6	0.4	
1976	0.6	0.6	0.6	0.3	0.1	0.8	0.8	0.5	0.6	0.4	
1977	0.6	0.6	0.6	0.3	0.1	0.8	0.8	0.5	0.6	0.4	
1978	0.6	0.6	0.6	0.3	0.1	0.8	0.8	0.5	0.6	0.5	
1979	—	—	—	—	—	—	—	—	—	—	
1980	—	—	—	—	—	—	—	—	—	—	
1981	0.6	0.6	0.6	0.3	0.2	0.8	0.8	0.4	0.6	0.5	
1982	0.7	0.7	0.6	0.4	0.1	0.9	0.9	0.4	0.7	0.6	
1983	0.7	0.7	0.6	0.4	0.2	0.9	0.9	0.4	0.7	0.6	
1984	0.7	0.7	0.6	0.3	0.2	0.9	0.9	0.5	0.7	0.6	
1985	0.7	0.7	0.6	0.4	0.2	0.9	0.9	0.5	0.8	0.5	
1986	0.7	0.7	0.6	0.4	0.2	0.9	0.9	0.4	0.8	0.5	
1987	0.7	0.7	0.6	0.4	0.2	0.9	0.9	0.5	0.8	0.5	
1988	0.7	0.7	0.7	0.5	0.2	1.0	1.0	0.5	0.9	0.6	
1989	0.5	0.5	0.5	0.2	0.1	0.9	0.9	0.3	0.7	0.3	
1990	0.7	0.7	0.7	0.5	0.2	0.9	0.9	0.4	0.8	0.6	
1991	0.7	0.7	0.7	0.4	0.2	0.9	0.9	0.4	0.8	0.5	
1992	0.7	0.7	0.6	0.4	0.2	0.9	0.9	0.4	0.8	0.5	
1993	0.7	0.7	0.6	0.4	0.2	0.9	0.9	0.4	0.8	0.5	
1994	0.6	0.6	0.5	0.3	0.2	0.8	0.7	0.3	0.6	0.4	
1995	0.6	0.6	0.5	0.3	0.2	0.8	0.7	0.3	0.6	0.4	
1996	0.7	0.6	0.6	0.3	0.2	0.8	0.8	0.3	0.6	0.5	
1997	0.7	0.6	0.5	0.3	0.2	0.8	0.7	0.4	0.6	0.5	
1998	0.7	0.6	0.6	0.3	0.2	0.8	0.7	0.4	0.6	0.5	

— Not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census. October Current Population Surveys, 1972–98.

## Parental Education, by Race-Ethnicity

**Table SS-1** Standard errors for the percentage distribution of 6- to 18-year-olds according to parents' highest education level, by child's race-ethnicity: 1974–99

Parents' highest education level and child's race-ethnicity	1974	1979	1984	1989	1994	1999
<b>White</b>						
Mother's highest education level	—	—	—	—	—	—
Less than high school diploma	0.4	0.4	0.4	0.4	0.4	0.3
High school diploma or GED	0.5	0.5	0.6	0.7	0.6	0.6
Some college	0.3	0.4	0.5	0.5	0.6	0.6
Bachelor's degree or higher	0.3	0.3	0.4	0.5	0.5	0.6
Father's highest education level	—	—	—	—	—	—
Less than high school diploma	0.5	0.5	0.5	0.5	0.4	0.4
High school diploma or GED	0.5	0.5	0.6	0.7	0.7	0.6
Some college	0.4	0.4	0.5	0.6	0.6	0.6
Bachelor's degree or higher	0.4	0.5	0.6	0.6	0.7	0.7
<b>Black</b>						
Mother's highest education level	—	—	—	—	—	—
Less than high school diploma	1.5	1.5	1.6	1.5	1.5	1.3
High school diploma or GED	1.4	1.5	1.6	1.7	1.8	1.6
Some college	0.8	1.0	1.2	1.4	1.7	1.5
Bachelor's degree or higher	0.6	0.7	0.8	1.0	1.1	1.1
Father's highest education level	—	—	—	—	—	—
Less than high school diploma	1.9	2.1	2.2	2.2	2.1	1.7
High school diploma or GED	1.7	2.0	2.2	2.5	2.6	1.9
Some college	1.0	1.4	1.7	2.0	2.3	1.8
Bachelor's degree or higher	0.8	1.1	1.5	1.7	2.0	1.5
<b>Hispanic</b>						
Mother's highest education level	—	—	—	—	—	—
Less than high school diploma	1.8	1.9	1.9	2.2	2.5	1.7
High school diploma or GED	1.7	1.7	1.7	2.0	2.2	1.5
Some college	0.9	1.0	1.0	1.4	1.8	1.3
Bachelor's degree or higher	0.7	0.8	0.7	1.0	1.2	0.9
Father's highest education level	—	—	—	—	—	—
Less than high school diploma	2.0	2.1	2.2	2.6	2.9	1.9
High school diploma or GED	1.8	1.8	1.9	2.3	2.5	1.4
Some college	1.1	1.2	1.3	1.8	2.2	1.2
Bachelor's degree or higher	1.1	1.2	1.2	1.4	1.6	1.0

— Not available.

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

## Language Spoken at Home by Hispanic Students

**Table S6-1** Standard errors for the number and percentage distribution of students enrolled in grades K–12, by race-ethnicity: 1999

	Total	Students in grades K–12			
		White	Black	Hispanic	Other
Number	17.7	10.7	2.7	3.2	0.9
Percent	—	0.3	0.2	0.2	0.2

— Not applicable.

SOURCE: U.S. Department of Education, NCES. National Household Education Survey (NHES), 1999 (Parent Interview Component).

**Table S6-2** Standard errors for the percentage distribution of Hispanic students in grades K–12, by language spoken at home and grade: 1999

Grade enrolled	Total	Spoke mostly English at home	Spoke English and Spanish equally at home	Spoke mostly Spanish at home	Spoke English and other language equally/spoke other language
Total	—	1.1	0.9	1.0	0.2
K–5	—	1.3	1.2	1.3	0.3
6–8	—	2.5	2.1	1.7	0.4
9–12	—	1.9	1.5	1.8	0.1

— Not applicable.

SOURCE: U.S. Department of Education, NCES. National Household Education Survey (NHES), 1999 (Parent Interview Component).

**Table S6-3** Standard errors for the percentage distribution of Hispanic students in grades K–12, by language spoken at home, grade, and mother's birth place: 1999

Grade enrolled	Total	Spoke mostly English at home	Spoke English and Spanish equally at home	Spoke mostly Spanish at home	Spoke English and other language equally/spoke other language
<b>Mother was born in the United States</b>					
Total	—	1.3	0.9	0.8	0.2
K–5	—	1.6	0.9	1.3	0.2
6–8	—	2.9	2.7	1.3	0.8
9–12	—	1.7	1.1	1.4	0.3
<b>Mother was not born in the United States</b>					
Total	—	1.5	1.6	1.6	0.3
K–5	—	1.8	2.1	2.0	0.5
6–8	—	3.1	3.4	3.3	0.6
9–12	—	3.1	2.7	3.2	0.1

— Not applicable.

SOURCE: U.S. Department of Education, NCES. National Household Education Survey (NHES), 1999 (Parent Interview Component).

## Language Spoken at Home by Hispanic Students

**Table S6-4** Standard errors for the percentage distribution of Hispanic students in grades K–12, by language spoken at home and various demographic characteristics: 1999

Demographic characteristic	Total	Language spoken at home by student		
		Mostly English	English and Spanish equally	Mostly Spanish
<b>Total</b>	—	—	—	—
Language spoken most at home by mother				
English	1.3	1.4	1.3	1.1
Spanish	1.3	1.4	1.3	1.1
English and other language equally/other language	0.2	0.2	—	0.3
Mother's place of birth				
United States/territories	1.2	1.5	2.4	1.5
Other countries	1.2	1.5	2.4	1.5
Mother's first language				
English	1.3	1.7	1.0	1.1
Spanish	1.3	1.7	1.0	1.1
English and other language equally/other language	0.3	0.5	0.3	0.2
Parents' highest education level				
Less than high school diploma	1.3	1.7	2.9	2.5
High school diploma or GED or higher	1.3	1.7	2.9	2.5
High school diploma or GED	1.1	1.4	2.5	1.9
Some college/vocational/technical	0.9	1.5	2.4	1.6
Bachelor's degree	0.7	1.1	1.2	1.2
Graduate/professional school	0.5	0.9	1.0	0.9
Household income				
\$20,000 or less	0.9	1.5	2.9	2.4
10,000 or less	0.5	1.2	2.8	1.9
10,001–20,000	0.9	1.3	2.9	2.2
\$20,001 or more	0.9	1.5	2.9	2.4
20,001–30,000	1.0	1.0	2.5	2.3
30,001–50,000	0.7	1.2	1.0	0.9
50,001 or more	0.7	1.3	1.2	0.7

— Not applicable.

SOURCE: U.S. Department of Education, NCES. National Household Education Survey (NHES), 1999 (Parent Interview Component).

## Graduate/Professional Enrollment and Employment

**Table S9-1** Standard errors for the percentage distribution of graduate and first-professional students according to selected enrollment and employment characteristics: Academic year 1995–96

	M.B.A.	M.A.T, M.Ed., M.A./M.S. in education	M.A./M.S. (except education)	Ph.D.	Ed.D.	M.D.	Law (LL.B. or J.D.)
<b>Total</b>	—	—	—	—	—	—	—
<b>Attendance pattern</b>							
Full-time, full-year	2.5	1.6	2.0	4.5	5.3	2.2	2.2
Part-time, full-year	3.0	2.3	2.0	4.0	6.9	0.7	2.1
Other	2.2	2.2	2.4	1.8	7.6	2.0	1.2
<b>Employment status</b>							
Worked at all	3.1	2.5	2.7	4.4	2.6	4.3	3.5
Worked full-time if worked	4.0	2.9	2.4	5.0	6.9	3.9	2.5
<b>Primary role if working</b>							
Student meeting expenses	3.3	3.2	4.0	4.7	7.1	9.7	3.1
Employee enrolled in school	3.3	3.2	4.0	4.7	7.1	9.7	3.1

— Not applicable.

SOURCE: U.S. Department of Education, NCES. National Postsecondary Student Aid Study (NPSAS:1996), Graduate Data Analysis System.

## Participation in Adult Learning

**Table S10-1** Standard errors for the percentage of adults ages 18 or older who participated in learning activities in the past 12 months, by educational attainment and age: 1991, 1995, and 1999

Educational attainment and age	1991 Total	1995 Total	1999					
			Total	Type of adult learning activity				Personal
				Basic skills	Credential		Work-related	
				Full-time	Part-time			
<b>Total</b>	<b>0.7</b>	<b>0.5</b>	<b>0.8</b>	<b>0.3</b>	<b>0.3</b>	<b>0.4</b>	<b>0.7</b>	<b>0.7</b>
<b>Educational attainment</b>								
Grade 8 or less	1.5	1.1	2.4	1.8	—	0.3	0.5	1.9
Grades 9–12	2.3	1.4	2.1	1.3	0.4	0.9	0.9	1.5
High school diploma or GED	1.1	0.8	1.7	0.7	0.8	0.7	1.5	1.4
Some college/ technical/ vocational school	1.9	0.7	1.4	0.3	0.9	0.9	1.3	1.3
Bachelor's degree or higher	2.0	1.0	1.5	—	0.6	0.8	1.5	1.4
<b>Age</b>								
18–24	2.4	1.1	2.4	1.9	2.3	1.5	2.3	2.1
25–34	2.0	0.9	2.1	0.5	0.9	1.1	1.9	1.7
35–44	2.2	0.9	1.9	0.3	0.4	1.0	1.5	1.5
45–54	2.2	1.2	2.0	0.2	0.4	1.0	1.6	1.6
55–64	2.1	1.1	2.2	0.2	0.1	0.8	1.7	1.8
65 and older	1.3	1.0	1.3	0.6	0.1	0.4	0.6	1.1

— Not applicable.

SOURCE: U.S. Department of Education, NCES. National Household Education Survey (NHES), 1991, 1995, and 1999 (Adult Education Component).

## Participation in Adult Learning

**Table S10-2** Standard errors for the percentage of adults age 18 or older who participated in various learning activities with different providers, by type of activity: 1999

Type of activity	Type of provider for various adult learning activities						
	Elementary/ secondary	Post- secondary	Trade organization	Private	Business	Government	Other
Credential	0.4	1.6	1.0	0.5	0.7	0.8	0.6
Full-time	0.4	1.8	1.2	0.6	0.4	1.2	0.6
Part-time	0.5	2.3	1.5	0.8	1.2	1.0	1.0
Work-related	1.0	1.1	1.0	0.6	1.7	1.1	0.6
Personal	0.7	1.1	0.9	1.3	1.3	0.8	0.7

SOURCE: U.S. Department of Education, NCES. National Household Education Survey (NHES), 1999 (Adult Education Component).

## Kindergartners' Skills and Proficiency in Reading and Mathematics

**Table S11-1** Standard errors for the percentage of first-time kindergartners achieving each reading and mathematics proficiency level, by child and family characteristics: Fall 1998

Characteristic	Reading proficiencies			Mathematics proficiencies		
	Letter recognition	Beginning sounds	Ending sounds	Number and shape	Relative size	Ordinal sequence
Total	0.8	0.9	0.7	0.3	0.7	0.7
Sex						
Male	0.8	0.9	0.7	0.5	0.9	0.8
Female	0.9	1.1	0.8	0.3	0.9	0.7
Mother's highest education level						
Less than high school	1.5	0.9	0.6	1.0	1.2	0.6
High school diploma or equivalent	1.1	1.1	0.8	0.5	0.9	0.7
Some college, including vocational/technical	1.0	1.1	0.9	0.4	0.9	0.9
Bachelor's degree or higher	0.8	1.2	1.1	0.2	0.9	1.0
Race-ethnicity						
White	0.9	1.1	0.8	0.2	0.8	0.8
Black	1.6	1.7	1.2	0.8	1.5	1.0
Asian/Pacific Islander	1.7	1.5	2.2	0.7	1.5	0.9
Hispanic	1.7	2.4	1.2	0.7	2.4	2.1

SOURCE: U.S. Department of Education, NCES. Early Childhood Longitudinal Study, "Kindergarten Class of 1998-99," Fall 1998.

## Kindergartners' Overall Reading and Mathematics Performance

**Table S12-1** Standard errors for the mean reading *t*-scores of first-time kindergartners, and percentage distribution of quartile scores, by child and family characteristics: Fall 1998

Characteristic	Mean <i>t</i> -score	Quartile score			
		0–25 percent	26–50 percent	51–75 percent	76–100 percent
<b>Total</b>	<b>0.2</b>	<b>0.8</b>	<b>0.6</b>	<b>0.5</b>	<b>0.8</b>
Sex					
Male	0.2	0.9	0.7	0.6	0.8
Female	0.2	0.9	0.8	0.6	1.0
Mother's highest education level					
Less than high school	0.3	1.4	1.1	1.2	0.7
High school diploma or equivalent	0.2	1.1	0.9	0.9	0.9
Some college, including vocational/technical	0.5	0.9	0.8	0.6	1.0
Bachelor's degree or higher	0.2	0.6	0.8	0.3	1.2
Child's race-ethnicity					
White	0.2	0.7	0.7	0.6	1.0
Black	0.4	1.6	1.5	1.0	1.4
Asian	0.6	1.5	2.0	1.9	2.4
Hispanic	0.5	2.1	1.2	1.1	1.5

SOURCE: U.S. Department of Education, NCES. Early Childhood Longitudinal Study, "Kindergarten Class of 1998–99," Fall 1998.

**Table S12-2** Standard errors for the mean mathematics *t*-scores of first-time kindergartners, and percentage distribution of quartile scores, by child and family characteristics: Fall 1998

Characteristic	Mean <i>t</i> -score	Quartile score			
		0–25 percent	26–50 percent	51–75 percent	76–100 percent
<b>Total</b>	<b>0.2</b>	<b>0.7</b>	<b>0.5</b>	<b>0.5</b>	<b>0.7</b>
Sex					
Male	0.2	0.9	0.6	0.5	0.9
Female	0.2	0.8	0.6	0.7	0.8
Mother's highest education level					
Less than high school	0.3	1.8	1.3	1.0	0.7
High school diploma or equivalent	0.2	1.1	0.8	0.9	0.7
Some college, including vocational/technical	0.5	0.7	0.7	0.7	0.9
Bachelor's degree or higher	0.2	0.6	0.8	0.8	1.2
Child's race-ethnicity					
White	0.2	0.7	0.6	0.6	0.9
Black	0.4	1.5	1.0	1.2	1.1
Asian	0.6	1.7	1.6	1.8	0.9
Hispanic	0.3	1.8	1.3	1.2	2.3

SOURCE: U.S. Department of Education, NCES. Early Childhood Longitudinal Study, "Kindergarten Class of 1998–99," Fall 1998.



## Reading Performance of Students in Grades 4, 8, and 12

**Table S13-1** Standard errors for the average reading proficiency (scale score) by grade and selected student characteristics: 1992, 1994, and 1998

Student characteristic	Grade 4			Grade 8			Grade 12		
	1992	1994	1998	1992	1994	1998	1992	1994	1998
<b>Total</b>	<b>0.9</b>	<b>1.0</b>	<b>0.8</b>	<b>0.9</b>	<b>0.8</b>	<b>0.8</b>	<b>0.6</b>	<b>0.7</b>	<b>0.7</b>
Sex									
Male	1.2	1.3	1.1	1.1	1.0	0.9	0.7	0.8	1.0
Female	1.0	1.1	0.7	1.0	1.0	0.9	0.7	0.8	0.7
Race-ethnicity									
White	1.2	1.3	0.8	1.2	1.0	0.9	0.6	0.6	0.7
Black	1.6	1.7	1.7	1.6	1.7	1.5	1.4	1.6	1.7
Hispanic	2.1	2.6	1.8	1.4	1.4	2.1	2.3	1.5	1.5
Asian/Pacific Islander	2.1	2.6	1.8	3.0	3.5	3.7	3.2	1.9	3.3
American Indian/Alaskan Native	4.6	3.4	3.1	3.7	4.2	4.7	—	5.3	5.4

— Not available.

SOURCE: U.S. Department of Education, NCES. *NAEP 1998 Reading, A Report Card for the Nation and the States* (NCES 1999–500), 1999.

**Table S13-2** Standard errors for the percentage of students scoring at or above each achievement level in reading, by grade: 1992, 1994, and 1998

Achievement level	Grade 4			Grade 8			Grade 12		
	1992	1994	1998	1992	1994	1998	1992	1994	1998
Below basic	1.1	1.0	0.9	1.0	0.9	0.9	0.6	0.7	0.9
At or above basic	1.1	1.0	0.9	1.0	0.9	0.9	0.6	0.7	0.9
At or above proficient	1.2	1.1	0.9	1.1	0.9	0.9	0.8	1.0	0.9
At or above advanced	0.6	0.7	0.5	0.3	0.3	0.4	0.3	0.5	0.4

SOURCE: U.S. Department of Education, NCES. *NAEP 1998 Reading, A Report Card for the Nation and the States* (NCES 1999–500), 1999.

## Writing Performance of Students in Grades 4, 8, and 12

**Table S14-1** Standard errors for the percentage of students scoring within each of the NAEP writing assessment achievement levels, by grade and selected student characteristics: 1998

Student characteristic	Achievement level			
	Below basic	Basic	Proficient	Advanced
<b>Grade 4</b>	<b>0.4</b>	<b>0.6</b>	<b>0.7</b>	<b>0.2</b>
Sex				
Male	0.6	0.7	0.8	0.2
Female	0.5	0.8	0.9	0.3
Race-ethnicity				
White	0.4	0.8	1.0	0.2
Black	1.1	1.3	0.9	0.1
Hispanic	1.5	1.2	1.0	0.1
Asian/Pacific Islander	1.5	2.2	3.3	1.6
American Indian/Alaskan Native	2.3	2.5	1.7	0.4
<b>Grade 8</b>	<b>0.5</b>	<b>0.5</b>	<b>0.7</b>	<b>0.1</b>
Sex				
Male	0.8	0.7	0.8	0.1
Female	0.3	0.8	0.8	0.2
Race-ethnicity				
White	0.5	0.8	0.9	0.1
Black	1.4	1.3	0.7	—
Hispanic	1.3	1.0	0.9	0.1
Asian/Pacific Islander	2.3	2.3	3.2	1.1
American Indian/Alaskan Native	4.5	4.8	2.6	—
<b>Grade 12</b>	<b>0.7</b>	<b>0.7</b>	<b>0.7</b>	<b>0.1</b>
Sex				
Male	0.9	1.0	0.7	0.1
Female	0.6	0.7	0.8	0.2
Race-ethnicity				
White	0.8	0.9	0.9	0.2
Black	1.7	1.3	1.0	—
Hispanic	1.5	1.7	1.0	0.1
Asian/Pacific Islander	2.9	2.4	3.3	0.6
American Indian/Alaskan Native	3.9	4.3	4.3	—

— Not available.

SOURCE: U.S. Department of Education, NCES. *NAEP 1998 Writing: A Report Card for the Nation and the States* (NCES 1999-462), 1999.

## Writing Performance of Students in Grades 4, 8, and 12

**Table S14-2** Standard errors for the percentage and average writing scale scores of students who reported the occurrence of various school and home factors, by grade and frequency of reports: 1998

Frequency	Percentage of students			Average scale score		
	Grade 4	Grade 8	Grade 12	Grade 4	Grade 8	Grade 12
Teachers talk to students about what they are writing						
Always	0.5	0.7	0.4	1.1	0.6	0.7
Sometimes	0.5	0.5	0.4	0.7	0.8	0.8
Never	0.4	0.4	0.2	1.1	1.4	1.5
Teachers ask students to write more than one draft of a paper						
Always	0.5	0.9	0.8	1.1	0.7	0.7
Sometimes	0.6	0.6	0.5	0.7	0.8	0.9
Never	0.5	0.5	0.4	0.9	1.5	1.4
Students discuss their studies with someone at home						
At least once a week	0.4	0.6	0.5	0.7	0.6	0.7
Once/twice a month	0.2	0.3	0.3	1.3	1.2	1.3
Never/hardly ever	0.4	0.5	0.4	0.8	0.8	1.0

SOURCE: U.S. Department of Education, NCES. *NAEP 1998 Writing: A Report Card for the Nation and the States* (NCES 1999-462), 1999.

## Mathematics Performance of Students in Grades 4, 8, and 12

**Table S15-1** Standard errors for the percentage of students scoring at or above each achievement level in mathematics, by grade: 1990, 1992, and 1996

Achievement level	Grade 4			Grade 8			Grade 12		
	1990	1992	1996	1990	1992	1996	1990	1992	1996
Below basic	1.4	1.0	1.2	1.4	1.1	1.1	1.6	1.1	1.3
At or above basic	1.4	1.0	1.2	1.4	1.1	1.1	1.6	1.1	1.3
At or above proficient	1.2	1.0	0.9	1.1	1.0	1.1	0.9	0.8	1.1
At or above advanced	0.4	0.3	0.3	0.3	0.4	0.5	0.3	0.3	0.3

SOURCE: U.S. Department of Education, NCES. *NAEP 1996 Mathematics Report Card for the Nation and the States* (NCES 97-488), 1997.

## Mathematics Performance of Students in Grades 4, 8, and 12

**Table S15-2** Standard errors for the average mathematics performance (scale score), by grade and selected student characteristics: 1990, 1992, and 1996

Student characteristic	Grade 4			Grade 8			Grade 12		
	1990	1992	1996	1990	1992	1996	1990	1992	1996
<b>Total</b>	<b>0.9</b>	<b>0.7</b>	<b>0.9</b>	<b>1.3</b>	<b>0.9</b>	<b>1.1</b>	<b>1.1</b>	<b>0.9</b>	<b>1.0</b>
Sex									
Male	1.2	0.8	1.1	1.6	1.1	1.4	1.4	1.1	1.1
Female	1.1	1.0	1.0	1.3	1.0	1.1	1.3	1.0	1.1
Race-ethnicity									
White	1.1	0.9	0.9	1.4	1.0	1.2	1.2	0.9	1.0
Black	1.8	1.3	2.3	2.7	1.3	2.0	1.9	1.7	2.2
Hispanic	2.0	1.4	2.1	2.8	1.2	2.0	2.8	1.7	1.8
Asian/Pacific Islander	3.5	2.3	4.1	4.8	5.4	3.9	5.2	3.5	4.8
American Indian/Alaskan Native	3.9	3.1	2.3	9.4	2.8	3.0	—	—	8.9

— Not available.

SOURCE: U.S. Department of Education, NCES. *NAEP 1996 Mathematics Report Card for the Nation and the States* (NCES 1997–488), 1997.

## High Performance in Mathematics and Science

**Table S16-1** Standard errors for the percentage of 17-year-old students scoring at or above 300 on the NAEP mathematics and science assessments, by sex: 1977–96

Sex	1977	1978	1982	1986	1990	1992	1994	1996
	<b>Mathematics</b>							
<b>Total</b>	—	<b>1.1</b>	<b>1.3</b>	<b>1.4</b>	<b>1.4</b>	<b>1.3</b>	<b>1.4</b>	<b>1.7</b>
Male	—	1.2	1.5	1.8	1.4	1.8	2.1	1.8
Female	—	1.3	1.4	1.7	1.8	1.6	1.4	2.2
	<b>Science</b>							
<b>Total</b>	<b>0.9</b>	—	<b>0.9</b>	<b>1.4</b>	<b>1.3</b>	<b>1.5</b>	<b>1.3</b>	<b>1.3</b>
Male	1.1	—	1.2	2.1	1.6	2.0	1.8	1.5
Female	1.0	—	1.2	1.5	1.7	1.7	1.8	1.7

— Not available.

SOURCE: U.S. Department of Education, NCES. National Assessment of Educational Progress, *NAEP 1996 Trends in Academic Progress* (NCES 2000–499), 2000 (forthcoming).

## Trends in the Achievement Gap in Reading Between White and Black Students

Table S17-1 Standard errors for the average reading achievement scale scores, by age, race-ethnicity, and difference: 1971–96

Race-ethnicity	1971	1975	1980	1984	1988	1990	1992	1994	1996
<b>Age 9</b>									
White	0.9	0.7	0.8	0.9	1.4	1.3	1.0	1.3	1.2
Black	1.7	1.2	1.8	1.4	2.4	2.9	2.2	2.3	2.7
Difference	1.9	1.4	1.9	1.3	2.8	3.2	2.4	2.6	2.9
<b>Age 13</b>									
White	0.7	0.7	0.7	0.6	1.1	0.9	1.2	1.1	1.0
Black	1.2	1.2	1.5	1.2	2.4	2.2	2.3	2.4	2.6
Difference	1.4	1.4	1.6	1.1	2.6	2.4	2.7	2.7	2.8
<b>Age 17</b>									
White	1.0	0.6	0.9	0.9	1.2	1.2	1.4	1.5	1.2
Black	1.7	2.0	1.8	1.2	2.4	2.3	2.1	3.9	2.7
Difference	2.0	2.1	2.0	1.3	2.7	2.6	2.5	4.2	3.0

SOURCE: U.S. Department of Education, NCES. *NAEP 1996 Trends in Academic Progress*, (NCES 2000–499), 2000 (forthcoming).

## International Comparisons of Student Performance in Mathematics

**Table S18-1** Standard errors for the average mathematics performance (scale score) of students in grades 4, 8, and in their final year of secondary school, by sex and country: 1995

Country	Grade 4			Grade 8			Final year of secondary school		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
<b>International average</b>	<b>0.7</b>	<b>0.8</b>	<b>0.8</b>	<b>0.6</b>	<b>0.8</b>	<b>0.7</b>	<b>1.2</b>	<b>1.5</b>	<b>1.6</b>
Australia	3.1	3.5	3.7	4.0	5.1	4.6	9.3	10.3	9.3
Austria	3.1	3.6	3.6	3.0	3.2	4.5	5.3	7.2	5.5
Belgium (Flemish)	—	—	—	5.7	8.8	7.4	—	—	—
Belgium (French)	—	—	—	3.4	4.7	3.7	—	—	—
Bulgaria	—	—	—	6.3	—	—	—	—	—
Canada	3.3	3.4	3.9	2.4	3.2	2.7	2.8	3.8	3.5
Colombia	—	—	—	3.4	6.9	3.6	—	—	—
Cyprus	3.1	3.5	3.3	1.9	2.8	2.5	2.5	4.9	3.7
Czech Republic	3.3	3.4	3.6	4.9	4.5	6.3	12.3	11.3	16.8
Denmark	—	—	—	2.8	3.2	3.4	3.3	4.0	4.0
England	3.2	3.4	4.4	2.6	5.1	3.5	—	—	—
France	—	—	—	2.9	3.1	3.8	5.1	5.6	5.3
Germany	—	—	—	4.5	5.1	5.0	5.9	8.8	8.8
Greece	4.4	5.0	4.5	3.1	3.7	3.1	—	—	—
Hong Kong	4.3	4.7	4.2	6.5	7.7	7.7	—	—	—
Hungary	3.7	4.2	3.9	3.2	3.6	3.6	3.2	4.9	4.8
Iceland	2.7	3.3	3.0	4.5	5.5	5.6	2.0	3.4	2.2
Iran, Islamic Republic	4.0	6.0	5.0	2.2	2.9	3.3	—	—	—
Ireland	3.4	3.9	4.3	5.1	7.2	6.0	—	—	—
Israel	3.5	4.4	4.1	6.2	6.6	6.9	—	—	—
Italy	—	—	—	—	—	—	5.5	7.4	6.0
Japan	2.1	2.5	2.2	1.9	2.6	2.1	—	—	—
Korea	2.1	2.5	2.6	2.4	3.2	3.4	—	—	—
Kuwait	2.8	—	—	2.5	—	—	—	—	—
Latvia (LSS)	4.8	5.5	5.2	3.1	3.8	3.5	—	—	—
Lithuania	—	—	—	3.5	4.0	4.1	6.1	7.3	7.7
Netherlands	3.4	3.8	3.4	6.7	7.8	6.4	4.7	5.6	5.9
New Zealand	4.3	3.7	4.3	4.5	5.9	5.3	4.5	4.9	6.2
Norway	3.0	3.5	3.6	2.2	2.8	2.7	4.1	5.3	4.8
Portugal	3.5	3.8	3.7	2.5	2.8	2.7	—	—	—
Romania	—	—	—	4.0	4.8	4.0	—	—	—
Russian Federation	—	—	—	5.3	6.3	5.0	6.2	6.5	6.6
Scotland	3.9	4.3	3.8	5.5	6.6	5.2	—	—	—
Singapore	5.3	5.5	6.4	4.9	6.3	5.4	—	—	—
Slovak Republic	—	—	—	3.3	3.7	3.6	—	—	—
Slovenia	3.2	3.4	4.0	3.1	3.8	3.3	8.3	12.7	8.0
South Africa	—	—	—	4.4	6.3	4.1	8.3	9.3	10.8
Spain	—	—	—	2.0	2.5	2.6	—	—	—
Sweden	—	—	—	3.0	3.6	3.1	4.3	5.9	3.9
Switzerland	—	—	—	2.8	3.5	3.1	5.8	6.4	7.4
Thailand	4.7	5.8	4.2	5.7	5.6	7.0	—	—	—
United States	3.0	3.1	3.3	4.6	5.2	4.5	3.2	4.1	3.6

— Not available.

SOURCE: U.S. Department of Education, NCES. *Pursuing Excellence: A Study of U.S. Fourth-Grade Mathematics and Science Achievement in International Context* (NCES 97–255), 1997; U.S. Department of Education, NCES. *Pursuing Excellence: A Study of U.S. Eighth-Grade Mathematics and Science Teaching, Learning, Curriculum, and Achievement in International Context* (NCES 97–178), 1996; U.S. Department of Education, NCES. *Pursuing Excellence: A Study of U.S. Twelfth-Grade Mathematics and Science Achievement in International Context* (NCES 98–049), 1998.

## Physics and Advanced Mathematics Performance

Table S19-1 Standard errors for the average physics and advanced mathematics scale scores in the final year of secondary school, by sex and country: 1995

Country	Physics			Advanced mathematics		
	Total	Male	Female	Total	Male	Female
<b>International average</b>	<b>2.2</b>	<b>2.4</b>	<b>2.6</b>	<b>1.7</b>	<b>2.0</b>	<b>2.2</b>
Australia	6.2	6.7	8.4	11.6	11.4	15.1
Austria	6.4	8.1	7.4	7.2	7.3	8.6
Canada	3.3	6.0	6.3	4.3	6.4	4.4
Cyprus	5.8	8.9	7.1	4.3	4.4	6.4
Czech Republic	6.2	8.8	3.9	11.2	13.0	8.9
Denmark	4.2	5.2	8.1	3.4	4.4	4.6
France	3.8	4.2	5.6	3.9	5.1	5.1
Germany	11.9	14.3	9.1	5.6	6.5	6.6
Greece	5.6	6.1	8.1	6.0	6.6	10.2
Italy	—	—	—	9.6	10.6	14.1
Latvia	21.5	19.0	22.6	—	—	—
Lithuania	—	—	—	2.6	3.7	5.6
Norway	6.5	6.3	9.3	—	—	—
Russian Federation	11.6	9.9	15.3	9.2	9.7	10.2
Slovenia	15.5	16.3	18.7	9.2	11.5	11.0
Sweden	3.9	5.1	5.3	4.4	5.9	5.2
Switzerland	3.5	5.2	3.6	5.0	5.6	5.7
United States	3.3	4.3	3.1	5.9	7.8	7.1

— Not available.

SOURCE: International Association for the Evaluation of Educational Achievement, TIMSS International Study Center, *Achievement in the Final Year of Secondary School: IEA's Third International Mathematics and Science Study*, 1998.

## Civics Performance of Students

**Table S20-1** Standard errors for the percentage distribution of students according to civics achievement level, by grade and selected student characteristics: 1998

Student characteristic	Achievement level			
	Below Basic	Basic	Proficient	Advanced
	<b>Grade 4</b>			
<b>Total</b>	<b>1.0</b>	<b>0.8</b>	<b>0.9</b>	<b>0.3</b>
Sex				
Male	1.2	1.3	1.2	0.4
Female	1.0	1.0	1.1	0.4
Race-ethnicity				
White	1.1	1.0	1.2	0.5
Black	1.8	2.3	1.2	0.3
Hispanic	2.2	1.9	0.9	—
Asian/Pacific Islander	3.5	5.8	4.8	1.3
American Indian/Alaskan Native	4.0	4.6	3.9	—
	<b>Grade 8</b>			
<b>Total</b>	<b>0.9</b>	<b>0.7</b>	<b>0.8</b>	<b>0.2</b>
Sex				
Male	1.1	1.1	1.0	0.3
Female	1.2	1.0	1.1	0.3
Race-ethnicity				
White	1.0	1.0	1.0	0.3
Black	1.7	1.6	1.0	—
Hispanic	2.2	2.3	0.8	0.2
Asian/Pacific Islander	5.8	4.1	4.1	1.1
American Indian/Alaskan Native	5.7	4.3	3.8	—
	<b>Grade 12</b>			
<b>Total</b>	<b>0.9</b>	<b>0.7</b>	<b>0.8</b>	<b>0.4</b>
Sex				
Male	1.2	1.0	1.0	0.6
Female	1.2	1.0	1.2	0.4
Race-ethnicity				
White	1.1	0.8	1.1	0.6
Black	2.3	2.1	1.2	0.3
Hispanic	1.9	2.3	1.3	0.4
Asian/Pacific Islander	3.8	4.0	4.8	2.1
American Indian/Alaskan Native	8.8	8.2	4.1	—

— Standard error estimate cannot be accurately determined due to small sample size.

SOURCE: U.S. Department of Education, NCES. *NAEP 1998 Civics Report Card for the Nation: Findings from the National Assessment of Educational Progress (NCES 2000-457)*, 1999.



## Civic Activities of Students: News Attentiveness

**Table S21-1** Standard errors for the percentage of students in grades 6–12 who reported reading, watching or listening to, and/or discussing the news with their parents almost daily, by sex, race-ethnicity, and coursetaking: 1998

Type of civic activity and coursetaking	Total	Sex		Race-ethnicity			
		Male	Female	White	Black	Hispanic	Other
<b>All students in grades 6–12</b>							
Read national news stories	0.4	0.5	0.5	0.5	0.9	0.8	1.5
Watch/listen to national news	0.6	0.8	0.8	0.7	1.5	1.4	2.4
Discuss national news with parents	0.3	0.4	0.4	0.3	0.8	0.8	1.3
Any of the above	0.6	0.8	0.8	0.7	1.5	1.4	2.4
<b>Students who took a course</b>							
Read national news stories	0.5	0.7	0.6	0.6	1.2	1.1	1.9
Watch/listen to national news	0.7	0.9	0.9	0.8	1.7	1.7	2.8
Discuss national news with parents	0.4	0.5	0.5	0.4	1.0	1.0	1.5
Any of the above	0.7	0.9	1.0	0.8	1.7	1.7	2.9
<b>Students who did not take a course</b>							
Read national news stories	0.5	0.8	0.7	0.6	1.3	1.2	2.5
Watch/listen to national news	1.0	1.4	1.4	1.3	2.8	2.2	4.5
Discuss national news with parents	0.5	0.6	0.7	0.5	1.4	1.1	2.4
Any of the above	1.0	1.4	1.5	1.3	2.9	2.2	4.5

SOURCE: U.S. Department of Education, NCES. National Household Education Survey (NHES), 1999 (Youth Interview Component).

## Voting Participation

**Table S22-1** Standard errors for the voting rates and ratios of voting rates for the population ages 25–44, by highest level of educational attainment and type of election: Selected years 1964–98

Type of election and year	Total	Highest level of educational attainment			
		1–3 years of high school	High school diploma or GED	Some college	Bachelor's degree or higher
<b>Voting rates</b>					
Congressional elections					
1974	0.3	0.8	0.5	0.8	0.8
1990	0.3	0.8	0.5	0.7	0.6
1994	0.3	0.7	0.5	0.6	0.6
1998	0.3	0.7	0.5	0.6	0.6
Presidential elections					
1964	0.7	1.3	0.9	1.4	1.2
1976	0.3	0.9	0.5	0.8	0.6
1988	0.3	1.1	0.6	0.7	0.6
1992	0.3	0.9	0.5	0.5	0.5
1996	0.3	0.9	0.5	0.6	0.6
<b>Ratio of voting rate to that of high school graduates</b>					
Congressional elections					
1974	—	0.02	—	0.03	0.03
1990	—	0.02	—	0.03	0.03
1994	—	0.02	—	0.03	0.03
1998	—	0.03	—	0.03	0.04
Presidential elections					
1964	—	0.02	—	0.02	0.02
1976	—	0.02	—	0.02	0.02
1988	—	0.02	—	0.02	0.02
1992	—	0.02	—	0.02	0.02
1996	—	0.02	—	0.02	0.03

— Not applicable.

SOURCE: U.S. Department of Commerce, Bureau of the Census. *Current Population Reports*, "Voting and Registration in the Election of November (various years)," series P-20, Nos. 143, 293, 322, 440, 453, 466, PPL-25, P20-504, and P25-1132.

## Voting Participation

**Table S22-2** Standard errors for the percentage of 18- to 24-year-olds who reported voting and being registered to vote, by sex, race-ethnicity, and enrollment status: November 1998

Enrollment status	Total	Sex		Race-ethnicity		
		Male	Female	White	Black	Hispanic
<b>Reported voting</b>						
<b>Total</b>	<b>0.5</b>	<b>0.6</b>	<b>0.7</b>	<b>0.6</b>	<b>1.2</b>	<b>1.3</b>
Enrolled in high school	1.4	1.8	2.3	2.0	2.6	2.8
Enrolled in college	0.8	1.2	1.2	1.0	2.3	3.1
Full time	0.9	1.3	1.3	1.0	2.5	3.8
Part time	2.2	3.1	3.0	2.7	5.7	4.4
Not enrolled in school	0.6	0.8	0.8	0.7	1.5	1.5
18–20 years old	0.9	1.2	1.2	1.1	2.0	1.7
21–24 years old	0.7	1.1	1.1	0.9	2.0	2.1
<b>Reported being registered to vote</b>						
<b>Total</b>	<b>0.6</b>	<b>0.8</b>	<b>0.8</b>	<b>0.7</b>	<b>1.5</b>	<b>1.8</b>
Enrolled in high school	1.9	2.4	3.0	2.6	3.9	4.5
Enrolled in college	1.0	1.4	1.3	1.1	2.9	3.6
Full time	1.1	1.5	1.5	1.2	3.1	4.2
Part time	2.4	3.5	3.4	2.9	6.9	6.7
Not enrolled in school	0.8	1.1	1.1	0.9	2.0	2.2
18–20 years old	1.3	1.7	1.9	1.6	3.1	3.0
21–24 years old	1.0	1.4	1.3	1.1	2.5	2.9

SOURCE: U.S. Department of Commerce, Bureau of the Census. *Current Population Reports*, unpublished tabulations from the *Voting and Registration Supplement*, 1998.

## Annual Earnings of Young Adults

**Table S23-1** Standard errors for the median annual earnings (in constant 1999 dollars) of all wage and salary workers ages 25–34, by sex and educational attainment: 1970–98

Year	Male				Female			
	Grades 9–11	High school	Some college	Bachelor's or higher	Grades 9–11	High school	Some college	Bachelor's or higher
1970	\$705	\$360	\$648	\$751	\$601	\$453	\$1,197	\$951
1971	555	410	705	711	633	491	1,059	847
1972	768	355	651	662	796	489	877	712
1973	752	383	625	632	719	382	749	651
1974	710	363	509	588	667	375	636	611
1975	786	377	542	631	436	397	579	503
1976	680	363	591	583	665	380	583	538
1977	833	403	620	617	756	369	511	543
1978	817	590	658	510	350	314	553	547
1979	727	473	485	482	646	344	453	362
1980	610	336	455	564	674	309	450	388
1981	576	348	451	479	478	286	352	514
1982	573	340	506	428	603	309	339	478
1983	562	343	553	483	592	304	389	365
1984	516	822	549	761	595	268	344	362
1985	433	330	416	407	568	245	358	464
1986	502	357	475	473	566	229	510	486
1987	632	417	433	585	570	233	464	425
1988	662	371	457	885	498	233	479	364
1989	657	266	507	674	715	233	391	338
1990	632	326	585	645	601	213	341	517
1991	708	305	585	392	689	234	363	496
1992	665	354	509	385	516	329	344	411
1993	684	267	452	424	441	360	316	412
1994	605	277	528	578	639	340	343	337
1995	474	294	542	982	407	421	350	349
1996	462	341	331	504	593	346	385	305
1997	541	420	340	438	773	327	385	574
1998	590	310	660	785	570	352	406	384

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

## Annual Earnings of Young Adults

**Table S23-2** Standard errors for the ratio of median annual earnings of all wage and salary workers ages 25–34 whose highest education level was grades 9–11, some college, or a bachelor’s degree or higher, compared with those with a high school diploma or GED, by sex: 1970–98

Year	Grades 9–11		Some college		Bachelor’s degree or higher	
	Male	Female	Male	Female	Male	Female
1970	0.02	0.04	0.02	0.09	0.02	0.09
1971	0.02	0.05	0.02	0.08	0.02	0.08
1972	0.02	0.05	0.02	0.07	0.02	0.07
1973	0.02	0.05	0.02	0.06	0.02	0.06
1974	0.02	0.05	0.02	0.05	0.02	0.06
1975	0.03	0.03	0.02	0.05	0.02	0.06
1976	0.02	0.04	0.02	0.05	0.02	0.05
1977	0.03	0.05	0.02	0.04	0.02	0.05
1978	0.03	0.02	0.03	0.04	0.03	0.05
1979	0.02	0.04	0.02	0.04	0.02	0.04
1980	0.02	0.04	0.02	0.04	0.02	0.04
1981	0.02	0.03	0.02	0.03	0.02	0.04
1982	0.02	0.04	0.02	0.03	0.02	0.05
1983	0.02	0.04	0.02	0.04	0.02	0.04
1984	0.03	0.04	0.04	0.03	0.05	0.04
1985	0.02	0.04	0.02	0.03	0.02	0.04
1986	0.02	0.04	0.02	0.04	0.03	0.04
1987	0.03	0.04	0.02	0.03	0.03	0.04
1988	0.03	0.03	0.02	0.04	0.04	0.03
1989	0.03	0.05	0.02	0.03	0.03	0.04
1990	0.03	0.04	0.03	0.03	0.03	0.04
1991	0.03	0.05	0.03	0.03	0.02	0.04
1992	0.03	0.04	0.03	0.04	0.03	0.05
1993	0.03	0.03	0.02	0.04	0.03	0.06
1994	0.03	0.04	0.03	0.03	0.03	0.05
1995	0.02	0.03	0.03	0.04	0.05	0.06
1996	0.02	0.04	0.02	0.04	0.03	0.05
1997	0.02	0.05	0.02	0.04	0.03	0.05
1998	0.02	0.04	0.03	0.04	0.04	0.05

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

## Annual Earnings of Young Adults

**Table S23-3** Standard errors for the ratio of median annual earnings of all male to all female wage and salary workers ages 25–34, by educational attainment: 1970–98

Year	Grades 9–11	High school completer	Some college	Bachelor's degree or higher
1970	0.25	0.08	0.15	0.06
1971	0.21	0.08	0.14	0.05
1972	0.25	0.08	0.10	0.05
1973	0.21	0.07	0.08	0.04
1974	0.23	0.06	0.07	0.04
1975	0.14	0.06	0.06	0.04
1976	0.20	0.05	0.07	0.04
1977	0.21	0.05	0.05	0.04
1978	0.16	0.06	0.07	0.04
1979	0.14	0.05	0.05	0.03
1980	0.16	0.04	0.04	0.03
1981	0.13	0.04	0.04	0.04
1982	0.13	0.04	0.04	0.03
1983	0.12	0.04	0.04	0.03
1984	0.14	0.06	0.04	0.04
1985	0.11	0.03	0.04	0.03
1986	0.11	0.03	0.05	0.03
1987	0.11	0.03	0.04	0.03
1988	0.14	0.03	0.04	0.03
1989	0.16	0.03	0.04	0.03
1990	0.16	0.03	0.04	0.03
1991	0.14	0.03	0.04	0.03
1992	0.09	0.04	0.03	0.02
1993	0.12	0.04	0.03	0.02
1994	0.14	0.04	0.04	0.02
1995	0.10	0.05	0.04	0.04
1996	0.12	0.04	0.03	0.02
1997	0.15	0.04	0.03	0.03
1998	0.11	0.04	0.04	0.03

SOURCE: U.S. Department of Commerce, Bureau of the Census. March Current Population Surveys, 1970–98.

## Educational Plans

**Table S24-1** Standard errors for the percentage distribution of high school seniors according to reported plans for postsecondary education, by sex and program type: 1980, 1990, and 1997

Postsecondary plans	1980			1990			1997		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Attend a technical/vocational school									
Definitely will	0.4	0.5	0.5	0.4	0.5	0.5	0.4	0.5	0.5
Probably will	0.6	0.7	0.6	0.5	0.6	0.6	0.5	0.7	0.6
Definitely/probably won't	0.7	0.8	0.8	0.6	0.8	0.7	0.6	0.8	0.7
Graduate from a 2-year college program									
Definitely will	0.5	0.5	0.6	0.6	0.6	0.7	0.6	0.6	0.7
Probably will	0.6	0.7	0.7	0.6	0.7	0.8	0.6	0.7	0.7
Definitely/probably won't	0.7	0.8	0.8	0.7	0.8	0.9	0.7	0.9	0.9
Graduate from a 4-year college program									
Definitely will	0.7	0.8	0.8	0.8	0.9	0.9	0.8	0.9	0.9
Probably will	0.6	0.7	0.7	0.6	0.8	0.7	0.6	0.8	0.7
Definitely/probably won't	0.7	0.9	0.9	0.7	0.8	0.8	0.6	0.8	0.7
Attend graduate or professional school after college									
Definitely will	0.5	0.6	0.5	0.5	0.6	0.6	0.6	0.7	0.8
Probably will	0.6	0.8	0.7	0.7	0.8	0.8	0.7	0.9	0.9
Definitely/probably won't	0.7	0.8	0.8	0.7	0.9	0.9	0.8	0.9	0.9

SOURCE: U.S. Department of Education, NCES. *Trends in the Educational Equity for Girls and Women* (NCES 2000-030), 2000, (1980 and 1990 data); University of Michigan, Institute for Social Research, *Monitoring the Future Study* (1997 data).

## Attitudes About Mathematics

**Table S25-1** Standard errors for the percentage of students who agreed with statements about mathematics, by grade level and sex: 1990, 1992, and 1996

Statement and year	Grade 4			Grade 8			Grade 12		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
I like mathematics									
1990	1.0	1.3	1.3	1.6	1.8	2.1	1.4	1.7	1.8
1992	0.8	1.0	1.0	0.9	1.0	1.2	0.9	1.0	1.2
1996	0.9	1.2	1.1	1.1	1.2	1.5	0.8	1.1	1.0
I am good at mathematics									
1990	1.0	1.2	1.6	1.3	1.6	1.9	1.1	1.4	1.5
1992	0.8	0.9	1.1	0.7	1.0	1.1	0.7	0.8	0.9
1996	0.8	1.1	1.0	1.0	1.1	1.3	0.8	1.2	0.9

SOURCE: U.S. Department of Education, NCES. National Assessment of Educational Progress (NAEP), 1990, 1992, and 1996.

## First-time Kindergartners' Approaches to Learning

**Table S26-1** Standard errors for the percentage distribution of first-time kindergartners according to the frequency with which teachers reported they persist at tasks, are eager to learn new things, and pay attention well, by child and family characteristics: Fall 1998

Characteristic	Persist at tasks		Eager to learn		Attentive	
	Never/ sometimes	Often/ very often/	Never/ sometimes	Often/ very often	Never/ sometimes	Often/ very often
<b>Total</b>	<b>0.6</b>	<b>0.6</b>	<b>0.5</b>	<b>0.5</b>	<b>0.6</b>	<b>0.6</b>
Sex						
Male	0.8	0.8	0.7	0.7	0.8	0.8
Female	0.7	0.7	0.6	0.6	0.6	0.6
Mother's highest education level						
Less than high school	1.4	1.4	1.1	1.1	1.1	1.1
High school diploma or equivalent	1.0	1.0	1.0	1.0	1.0	1.0
Some college, including vocational/technical	0.7	0.7	0.6	0.6	0.8	0.8
Bachelor's degree or higher	0.9	0.9	0.7	0.7	0.9	0.9
Child's race-ethnicity						
White	0.7	0.7	0.7	0.7	0.7	0.7
Black	1.4	1.4	1.3	1.3	1.4	1.4
Asian	1.9	1.9	1.9	1.9	2.3	2.3
Hispanic	1.2	1.2	1.0	1.0	0.9	0.9

SOURCE: U.S. Department of Education, NCES. Early Childhood Longitudinal Study, "Kindergarten Class of 1998–99", Fall 1998.

## Credits Earned in High School

**Table S27-1** Standard errors for the average number of total and academic credits earned in high school, by race-ethnicity: Selected years 1982–98

Year	Total credits earned				Total academic credits earned			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic
1982	0.09	0.10	0.17	0.14	0.09	0.10	0.20	0.13
1987	0.16	0.18	0.25	0.16	0.15	0.17	0.26	0.17
1990	0.12	0.12	0.24	0.19	0.11	0.12	0.19	0.22
1992	0.09	0.10	0.31	0.23	0.09	0.09	0.36	0.30
1994	0.14	0.17	0.13	0.12	0.09	0.10	0.13	0.13
1998	0.17	0.17	0.26	0.25	0.13	0.14	0.23	0.20

SOURCE: U.S. Department of Education, NCES. High School and Beyond Longitudinal Study of 1980 Sophomores, "Second Follow-up" (HS&B: 1980/1984); National Education Longitudinal Study of 1988 Eighth Graders, "High School Transcript Study" (NELS:1992); and 1987, 1990, 1994, and 1998 National Assessment of Educational Progress (NAEP) High School Transcript Studies.



## Event Dropout Rates, by Urbanicity

**Table S28-1** Standard errors for the event dropout rates for 15- to 24-year-olds in grades 10–12, by urbanicity: 1990–98

Year	Total	Urbanicity		
		Urban	Suburban	Rural
1990	0.4	0.8	0.5	0.7
1991	0.3	0.7	0.4	0.7
1992	0.4	0.7	0.5	1.0
1993	0.4	0.7	0.4	0.7
1994	—	—	—	—
1995	—	—	—	—
1996	0.3	0.7	0.4	0.6
1997	0.3	0.6	0.4	0.6
1998	0.3	0.7	0.4	0.7

— Not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census. October Current Population Survey, various years, special tabulations.

## Later Completions by Dropouts

**Table S29-1** Standard errors for the percentage distribution of 1980 and 1990 sophomores and dropouts according to completion status and percentage completing within 2 years of scheduled graduation, by mathematics achievement

Mathematics achievement	Status in August following scheduled high school graduation			Status of August dropouts in spring 2 years following scheduled graduation			Total completed spring 2 years following scheduled graduation	
	Completed	Still enrolled	Drop-out	Graduated	Alter-native credential	Enrolled in high school		Still drop-out
<b>1990 sophomore cohort</b>								
<b>Total</b>	<b>0.5</b>	<b>0.4</b>	<b>0.4</b>	<b>3.6</b>	<b>1.4</b>	<b>2.9</b>	<b>3.2</b>	<b>0.4</b>
Mathematics achievement in 10 <sup>th</sup> grade								
Lowest quartile	1.2	1.0	0.9	3.7	1.6	3.5	3.9	1.1
Above lowest quartile	0.4	0.3	0.3	6.8	2.8	5.0	5.3	0.3
<b>1980 sophomore cohort</b>								
<b>Total</b>	<b>0.6</b>	<b>0.4</b>	<b>0.4</b>	<b>1.2</b>	<b>1.2</b>	<b>1.7</b>	<b>2.1</b>	<b>0.5</b>
Mathematics achievement in 10 <sup>th</sup> grade								
Lowest quartile	1.0	0.7	0.9	1.5	1.3	2.2	2.6	1.0
Above lowest quartile	0.4	0.4	0.2	1.7	2.3	1.7	3.0	0.3

SOURCE: U.S. Department of Education, NCES. High School and Beyond Longitudinal Study of 1980 Sophomores, “Second Follow-up” (HS&B: 1980/1984), and National Education Longitudinal Study of 1988 Eighth Graders, “Third Follow-up” (NELS: 1988/1994).

## Who Is Prepared for College

**Table S30-1** Standard errors for the percentage of 1992 high school graduates qualified for admission at a 4-year institution, by level of qualification and family income

	Family income		
	Less than \$25,000	\$25,000–74,999	\$75,000 or more
College qualified			
<b>Total</b>	<b>1.3</b>	<b>1.0</b>	<b>1.5</b>
Minimally qualified	1.0	0.7	1.1
Somewhat qualified	0.8	0.7	1.4
Highly qualified	0.9	0.9	1.6
Very highly qualified	0.6	0.7	2.0

SOURCE: U.S. Department of Education, NCES, National Education Longitudinal Study of 1988 Eighth Graders, "Third Follow-up" (NELS:1988/1994).

**Table S30-2** Standard errors for the percentage distribution of 1992 high school graduates according to level of qualification for admission to a 4-year institution, by race-ethnicity

	Marginally or unqualified	College qualified				
		Total	Minimally	Somewhat	Highly	Very highly
<b>Total</b>	<b>0.8</b>	<b>0.8</b>	<b>0.5</b>	<b>0.5</b>	<b>0.6</b>	<b>0.6</b>
White	0.9	0.9	0.6	0.6	0.7	0.7
Black	2.2	2.2	1.6	1.6	1.2	1.2
Hispanic	1.9	1.9	1.6	1.3	1.2	1.2
Asian/Pacific Islander	3.2	3.2	2.1	1.6	2.0	2.3
American Indian/Alaskan Native	5.3	5.3	5.4	5.4	1.8	0.8

SOURCE: U.S. Department of Education, NCES, National Education Longitudinal Study of 1988 Eighth Graders, "Third Follow-up" (NELS:1988/1994).

## Who Enrolls in Postsecondary Education

**Table S31-1** Standard errors for the percentage of college-qualified 1992 high school graduates who enrolled in postsecondary education by 1994, by type of institution and family income

	Family income		
	Less than \$25,000	\$25,000–74,999	\$75,000 or more
College-qualified			
Any 4-year	1.8	1.3	1.5
Public 2-year	1.4	1.2	1.4
Other less-than-4-year	0.7	0.5	0.4
College-qualified and took steps			
Any 4-year	1.7	1.3	1.2
Public 2-year	1.6	1.2	1.0
Other less-than-4-year	0.6	0.3	0.3

SOURCE: U.S. Department of Education, NCES, National Education Longitudinal Study of 1988 Eighth Graders, Third Follow-up (NELS:1988/1994).

## Immediate Transition to College

**Table S32-1** Standard errors for the percentage of high school completers who were enrolled in college the October after completing high school, by family income and race-ethnicity: October 1972–98

October	Total	Family income				Race-ethnicity				
		Low		Middle	High	White	Black		Hispanic	
		Annual	3-year average	Annual	Annual	Annual	Annual	3-year average	Annual	3-year average
1972	1.3	3.4	(*)	1.7	2.2	1.4	4.6	(*)	9.7	(*)
1973	1.3	3.2	(*)	1.7	2.1	1.4	4.3	2.6	9.0	5.3
1974	1.3	—	—	—	—	1.4	4.6	2.6	8.9	5.1
1975	1.3	3.6	(*)	1.7	2.1	1.4	4.7	2.7	8.4	4.9
1976	1.3	4.2	2.2	1.8	2.1	1.4	4.8	2.7	8.0	4.7
1977	1.3	3.5	2.2	1.8	2.0	1.4	4.7	2.7	8.0	4.7
1978	1.3	3.7	2.1	1.7	2.1	1.4	4.5	2.7	8.4	4.7
1979	1.3	3.8	2.1	1.7	2.0	1.4	4.7	2.6	7.9	4.8
1980	1.3	3.5	2.1	1.8	2.1	1.4	4.4	2.6	8.7	4.8
1981	1.3	3.9	2.1	1.7	2.1	1.4	4.4	2.5	8.2	4.7
1982	1.4	3.8	2.3	1.8	2.1	1.5	4.3	2.6	8.0	4.9
1983	1.4	4.0	2.2	1.9	2.2	1.6	4.3	2.5	9.0	4.7
1984	1.4	3.6	2.3	1.9	2.1	1.5	4.1	2.5	7.7	4.9
1985	1.4	4.1	2.2	2.0	2.2	1.6	4.8	2.5	9.8	5.2
1986	1.4	3.6	2.2	2.0	2.3	1.6	4.4	2.7	8.9	5.2
1987	1.5	3.9	2.2	2.1	2.2	1.7	4.8	2.7	8.3	5.0
1988	1.6	4.4	2.5	2.1	2.5	1.8	4.9	3.0	10.1	6.0
1989	1.6	4.6	2.7	2.3	2.6	1.9	5.3	3.0	10.5	6.3
1990	1.6	4.8	2.6	2.1	2.5	1.8	5.1	3.0	10.8	5.7
1991	1.6	4.5	2.6	2.2	2.4	1.8	5.2	2.9	9.6	5.5
1992	1.6	4.4	2.6	2.2	2.3	1.8	4.9	3.0	8.5	5.0
1993	1.6	4.6	2.6	2.1	2.5	1.9	5.3	3.0	8.2	5.0
1994	1.4	4.0	2.3	1.9	2.2	1.6	4.4	2.5	6.3	3.2
1995	1.4	3.6	2.2	2.0	1.9	1.6	4.2	2.4	4.9	3.2
1996	1.4	3.8	2.2	1.9	2.3	1.7	4.0	2.4	5.8	3.0
1997	1.4	3.7	2.1	2.0	2.0	1.6	4.1	2.4	4.5	2.9
1998	1.4	3.6	(*)	1.9	2.2	1.6	4.0	(*)	4.9	(*)

— Not available.

\* Not applicable.

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

## Immediate Transition to College

**Table S32-2** Standard errors for the percentage of high school completers who were enrolled in college the October after completing high school, by parents' highest education level: October 1990–98

Parents' highest education level	1990	1991	1992	1993	1994	1995	1996	1997	1998
<b>Total</b>	<b>1.6</b>	<b>1.6</b>	<b>1.6</b>	<b>1.6</b>	<b>1.4</b>	<b>1.4</b>	<b>1.4</b>	<b>1.4</b>	<b>1.4</b>
Less than high school diploma	4.9	4.9	5.0	6.0	5.0	4.4	5.6	5.5	5.6
High school diploma or GED	2.8	3.0	3.0	2.9	3.0	2.9	2.8	3.0	2.8
Some college	3.4	3.3	3.0	3.3	2.8	2.5	2.7	2.7	2.6
Bachelor's degree or higher	2.4	2.2	2.4	2.1	2.1	1.8	2.0	1.9	2.1
Not available	5.7	5.7	5.4	5.0	4.2	4.2	4.4	4.0	4.2

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

**Table S32-3** Standard errors for the percentage of high school completers who were enrolled in college the October after completing high school, by sex and type of institution: October 1972–98

October	Male			Female		
	Total	2-year	4-year	Total	2-year	4-year
1972	1.9	—	—	1.8	—	—
1973	1.9	1.3	1.8	1.8	1.3	1.6
1974	1.8	1.4	1.7	1.8	1.2	1.7
1975	1.8	1.4	1.7	1.7	1.3	1.6
1976	1.9	1.3	1.8	1.8	1.4	1.7
1977	1.9	1.4	1.8	1.8	1.4	1.6
1978	1.9	1.4	1.8	1.8	1.4	1.6
1979	1.9	1.4	1.8	1.8	1.4	1.6
1980	1.9	1.4	1.7	1.8	1.5	1.7
1981	1.9	1.5	1.8	1.8	1.5	1.7
1982	2.0	1.5	1.8	1.9	1.5	1.8
1983	2.0	1.6	1.9	1.9	1.5	1.8
1984	2.0	1.5	2.0	1.9	1.6	1.8
1985	2.1	1.7	2.1	2.0	1.6	2.0
1986	2.1	1.7	2.0	2.0	1.5	1.9
1987	2.1	1.6	2.1	2.0	1.6	2.0
1988	2.2	1.9	2.2	2.2	1.9	2.2
1989	2.4	1.8	2.3	2.3	2.0	2.3
1990	2.3	1.8	2.3	2.2	1.9	2.3
1991	2.3	2.0	2.2	2.2	2.1	2.3
1992	2.2	1.9	2.2	2.2	2.0	2.3
1993	2.3	2.0	2.3	2.2	1.9	2.2
1994	2.0	1.8	2.0	2.0	1.6	2.1
1995	2.0	1.8	2.0	1.9	1.5	2.0
1996	2.1	1.8	2.1	1.9	1.8	2.1
1997	2.0	1.7	2.1	1.9	1.7	2.0
1998	2.0	1.7	2.0	1.9	1.8	2.1

— Not available.

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

## Enrollment of Students With Risk Factors

**Table S33-1** Standard errors for the percentage of 1992 high school graduates with risk factors for low educational attainment, and percentage distribution according to type of institution first enrolled

Risk factors	Percent of all students	Type of institution first enrolled			
		4-year	Public 2-year	Other less- than-4-year	Never enrolled
Number of risk factors					
No risk factors	0.7	1.2	1.0	0.3	0.7
Any risk factors	0.7	0.9	1.0	0.5	0.9
One risk factor	0.6	1.3	1.1	0.7	0.9
Two risk factors	0.5	1.3	1.6	0.7	1.6
Three or more risk factors	0.4	1.3	2.9	1.1	2.6
Risk factors					
Changed schools two or more times from 1 <sup>st</sup> to 8 <sup>th</sup> grade	0.7	1.5	1.5	0.9	1.2
Lowest SES quartile	0.6	1.1	1.5	0.7	1.6
Average grades C's or lower from 6 <sup>th</sup> to 8 <sup>th</sup> grade	0.6	1.1	1.9	0.9	1.7
Single-parent family	0.6	1.7	2.0	0.7	1.7
One or more older siblings left high school	0.4	1.6	1.7	1.0	2.0
Held back one or more grades from 1 <sup>st</sup> to 8 <sup>th</sup> grade	0.5	1.6	2.5	0.8	2.3

SOURCE: U.S. Department of Education, NCES. National Education Longitudinal Study of 1988 Eighth Graders (NELS:1988/1994), Data Analysis System.

## Enrollment of Students With Risk Factors

**Table S33-2** Standard errors for the percentage of 1992 high school graduates with risk factors who enrolled in a 4-year college by 1994

Student's 10 <sup>th</sup> -grade aspirations	
Less than a bachelor's degree	0.8
Bachelor's degree or higher	1.2
High school mathematics	
Non- or low-academic	0.8
Algebra I and Geometry	1.0
Algebra II	1.8
Advanced academic	1.8
Academic preparation	
Not prepared	(*)
At least minimally prepared	1.2
Help with postsecondary application	
High school did not help	1.1
High school helped	1.4
Extracurricular activities: 1990	
None	1.5
One	1.2
2 or more	1.4
Parents' highest educational level	
High school diploma or less	1.1
Some postsecondary education	1.3
Bachelor's degree or higher	2.2
School-related discussions with parents: 1992	
Infrequent or none	1.5
Moderately frequent	1.2
Very frequent	1.8
Friends who plan to attend 4-year college	
Few to some	1.1
Most	1.4

\* Percentage less than 0.05.

SOURCE: U.S. Department of Education, NCES, National Education Longitudinal Study of 1988 Eighth Graders (NELS:1988/1994), Data Analysis System.

## Remediation and Degree Completion

**Table S34-1** Standard errors for the percentage distribution of postsecondary education students in degree-granting institutions, by type and amount of remedial coursework and degree completion: 1980–93

Highest degree	Type and amount of remedial coursework				
	Any reading	Two or fewer courses: mathematics only	Two or more courses but no reading courses (and not two mathematics courses)	Only one course, not mathematics or reading	No courses
None	2.0	2.1	1.8	2.4	1.3
Associate's	1.5	1.1	1.5	1.3	0.5
Bachelor's or more	1.6	2.0	1.6	2.4	1.3

SOURCE: U.S. Department of Education, NCES. High School and Beyond Longitudinal Study of 1980 Sophomores, "Postsecondary Education Transcript Study" (HS&B:So PETS).

**Table S34-2** Standard errors for the percentage distribution of students who took any remedial reading or mathematics courses in college according to other remedial coursework taken: 1980–93

Remedial courses	Number of additional remedial courses					Any remedial mathematics	Any remedial reading
	None	One	Two	Three	Four or more		
Any remedial reading courses	1.4	2.0	1.7	1.3	1.9	1.0	—
Any remedial mathematics courses	1.3	1.1	1.0	0.6	0.8	—	1.0

— Not applicable.  
SOURCE: U.S. Department of Education, NCES. High School and Beyond Longitudinal Study of 1980 Sophomores, "Postsecondary Education Transcript Study" (HS&B:So PETS).

**Table S34-3** Standard errors for the percentage distribution of postsecondary education students by type and amount of remedial coursework in college and types of degree-granting institutions attended: 1980–93

Institution attended	Percentage of all students	Type and amount of remedial coursework					
		Total	Two or fewer courses: Any reading	Two or more courses but no reading courses (and not mathematics only)	Only one course, two mathematics courses)	Only one course, not mathematics or reading	No courses
<b>Total</b>	—	—	<b>0.5</b>	<b>0.6</b>	<b>0.6</b>	<b>0.4</b>	<b>0.8</b>
4-year only	1.0	—	0.6	0.8	0.7	0.6	1.2
2-year only	0.8	—	1.2	1.0	1.2	0.9	1.5
2-year and 4-year only	0.7	—	1.1	1.4	1.6	0.9	1.6
Other combinations	0.4	—	1.8	2.1	2.1	1.3	2.5

— Not applicable.  
SOURCE: U.S. Department of Education, NCES. High School and Beyond Longitudinal Study of 1980 Sophomores, "Postsecondary Education Transcript Study" (HS&B:So PETS).

## Persistence Toward a Bachelor's Degree

**Table S35** Standard errors for percentage of students beginning postsecondary education at 4-year institutions in 1995–96 who were enrolled at any 4-year institution 3 years later, by presence of risk factors and curriculum completed

Total	
At risk	1.7
Not at risk	1.2
Did not complete New Basics curriculum	
At risk	3.2
Not at risk	2.5
Completed only New Basics curriculum	
At risk	2.1
Not at risk	1.9
Completed more advanced mathematics/science curriculum	
At risk	3.1
Not at risk	2.2

SOURCE: U.S. Department of Education, NCES. 1996 Beginning Postsecondary Students Longitudinal Study, "First Follow-up" (BPS:1996/1998).

## Sex Differences in Graduate/Professional Enrollment

**Table S36** Standard errors for percentage distribution of 1992–93 bachelor's degree recipients who enrolled in a graduate or first-professional program by 1997 according to graduate field of study

Graduate field of study	Male	Female
Business and management	1.48	1.24
Education	0.97	1.41
Medicine/dentistry	0.92	0.47
Other health sciences	0.95	1.01
Law	0.92	0.75
Engineering/mathematics/computer science	1.15	0.53
Life and physical sciences	0.84	0.45
Social and behavioral sciences	0.77	0.96
Arts and humanities	0.94	0.77
Other	0.67	0.69

SOURCE: U.S. Department of Education, NCES. Baccalaureate and Beyond Longitudinal Study, "Second Follow-up" (B&B:1993/1997).



# Educational Attainment

**Table S38-1** Standard errors for the percentage of 25- to 29-year-olds who have completed at least high school, by race-ethnicity and sex: March 1971–99

March	All			White			Black			Hispanic		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
1971	0.5	0.7	0.7	0.5	0.7	0.7	2.2	3.2	2.9	2.9	4.3	3.9
1972	0.5	0.7	0.7	0.5	0.7	0.7	2.1	3.2	2.8	2.9	4.3	4.0
1973	0.5	0.7	0.7	0.5	0.7	0.7	2.0	3.0	2.7	2.6	3.8	3.5
1974	0.4	0.6	0.6	0.4	0.6	0.6	1.9	2.8	2.6	2.5	3.6	3.4
1975	0.4	0.6	0.6	0.4	0.6	0.6	1.8	2.7	2.5	2.5	3.5	3.4
1976	0.4	0.5	0.6	0.4	0.5	0.6	1.7	2.7	2.3	2.5	3.6	3.4
1977	0.4	0.5	0.6	0.4	0.5	0.6	1.7	2.4	2.3	2.5	3.6	3.4
1978	0.4	0.5	0.6	0.4	0.5	0.6	1.6	2.4	2.2	2.3	3.3	3.2
1979	0.4	0.5	0.5	0.4	0.5	0.5	1.6	2.5	2.2	2.3	3.4	3.2
1980	0.4	0.5	0.5	0.4	0.5	0.5	1.5	2.3	2.0	2.2	3.1	3.0
1981	0.4	0.5	0.5	0.3	0.5	0.5	1.5	2.1	2.0	2.1	3.0	2.9
1982	0.4	0.5	0.5	0.4	0.5	0.5	1.4	2.1	1.9	2.1	3.1	2.9
1983	0.4	0.5	0.5	0.4	0.5	0.5	1.4	2.1	1.9	2.2	3.1	3.0
1984	0.4	0.5	0.5	0.4	0.5	0.5	1.4	2.2	1.8	2.1	3.0	2.9
1985	0.4	0.5	0.5	0.4	0.5	0.5	1.4	2.0	1.9	2.1	3.1	2.9
1986	0.4	0.5	0.5	0.4	0.5	0.5	1.3	1.7	1.8	2.0	2.9	2.9
1987	0.4	0.5	0.5	0.4	0.5	0.5	1.3	1.8	1.8	2.0	2.8	2.8
1988	0.4	0.6	0.5	0.4	0.6	0.5	1.5	2.2	2.0	2.3	3.2	3.2
1989	0.4	0.6	0.5	0.4	0.6	0.5	1.4	2.2	1.9	2.2	3.1	3.2
1990	0.4	0.6	0.5	0.4	0.6	0.5	1.4	2.1	1.9	2.0	2.7	2.8
1991	0.4	0.6	0.5	0.4	0.6	0.5	1.4	1.9	1.9	2.0	2.8	2.9
1992	0.4	0.5	0.5	0.4	0.6	0.5	1.4	2.0	2.0	2.0	2.7	2.9
1993	0.4	0.6	0.5	0.4	0.6	0.5	1.4	1.9	2.0	1.9	2.6	2.8
1994	0.4	0.5	0.5	0.4	0.5	0.5	1.1	1.7	1.5	1.2	1.7	1.8
1995	0.4	0.5	0.5	0.3	0.5	0.5	1.0	1.5	1.5	1.3	1.7	1.8
1996	0.4	0.5	0.5	0.4	0.5	0.5	1.1	1.6	1.6	1.3	1.7	1.9
1997	0.4	0.5	0.5	0.3	0.5	0.5	1.1	1.7	1.4	1.2	1.7	1.8
1998	0.4	0.5	0.5	0.3	0.5	0.4	1.0	1.5	1.4	1.2	1.7	1.8
1999	0.4	0.6	0.5	0.4	0.5	0.5	1.0	1.6	1.4	1.3	1.8	1.8

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

## Educational Attainment

**Table S38-2** Standard errors for the percentage of 25- to 29-year-olds who have completed at least some college, by race-ethnicity and sex: March 1971–99

March	All			White			Black			Hispanic		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
1971	0.7	1.0	0.9	0.7	1.0	1.0	2.6	3.9	3.6	3.8	5.8	4.9
1972	0.7	0.9	0.9	0.7	1.0	1.0	2.6	3.9	3.4	4.0	6.0	5.2
1973	0.6	0.9	0.9	0.7	1.0	1.0	2.5	3.7	3.3	3.3	5.0	4.2
1974	0.6	0.9	0.9	0.7	1.0	1.0	2.4	3.5	3.2	3.3	4.8	4.5
1975	0.6	0.9	0.9	0.7	0.9	0.9	2.3	3.5	3.1	3.3	4.9	4.4
1976	0.6	0.8	0.8	0.6	0.9	0.9	2.2	3.4	2.9	3.2	4.8	4.2
1977	0.6	0.8	0.8	0.6	0.9	0.9	2.2	3.2	3.0	3.3	4.6	4.6
1978	0.6	0.8	0.8	0.6	0.9	0.9	2.2	3.2	2.9	3.1	4.4	4.3
1979	0.6	0.8	0.8	0.6	0.9	0.9	2.1	3.2	2.9	3.1	4.6	4.1
1980	0.6	0.8	0.8	0.6	0.9	0.9	2.0	3.0	2.7	2.8	4.1	3.8
1981	0.6	0.8	0.8	0.6	0.9	0.9	2.0	2.9	2.7	2.7	3.9	3.6
1982	0.6	0.8	0.8	0.6	0.9	0.9	2.0	3.0	2.7	2.7	4.0	3.8
1983	0.6	0.8	0.8	0.6	0.9	0.9	2.0	2.9	2.7	2.9	4.1	4.0
1984	0.6	0.8	0.8	0.6	0.9	0.9	1.9	2.9	2.6	2.8	4.1	3.8
1985	0.6	0.8	0.8	0.6	0.9	0.9	1.9	2.8	2.6	2.8	4.1	3.8
1986	0.6	0.8	0.8	0.6	0.9	0.9	1.9	2.7	2.6	2.6	3.8	3.7
1987	0.6	0.8	0.8	0.6	0.9	0.9	1.9	2.7	2.6	2.6	3.7	3.7
1988	0.6	0.9	0.8	0.7	1.0	1.0	2.0	3.0	2.8	2.9	4.2	4.2
1989	0.6	0.9	0.8	0.7	1.0	1.0	2.0	3.0	2.7	2.9	4.0	4.2
1990	0.6	0.8	0.8	0.7	1.0	0.9	2.0	2.9	2.7	2.6	3.6	3.6
1991	0.6	0.8	0.8	0.7	1.0	1.0	2.0	2.8	2.7	2.6	3.6	3.8
1992	0.6	0.9	0.8	0.7	1.0	1.0	2.0	2.9	2.8	2.6	3.5	3.8
1993	0.6	0.9	0.8	0.7	1.0	1.0	2.0	2.9	2.8	2.5	3.5	3.6
1994	0.6	0.8	0.8	0.6	0.9	0.9	1.7	2.5	2.3	1.6	2.2	2.4
1995	0.6	0.8	0.8	0.6	0.9	0.9	1.6	2.4	2.3	1.7	2.3	2.4
1996	0.6	0.8	0.8	0.7	0.9	0.9	1.7	2.6	2.4	1.7	2.3	2.5
1997	0.6	0.8	0.8	0.7	0.9	0.9	1.7	2.6	2.3	1.6	2.3	2.3
1998	0.6	0.8	0.8	0.7	1.0	0.9	1.7	2.5	2.3	1.6	2.2	2.3
1999	0.6	0.8	0.8	0.7	1.0	0.9	1.7	2.6	2.2	1.6	2.4	2.3

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

## Educational Attainment

**Table S38-3 Standard errors for the percentage of 25- to 29-year-old high school completers with a bachelor’s degree or higher, by race-ethnicity and sex: March 1971–99**

March	All			White			Black			Hispanic		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
1971	0.6	0.8	0.7	0.6	0.9	0.8	1.8	2.8	2.4	2.5	4.3	2.7
1972	0.6	0.8	0.8	0.6	0.9	0.8	1.8	2.6	2.5	2.3	3.6	2.8
1973	0.5	0.8	0.7	0.6	0.9	0.8	1.8	2.5	2.4	2.2	3.4	2.9
1974	0.5	0.8	0.7	0.6	0.9	0.8	1.6	2.4	2.1	2.0	2.7	3.0
1975	0.5	0.8	0.7	0.6	0.9	0.8	1.7	2.6	2.3	2.5	3.9	3.2
1976	0.5	0.8	0.7	0.6	0.8	0.8	1.8	2.6	2.4	2.2	3.7	2.5
1977	0.5	0.8	0.7	0.6	0.9	0.8	1.7	2.4	2.3	2.1	3.0	3.0
1978	0.5	0.8	0.7	0.6	0.9	0.8	1.6	2.2	2.2	2.3	3.3	3.4
1979	0.5	0.8	0.7	0.6	0.8	0.8	1.6	2.5	2.1	2.1	3.2	2.7
1980	0.5	0.7	0.7	0.6	0.8	0.8	1.5	2.1	2.0	2.0	3.0	2.6
1981	0.5	0.7	0.7	0.5	0.8	0.7	1.4	2.1	1.9	1.8	2.8	2.3
1982	0.5	0.7	0.7	0.6	0.8	0.8	1.5	2.1	2.0	2.0	3.1	2.7
1983	0.5	0.7	0.7	0.6	0.8	0.8	1.5	2.2	2.0	2.2	3.1	3.1
1984	0.5	0.7	0.7	0.6	0.8	0.8	1.4	2.2	1.8	2.2	3.1	3.0
1985	0.5	0.7	0.7	0.6	0.8	0.8	1.4	1.9	1.9	2.1	3.2	2.9
1986	0.5	0.7	0.7	0.6	0.8	0.8	1.3	1.8	1.9	1.9	2.7	2.7
1987	0.5	0.7	0.7	0.6	0.8	0.8	1.3	1.9	1.8	1.8	2.7	2.5
1988	0.5	0.8	0.7	0.6	0.9	0.8	1.5	2.2	2.0	2.3	3.3	3.1
1989	0.5	0.8	0.7	0.6	0.9	0.9	1.5	2.2	2.0	2.2	2.9	3.2
1990	0.5	0.8	0.7	0.6	0.9	0.8	1.5	2.3	1.9	1.8	2.4	2.7
1991	0.5	0.8	0.7	0.6	0.9	0.9	1.3	2.0	1.8	2.0	2.6	3.0
1992	0.5	0.8	0.8	0.6	0.9	0.9	1.4	2.0	1.9	1.9	2.5	2.8
1993	0.5	0.8	0.8	0.6	0.9	0.9	1.5	2.1	2.1	1.7	2.3	2.6
1994	0.5	0.7	0.7	0.6	0.9	0.8	1.2	1.8	1.7	1.1	1.4	1.7
1995	0.5	0.7	0.7	0.6	0.9	0.9	1.3	1.9	1.7	1.2	1.6	1.8
1996	0.5	0.8	0.8	0.7	0.9	0.9	1.3	1.8	1.9	1.2	1.7	1.8
1997	0.6	0.8	0.8	0.7	0.9	0.9	1.3	1.8	1.8	1.2	1.7	1.9
1998	0.6	0.8	0.8	0.7	0.9	1.0	1.3	1.9	1.8	1.2	1.6	1.7
1999	0.6	0.8	0.8	0.7	1.0	1.0	1.3	1.9	1.8	1.2	1.6	1.7

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

## Coursetaking in Advanced Mathematics and Science

**Table S39-1** Standard errors for the percentage distribution of high school graduates according to various levels of mathematics courses taken, by student and school characteristics: 1998

Student and school characteristic	No mathematics	Non-academic	Low academic	Middle academic			Advanced academic			
				Total	Level I	Level II	Total	Level I	Level II	Level III
<b>Total</b>	<b>0.1</b>	<b>0.3</b>	<b>0.5</b>	<b>1.3</b>	<b>1.0</b>	<b>1.1</b>	<b>1.4</b>	<b>1.2</b>	<b>1.1</b>	<b>0.9</b>
Sex										
Male	0.2	0.4	0.5	1.6	1.1	1.3	1.8	1.1	1.4	0.9
Female	0.1	0.4	0.5	1.5	1.0	1.2	1.4	1.4	1.1	1.0
Race-ethnicity										
White	0.2	0.3	0.5	1.6	1.1	1.3	1.6	1.4	1.3	0.9
Black	0.2	0.8	0.9	2.1	1.7	1.7	2.1	2.0	0.9	1.7
Hispanic	0.2	1.1	1.0	2.1	1.3	1.9	2.1	1.0	1.2	1.2
Asian/Pacific Islander	0.1	0.7	0.6	2.0	1.8	1.7	2.7	1.2	1.5	3.4
American Indian/ Alaskan Native	0.7	2.6	1.7	3.9	3.2	3.5	4.0	1.9	3.6	2.2
Met core New Basics										
Yes	0.2	0.2	0.5	1.7	0.8	1.5	1.7	1.4	1.6	1.3
No	0.2	0.7	0.8	1.5	1.6	1.1	1.8	1.4	1.1	0.6
Control of school										
Public	0.1	0.4	0.5	1.3	1.0	1.2	1.3	1.2	1.0	0.8
Private	—	0.3	0.3	6.2	3.4	4.0	6.5	3.7	5.4	4.9

— Not applicable.

SOURCE: U.S. Department of Education, NCES. 1998 National Assessment of Educational Progress (NEAP) High School Transcript Studies.

**Table S39-2** Standard errors for the percentage distribution of high school graduates according to various levels of science courses taken, by student and school characteristics: 1998

Student and school characteristic	No science	Primary physical science	Secondary physical science	Biology	Chemistry I or Physics I	Chemistry I and Physics I or	Chemistry II or Physics II
Sex							
Male	0.1	0.7	0.8	1.4	1.5	1.7	0.8
Female	0.1	0.4	0.6	1.3	1.3	1.1	0.7
Race-ethnicity							
White	0.1	0.6	0.6	1.4	1.4	1.2	0.8
Black	0.2	0.3	1.4	1.9	1.7	1.7	0.9
Hispanic	0.2	1.7	1.9	1.5	2.7	1.7	1.3
Asian/Pacific Islander	(*)	0.9	1.1	2.2	3.3	4.8	2.2
American Indian/ Alaskan Native	—	1.4	2.2	5.3	3.7	3.9	1.3
Met core New Basics							
Yes	0.1	0.2	0.4	1.8	1.8	1.9	1.0
No	0.2	1.1	1.2	1.4	1.3	0.9	0.6
Control of school							
Public	0.1	0.6	0.7	1.1	1.2	0.9	0.7
Private	—	0.2	0.9	5.6	6.2	8.2	2.8

— Not applicable.

\* Percentage less than 0.05.

SOURCE: U.S. Department of Education, NCES. 1998 National Assessment of Educational Progress (NEAP) High School Transcript Study.

## Coursetaking in Mathematics and Science

**Table S40-1** Standard errors for the percentage of high school graduates who took various levels of advanced mathematics and science courses: Selected years 1982–98

Year	Mathematics					Science		
	Middle academic		Advanced academic			Chemistry I or Physics I	Chemistry I and Physics I	Chemistry II or Physics II
	Level I	Level II	Level I	Level II	Level III			
1982	0.8	0.6	0.6	0.4	0.5	0.6	0.5	0.4
1987	0.9	0.9	1.2	0.5	0.6	0.9	0.9	0.5
1990	0.7	0.8	0.9	0.7	0.5	0.9	0.7	0.6
1992	0.8	0.9	0.8	0.6	0.8	1.0	0.8	0.4
1994	0.8	0.8	1.0	0.7	0.6	0.9	0.8	0.6
1998	1.0	1.1	1.2	1.1	0.9	1.3	1.1	0.6

SOURCE: U.S. Department of Education, NCES. High School and Beyond Longitudinal Study of 1980 Sophomores, "Second Follow-up" (HS&B 1980/1984); National Education Longitudinal Study of 1988 Eighth Graders, "High School Transcript Study" (NELS:1992); and 1982, 1987, 1990, 1992, 1994, 1998 National Assessment of Educational Progress (NAEP) High School Transcript Studies.

## Class Size of Kindergartens

**Table S41-1** Standard errors for the average size of kindergarten classrooms and percentage distribution, by class size and selected characteristics: Fall 1998

Characteristic	Average class size	Class size	
		15 or fewer students	More than 15 students
<b>Total</b>	<b>0.3</b>	<b>1.8</b>	<b>1.8</b>
Program type			
Full-day	0.2	1.8	1.8
Part-day	0.6	3.4	3.4
Control of school			
Public	0.3	1.9	1.9
Private	0.7	3.8	3.8
Percent minority			
Less than 10	0.5	3.4	3.4
10–24	0.4	2.7	2.7
25–49	0.3	2.2	2.2
50–75	0.9	5.2	5.2
More than 75	0.6	3.4	3.4

SOURCE: U.S. Department of Education, NCES. Early Childhood Longitudinal Study, "Kindergarten Class of 1998–99," Fall 1998.

## Interest Areas and Centers in Kindergarten Classrooms

**Table S42-1** Standard errors for the percentage of kindergarten classrooms with interest areas or centers, by selected characteristics: Fall 1998

Characteristic	Interest area or center				
	Reading	Play	Mathematics	Writing	Science
<b>Total</b>	<b>0.2</b>	<b>0.3</b>	<b>0.7</b>	<b>0.8</b>	<b>1.0</b>
Program type					
Full-day	0.3	0.4	0.9	0.9	1.2
Part-day	0.3	0.6	1.2	2.1	2.9
Control of school					
Public	0.1	0.2	0.4	3.2	1.0
Private	1.0	1.6	3.0	0.8	3.4
Percent minority					
Less than 10	0.3	0.5	1.1	1.7	1.9
10–24	0.0	0.0	2.5	2.1	2.8
25–49	0.9	0.4	0.7	1.9	2.3
50–75	0.8	2.5	3.9	4.2	2.9
More than 75	0.3	0.5	0.6	1.3	2.4

SOURCE: U.S. Department of Education, NCES. Early Childhood Longitudinal Study, "Kindergarten Class of 1998–99," Fall 1998.

## Instructional Environments in 8<sup>th</sup>-Grade Mathematics

**Table S44-1** Standard errors for the percentage distribution of 8<sup>th</sup>-grade mathematics lessons containing task-controlled tasks, a combination of task- and solver-controlled tasks, or solver-controlled tasks, by country: 1994–95

Locus of control	Country		
	United States	Germany	Japan
All task-controlled	7.8	11.0	9.1
Combination of task- and solver-controlled	6.1	9.1	14.1
All solver-controlled	4.7	6.0	15.3

SOURCE: U.S. Department of Education, NCES. *The TIMSS Videotape Classroom Study: Methods and Findings from an Exploratory Research Project on Eighth-Grade Mathematics Instruction in Germany, Japan, and the United States* (NCES 1999–074), 1999.

**Table S44-2** Standard errors for the percentage distribution of teachers responding to the question, "What was the main thing you wanted students to learn from today's lesson?," by country and response: 1994–95

Questionnaire response	Country		
	United States	Germany	Japan
Mathematical skills	8.1	7.9	6.2
Mathematical thinking	5.8	6.3	6.5
Social/motivational	3.9	1.8	—
Test preparation	2.6	—	—
Indeterminable	3.4	3.2	1.8

— Standard error not available because no teachers reported these goals.

SOURCE: U.S. Department of Education, NCES. *The TIMSS Videotape Classroom Study: Methods and Findings from an Exploratory Research Project on Eighth-Grade Mathematics Instruction in Germany, Japan, and the United States* (NCES 1999–074), 1999.

## Students' Use of the Internet

**Table S45-1** Standard errors for the percentage of students in grades 1–12 who had potential access to a computer and used the Internet for various purposes at various locations, by race-ethnicity and family income: 1998

Accessibility, location of use, and reason for use at home	Total	Race-ethnicity			Family income		
		White	Black	Hispanic	Low	Middle	High
<b>Students who had potential access to</b>							
Computer in household	0.5	0.6	1.4	1.5	1.7	1.0	1.0
WebTV in household	0.1	0.2	0.3	0.3	0.2	0.2	0.4
Anyone from household use Internet from home	0.5	0.7	0.9	1.2	1.1	0.9	1.5
<b>Students who used the Internet</b>							
At school	0.5	0.5	1.4	1.6	1.9	0.9	1.1
At home	0.5	0.6	0.8	0.9	0.9	0.8	1.6
Outside the home	0.4	0.6	1.0	1.2	1.5	0.8	1.3
At public library	0.2	0.2	0.4	0.5	0.6	0.3	0.5
At community center	(*)	(*)	—	0.1	0.2	0.1	0.1
At someone else's computer	0.2	0.3	0.3	0.5	0.7	0.4	0.5
<b>Purpose of Internet use at home is</b>							
E-mail	0.4	0.5	0.6	0.7	0.7	0.7	1.4
Contacting friends/family	0.4	0.5	0.5	0.7	0.7	0.6	1.4
Educational purposes	0.3	0.4	0.3	0.5	0.4	0.4	1.0
Hobbies	0.2	0.3	0.3	0.3	0.3	0.3	0.9
Educational courses/research for school	0.4	0.6	0.7	0.8	0.8	0.7	1.5
News, weather, sports	0.2	0.3	0.4	0.5	0.4	0.4	1.0
Search for information	1.1	1.3	3.0	3.4	0.6	0.5	1.2
Games, entertainment, fun	0.2	0.2	0.1	0.2	0.3	0.3	0.6

— Not applicable.

\* Value less than 0.05.

SOURCE: U.S. Department of Commerce, Bureau of the Census. December and October Current Population Surveys, 1998.

**Table S45-2** Standard errors for the percentage of students in grades 1–12 who named various reasons for Internet use as the most important: 1998

Reasons for Internet use	First most important use	Second most important use	Third most important use
E-mail	1.1	0.4	0.4
Educational courses/research for school	1.1	1.1	0.5
News, weather, sports	0.3	0.7	0.9
Phone calls	0.1	0.2	0.4
Search for information	0.4	0.9	1.1
Search for jobs	0.1	0.1	0.3
Job-related tasks	(*)	0.1	0.2
Shop, pay bills, or other commercial activities	0.1	0.2	0.3
Other	0.4	0.4	0.6
Games, entertainment, fun	0.3	0.4	0.5

\* Value less than 0.05.

SOURCE: U.S. Department of Commerce, Bureau of the Census. December and October Current Population Surveys, 1998.

## School Choice and Parental Satisfaction

**Table S46-1** Standard errors for the percentage distribution of students in grades 3–12 who attended a chosen or assigned school, by child’s race-ethnicity, parents’ highest education level, and household income: 1993, 1996, and 1999

Child’s race-ethnicity, parents’ highest education level, and household income	1993*			1996			1999		
	Public		Private	Public		Private	Public		Private
	Assigned	Chosen		Assigned	Chosen		Assigned	Chosen	
<b>Total</b>	<b>0.4</b>	<b>0.4</b>	<b>0.3</b>	<b>0.5</b>	<b>0.4</b>	<b>0.3</b>	<b>0.5</b>	<b>0.4</b>	<b>0.3</b>
Race-ethnicity									
White	0.6	0.5	0.4	0.6	0.5	0.5	0.6	0.4	0.4
Black	1.1	1.0	0.4	1.4	1.4	0.6	1.4	1.4	0.6
Hispanic	1.2	1.1	0.6	1.3	1.1	0.8	1.2	1.1	0.6
Other	3.1	3.5	1.7	1.9	1.9	1.2	2.2	2.0	1.3
Parents’ highest education level									
Less than high school diploma	1.3	1.3	0.5	1.8	1.6	0.8	1.8	1.9	0.6
High school diploma or GED	0.8	0.7	0.4	0.9	0.7	0.4	1.0	0.8	0.5
Some college/ technical/ vocational school	0.9	0.8	0.5	0.9	0.8	0.6	0.9	0.8	0.5
Bachelor’s degree	1.6	0.8	1.2	1.4	1.2	1.0	1.1	0.9	0.9
Graduate/advanced degree	1.1	0.7	0.9	1.4	0.9	1.3	1.1	0.7	1.0
Household income									
\$10,000 or less	1.4	1.1	0.6	1.8	1.6	0.7	2.0	2.0	0.8
10,001–20,000	2.0	2.0	0.5	1.3	1.1	0.7	1.3	1.2	0.8
20,001–35,000	0.7	0.7	0.7	1.0	0.9	0.6	0.9	0.8	0.5
35,001–50,000	1.2	0.7	0.8	0.9	0.8	0.7	1.0	0.8	0.7
50,001 or more	0.8	0.5	0.7	0.8	0.5	0.7	0.8	0.5	0.6

\* Data are revised from previously published figures.

SOURCE: U. S. Department of Education, NCES. National Household Education Survey (NHES), 1993 (School Safety and Discipline Component), 1996 (Parent Interview Component), and 1999 (Parent Interview Component).



## School Choice and Parental Satisfaction

**Table S46-2** Standard errors for the percentage of students in grades 3–12 with parents who were very satisfied with aspects of their child’s school, by school choice type, grade level, and race-ethnicity: 1993 and 1999

School, grade level, and race-ethnicity	School		Teacher		Academic standards		Discipline	
	1993	1999	1993	1999	1993	1999	1993	1999
<b>Total</b>	<b>0.7</b>	<b>0.6</b>	<b>0.7</b>	<b>0.5</b>	<b>0.6</b>	<b>0.6</b>	<b>0.7</b>	<b>0.6</b>
<b>Public-Assigned</b>								
<b>Total</b>	<b>0.7</b>	<b>0.7</b>	<b>0.8</b>	<b>0.6</b>	<b>0.6</b>	<b>0.8</b>	<b>0.8</b>	<b>0.7</b>
Grade level								
Grades 3–5	1.3	1.0	1.1	1.1	1.4	1.2	1.4	1.1
Grades 6–8	0.9	1.2	0.8	1.2	1.0	1.2	1.0	1.1
Grades 9–12	1.6	1.1	1.9	1.1	1.0	1.2	1.6	1.1
Race-ethnicity								
White	0.7	0.9	0.8	0.8	0.7	1.0	0.7	1.0
Black	1.7	1.9	1.8	1.8	1.9	1.7	1.9	1.7
Hispanic	2.1	1.4	2.0	1.5	1.7	1.5	2.3	1.5
Other	3.2	2.8	3.1	2.7	3.7	3.0	3.7	3.0
<b>Public-Chosen</b>								
<b>Total</b>	<b>2.6</b>	<b>1.2</b>	<b>1.8</b>	<b>1.1</b>	<b>3.0</b>	<b>1.2</b>	<b>1.6</b>	<b>1.4</b>
Grade level								
Grades 3–5	2.9	2.8	3.0	2.2	2.9	2.3	2.9	2.4
Grades 6–8	7.0	2.7	3.5	2.8	8.0	2.7	3.1	2.5
Grades 9–12	2.4	2.2	2.4	2.0	2.4	2.1	2.2	2.3
Race-ethnicity								
White	3.5	1.9	3.4	2.0	3.8	2.0	2.5	2.0
Black	3.0	2.9	3.0	2.8	2.7	2.9	2.9	3.0
Hispanic	4.0	2.9	4.0	2.8	3.5	2.8	3.7	2.9
Other	14.7	6.9	12.3	6.7	12.6	7.3	13.9	6.8
<b>Private</b>								
<b>Total</b>	<b>1.3</b>	<b>1.3</b>	<b>1.3</b>	<b>1.6</b>	<b>1.3</b>	<b>1.4</b>	<b>1.1</b>	<b>1.2</b>
Grade level								
Grades 3–5	2.7	2.2	2.8	2.1	2.7	2.3	2.0	1.7
Grades 6–8	1.6	2.5	1.8	2.9	1.7	2.4	1.5	2.2
Grades 9–12	2.2	2.3	2.2	2.7	2.1	2.3	2.1	2.1
Race-ethnicity								
White	1.5	1.4	1.6	1.7	1.5	1.5	1.2	1.4
Black	4.5	5.6	5.1	5.1	3.9	4.1	3.5	5.4
Hispanic	4.6	4.4	4.0	4.4	4.3	4.1	3.0	3.8
Other	2.9	7.8	7.7	8.1	3.6	8.5	3.5	6.1

SOURCE: U.S. Department of Education, NCES. National Household Education Survey (NHES), 1993 (School Safety and Discipline Component), and 1999 (Parent Interview Component).

## Preparation and Qualifications of Public School Teachers

**Table S47-1** Standard errors for the percentage of full-time public school teachers who held various degrees and certificates, by teacher and school characteristics: 1998

Teacher or school characteristic	Degrees and certificates				
	Bachelor's degree	Master's degree	Doctor's degree	Other degree	Other certificate
<b>Total</b>	(*)	1.1	0.2	0.2	0.3
<b>Years of teaching experience</b>					
3 or fewer years	0.1	1.6	0.3	0.5	0.8
4–9 years	—	2.3	0.1	0.4	0.6
10–19 years	—	1.8	0.3	0.3	0.9
20 or more years	—	1.5	0.4	0.3	0.7
<b>School instructional level</b>					
Elementary school	—	1.8	0.2	0.3	0.6
Middle school	0.1	1.9	0.2	0.5	0.7
High school	—	1.5	0.5	0.3	0.7
Combined	—	3.7	1.6	0.2	1.8
<b>School enrollment size</b>					
Less than 300	—	2.6	—	0.5	1.8
300–499	—	2.1	0.5	0.3	1.0
500–999	—	1.9	0.3	0.3	0.6
1,000 or more	0.1	1.7	0.4	0.3	0.7
<b>Region</b>					
Northeast	0.1	2.8	0.8	0.3	1.2
Midwest	—	2.0	0.2	0.4	0.7
South	(*)	1.6	0.3	0.3	0.7
West	—	2.0	0.3	0.3	0.9
<b>Percent minority enrollment</b>					
5 percent or less	—	1.9	0.2	0.6	0.8
6–20 percent	—	2.1	0.5	0.3	0.7
21–50 percent	—	2.1	0.4	0.4	0.7
More than 50 percent	0.1	2.2	0.3	0.4	0.9
<b>Percent of students eligible for free or reduced-price lunch</b>					
Less than 15 percent	—	1.8	0.6	0.3	0.7
15–32 percent	—	2.0	0.3	0.3	0.8
33–59 percent	0.1	2.4	0.3	0.4	0.6
60 percent or more	—	2.3	0.2	0.4	1.1

— Not applicable.

\* Percentages less than 0.05

SOURCE: U.S. Department of Education, NCES. *Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers* (NCES 1999–080), 1999.

## Preparation and Qualifications of Public School Teachers

**Table S47-2** Standard errors for the percentage distribution of full-time public school teachers according to undergraduate or graduate majors in various fields of study, by teacher and school characteristics: 1998

Teacher or school characteristic	Major field of study			
	Academic field	Subject area education	General education	Other education
<b>Total</b>	<b>0.9</b>	<b>0.7</b>	<b>0.8</b>	<b>0.5</b>
Years of teaching experience				
3 or fewer years	2.1	0.8	2.1	0.8
4–9 years	2.0	1.5	2.3	0.8
10–19 years	1.5	1.5	1.7	1.0
20 or more years	1.6	1.1	1.5	1.1
School instructional level				
Elementary school	1.5	1.1	1.3	0.9
Middle school	2.2	1.5	1.7	0.8
High school	1.2	1.3	0.7	0.2
Combined	3.4	3.3	1.9	1.5

SOURCE: U.S. Department of Education, NCES. *Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers* (NCES 1999–080), 1999.

## Preparations and Qualifications of Public School Teachers

**Table S47-3** Standard errors for the percentage distribution of full-time public school teachers, by various types of teaching certificates in their state and by teacher and school characteristics: 1998

Teacher or school characteristic	Teachers in general elementary classrooms					Teachers in departmentalized settings				
	Type of certificate					Type of certificate				
	Regular or standard state certificate or advanced professional certificate	Provisional <sup>3</sup>	Probationary	Temporary	Emergency or waiver	Regular or standard state certificate or advanced professional certificate	Provisional <sup>3</sup>	Probationary	Temporary	Emergency or waiver
<b>Total</b>	<b>0.7</b>	<b>0.4</b>	<b>0.3</b>	<b>0.3</b>	<b>0.2</b>	<b>0.5</b>	<b>0.3</b>	<b>0.3</b>	<b>0.2</b>	<b>0.2</b>
Years of teaching experience										
3 or fewer years	3.1	2.1	2.1	1.9	1.5	2.3	1.5	1.5	1.2	1.4
4–9 years	1.6	1.4	0.4	0.7	0.3	1.5	1.0	0.8	0.6	0.3
10–19 years	0.6	0.6	0.2	0.2	—	0.7	0.5	0.2	0.2	0.2
20 or more years	0.5	0.5	—	—	—	0.4	0.4	0.1	—	—
School enrollment size										
Less than 300	1.1	0.6	0.5	0.6	0.2	1.7	1.1	0.8	—	0.5
300–499	1.1	0.9	0.4	0.5	0.2	2.2	1.4	1.5	0.5	0.5
500–999	1.0	0.6	0.6	0.5	0.4	0.7	0.5	0.3	0.2	0.4
1,000 or more	2.9	1.5	2.3	1.9	1.3	0.9	0.6	0.5	0.5	0.3
Region										
Northeast	1.8	1.7	0.6	0.8	—	1.0	0.9	0.7	0.5	—
Midwest	1.1	1.1	0.3	0.4	—	1.5	0.8	0.8	0.3	—
South	1.0	0.7	0.6	0.5	0.3	0.7	0.6	0.4	0.3	0.3
West	1.4	0.8	0.8	0.7	0.8	1.4	0.4	0.8	0.7	1.1
Percent minority enrollment										
5 percent or less	0.8	0.7	0.4	0.5	—	1.4	0.7	0.8	0.3	0.1
6–20 percent	1.1	0.7	0.5	0.5	0.1	0.9	0.6	0.5	0.3	0.2
21–50 percent	1.6	1.0	0.8	0.5	0.4	1.0	0.7	0.6	0.4	0.3
More than 50 percent	1.7	1.1	0.7	0.7	0.8	1.2	0.8	0.6	0.7	0.8
Percent of students eligible for free or reduced-price lunch										
Less than 15 percent	1.3	1.0	0.6	0.8	0.3	1.2	0.6	0.7	0.4	0.2
15–32 percent	1.5	1.1	0.5	0.6	—	1.0	0.6	0.5	0.5	0.2
33–59 percent	0.9	0.7	0.5	0.3	0.3	1.0	0.7	0.4	0.3	0.2
60 percent or more	1.3	0.9	0.7	0.5	0.7	1.5	0.9	0.7	0.6	1.1

— Not applicable.

SOURCE: U.S. Department of Education, NCES. *Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers* (NCES 1999–080), 1999.

## Perceived Impact of Professional Development

**Table S48-1** Standard errors for the percentage of full-time public school teachers who participated in the past 12 months in professional development activities that focused on various topics, by number of hours spent in development activity: 1998

Focus of activity	Total	Any participation		
		Total hours spent		
		1 to 8	9 to 32	More than 32
In-depth study in the subject area of your main teaching assignment	0.8	0.7	0.7	0.5
New methods of teaching (e.g., cooperative learning)	0.7	1.0	0.8	0.5
State or district curriculum and performance standards	0.8	1.1	0.8	0.4
Integration of educational technology in the grade or subject you teach	0.8	1.0	0.8	0.5
Student performance assessment	0.9	1.0	0.7	0.4
Classroom management, including student discipline	0.9	0.9	0.4	0.4
Addressing the needs of students with limited English proficiency or from diverse cultural backgrounds	1.1	0.8	0.4	0.4
Addressing the needs of students with disabilities	1.1	0.9	0.4	0.3

SOURCE: U.S. Department of Education, NCES. *Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers* (NCES 1999–080), 1999.

## Age of School Buildings

**Table S49-1** Standard errors for the mean age and percentage distribution of public schools according to year of school construction and condition of school, by selected school characteristics: 1994–96

School characteristic	Mean age	Year school was constructed				Condition of school		
		Before 1950	1950–69	1970–84	1985 or after	Oldest	Moderate	Newest
<b>Total</b>	<b>0.6</b>	<b>1.0</b>	<b>1.1</b>	<b>0.8</b>	<b>0.7</b>	<b>1.6</b>	<b>1.6</b>	<b>1.1</b>
Instructional level								
Elementary	0.7	1.3	1.3	0.9	0.9	2.0	2.0	1.4
Secondary	0.5	1.1	2.0	1.4	1.0	2.3	2.5	1.3
Enrollment size								
Less than 300	1.1	2.3	2.1	1.4	1.2	3.3	3.3	1.6
300–999	0.6	1.1	1.4	0.9	0.9	2.0	2.0	1.4
1,000 or more	0.9	1.6	2.0	2.1	1.5	3.7	4.0	2.8
Metropolitan status								
City	1.0	2.1	2.1	1.3	1.2	3.8	3.6	2.2
Urban fringe	1.0	1.9	2.0	1.3	1.3	3.7	3.4	2.2
Town	1.1	2.0	2.1	1.7	1.4	2.8	3.2	1.8
Rural	0.9	1.8	1.9	1.2	1.3	3.1	3.3	2.3
Region								
Northeast	1.6	2.6	2.3	1.7	1.3	3.9	4.2	1.9
Southeast	0.9	1.7	2.2	2.0	1.5	3.7	3.8	2.4
Central	1.1	2.2	2.0	1.2	1.2	3.5	3.4	1.5
West	0.8	1.7	1.7	1.4	1.3	2.8	2.9	2.6
Percentage of students eligible for free or reduced-price lunch								
Less than 20 percent	0.8	1.6	1.9	1.3	1.3	3.4	3.3	2.0
20–49 percent	0.9	1.3	1.6	1.3	1.4	2.9	2.6	2.1
50 percent or more	1.1	2.2	2.3	1.4	1.3	3.5	3.3	2.1

SOURCE: U.S. Department of Education, NCES. *How Old Are Our Public Schools?* (NCES 1999–048), 1999.

**Table S49-2** Standard errors for the percentage distribution of public schools according to year of construction, by year of last major renovation: 1994–96

Year of last major renovation	Total	Year school was constructed			
		Before 1950	1950–69	1970–84	1985 or after
<b>Total</b>	<b>—</b>	<b>1.5</b>	<b>2.0</b>	<b>1.6</b>	<b>1.1</b>
Never	1.6	0.5	1.1	0.7	0.5
Before 1980	1.2	0.7	1.0	0.3	—
1980–89	1.4	0.9	1.0	0.6	0.3
1990–95	1.5	1.0	1.4	0.7	0.5

— Not applicable.

SOURCE: U.S. Department of Education, NCES. *How Old Are Our Public Schools?* (NCES 1999–048), 1999.

## Undergraduate Remedial Education

**Table S50-1** Standard errors for percentage of postsecondary education degree-granting institutions offering remedial courses, by type of courses and type of institution: Fall 1995

Subject	Public 2-year	Public 4-year	Private 4-year
Reading, writing, or mathematics	—	2.6	3.9
Reading	0.7	3.1	2.7
Writing	0.5	2.7	4.2
Mathematics	0.5	2.7	3.5

—Not applicable.

SOURCE: U.S. Department of Education, NCES. Postsecondary Education Quick Information System, "Survey on Remedial Education in Higher Education Institutions," 1995.

## Student Satisfaction with Instruction

**Table S51-1** Standard errors for percentage of beginning postsecondary students who were satisfied with various aspects of instruction at their institution, by type of institution: 1995–96

	Private, not-for-profit 4-year	Public 4-year	Public 2-year
Instructors' ability to teach	0.8	1.0	1.0
Class size	0.5	0.9	0.8
Course availability	1.3	1.2	1.2

SOURCE: U.S. Department of Education, NCES. National Postsecondary Student Aid Study (NPSAS:1996), Undergraduate Data Analysis System.

## Instructional Faculty and Staff Who Teach Undergraduates

**Table S52-1** Standard errors for the percentage of full-time instructional faculty and staff in 4-year institutions who taught at least one undergraduate class or who taught only undergraduate classes for credit, by academic rank: Fall 1992

Academic rank	Taught at least one undergraduate class for credit			Taught only undergraduate classes for credit		
	All 4-year	4-year doctoral	4-year non-doctoral	All 4-year	4-year doctoral	4-year non-doctoral
Total	0.9	1.5	0.7	0.9	1.3	1.0
Full professor	1.4	2.1	1.0	1.4	1.7	1.4
Associate professor	1.4	2.4	1.0	1.5	2.1	1.6
Assistant professor	1.2	2.1	1.0	1.4	2.1	1.3
Instructor or lecturer	1.4	2.8	1.0	1.6	3.0	1.4

SOURCE: U.S. Department of Education, NCES. 1993 National Study of Postsecondary Faculty (NSOPF: 1993).

## Distance Learning in Postsecondary Education

**Table S53-1** Standard errors for percentage of postsecondary education degree-granting institutions that offered distance education courses, by institution type: Fall 1995 and 1997–98

	Fall 1995	1997–98
Public 2-year	1.9	2.4
Public 4-year	2.0	1.9
Private 4-year	1.2	1.6

SOURCE: U.S. Department of Education, NCES. Postsecondary Education Quick Information System, "Survey on Distance Education Courses Offered by Higher Education Institutions," 1995; and "Survey on Distance Education at Postsecondary Institutions," 1997–98.

## Services for Disabled Postsecondary Students

**Table S54-1** Standard errors for the percentage of 2-year and 4-year postsecondary education institutions that enrolled students with disabilities that offered selected services or accommodations to students with disabilities, by type of service or accommodation: 1996–97 or 1997–98

Selected service or accommodation	Total	Public		Private	
		2-year	4-year	2-year	4-year
Alternative exam formats or more time	1.0	1.7	—	5.2	2.1
Tutors to assist with ongoing coursework	1.3	2.2	2.3	5.5	2.9
Readers, notetakers, scribes	1.4	2.4	1.8	4.7	2.7
Registration assistance or priority registration	1.7	2.8	1.3	5.3	2.7
Adaptive equipment/technology	1.8	2.7	2.4	5.7	2.9
Textbooks on tape	1.7	2.6	1.8	3.1	2.7

— Estimate of standard error is not derived because it is based on a statistic estimated at 100.0 percent.

SOURCE: U.S. Department of Education, NCES. Postsecondary Education Quick Information System, "Survey on Students with Disabilities at Postsecondary Education Institutions," 1998.



## Time Allocation of Full-Time Faculty

**Table S56-1** Standard errors for the average number of hours worked per week and percentage distribution of time spent on various work activities by full-time instructional faculty, by type of institution and academic rank: Fall 1992

Type of institution and academic rank	Average hours worked per week	Percentage of time spent			
		Teaching	Research	Administration	Other
<b>Total</b>	<b>0.2</b>	<b>0.5</b>	<b>0.4</b>	<b>0.2</b>	<b>0.2</b>
Type of institution					
Research	0.4	0.7	0.8	0.5	0.6
Doctoral	0.5	1.1	0.8	0.5	0.8
Comprehensive	0.3	0.6	0.4	0.4	0.2
Liberal arts	0.6	0.9	0.7	0.8	0.4
2-year	0.4	0.6	0.2	0.5	0.4
Academic rank					
Full professor	0.3	0.7	0.6	0.4	0.3
Associate professor	0.4	0.8	0.6	0.4	0.4
Assistant professor	0.3	0.7	0.7	0.3	0.5
Instructor	0.5	0.9	0.3	0.5	0.7
Lecturer	1.3	2.9	1.6	1.5	2.7

SOURCE: U.S. Department of Education, NCES. 1993 National Study of Postsecondary Faculty (NSOPF:1993).

## Part-Time Instructional Faculty and Staff

**Table S57-1** Standard errors for the percentage of postsecondary instructional faculty and staff who were employed part time, by sex and academic rank: Fall 1992

Sex and academic rank	Total	Type of institution					
		Research	Doctoral	Comprehensive	Liberal arts	2-year	Other
<b>Total</b>	<b>0.9</b>	<b>2.5</b>	<b>2.4</b>	<b>2.0</b>	<b>2.8</b>	<b>1.3</b>	<b>3.4</b>
Sex							
Male	1.1	2.1	2.4	2.2	3.5	1.6	3.9
Female	0.9	3.7	3.0	1.9	2.3	1.3	3.4
Academic rank							
Full professor	1.2	2.1	3.0	2.5	3.1	2.7	4.6
Associate professor	1.7	3.9	2.3	1.2	1.7	3.1	8.7
Assistant professor	1.5	3.3	2.6	1.8	3.6	3.9	6.7
Instructor	1.0	5.4	3.4	1.9	3.3	1.4	5.2
Lecturer	2.3	5.9	6.3	2.3	6.4	1.8	8.7

SOURCE: U.S. Department of Education, NCES. 1993 National Study of Postsecondary Faculty (NSOPF:1993).

## Before and After School Care

**Table S58-1** Standard errors for percentage of children in grades K–8 who received various types of care before or after school, by selected student characteristics: 1999

Student characteristic	Received care from relative			Received care from nonrelative			Attended center-based program			Child cared for self			Parental care		
	Total	K–5	6–8	Total	K–5	6–8	Total	K–5	6–8	Total	K–5	6–8	Total	K–5	6–8
<b>Total</b>	<b>0.5</b>	<b>0.6</b>	<b>0.7</b>	<b>0.3</b>	<b>0.4</b>	<b>0.4</b>	<b>0.5</b>	<b>0.6</b>	<b>0.7</b>	<b>0.4</b>	<b>0.3</b>	<b>0.9</b>	<b>0.6</b>	<b>0.8</b>	<b>0.9</b>
Race-ethnicity															
White	0.5	0.7	0.7	0.4	0.6	0.4	0.6	0.7	1.0	0.5	0.3	1.3	0.7	0.9	1.2
Black	1.5	1.6	2.1	0.8	1.1	1.1	1.8	2.1	2.3	1.0	0.9	2.0	1.8	2.0	2.5
Hispanic	1.1	1.3	2.0	0.7	0.9	0.6	0.9	1.0	1.8	0.8	0.8	1.8	1.4	1.6	2.4
Other	2.4	2.8	3.2	1.2	1.7	1.5	2.2	2.4	4.6	1.6	1.8	3.6	3.1	3.2	5.9
Household income															
\$10,000 or less	2.1	2.3	2.8	1.0	1.3	1.3	1.9	2.1	2.9	1.1	1.0	2.7	2.4	2.7	3.5
10,001–20,000	1.5	1.8	2.4	0.9	1.1	0.9	1.4	1.5	2.5	1.1	1.0	2.1	1.6	2.0	2.6
20,001–35,000	1.0	1.1	1.5	0.7	0.9	0.9	0.8	1.1	1.5	0.7	0.7	1.8	1.3	1.5	2.2
35,001–50,000	1.1	1.4	1.6	0.7	0.9	0.7	0.9	1.2	1.7	0.9	0.7	2.1	1.2	1.6	1.8
50,001 or more	0.6	0.8	0.9	0.5	0.7	0.4	0.7	0.8	1.1	0.6	0.5	1.4	0.9	1.0	1.6
Parents' highest education level															
Less than high school	1.6	2.1	2.1	0.9	1.3	0.9	1.6	2.0	2.7	1.2	1.2	2.3	2.0	2.5	3.0
High school diploma or GED	1.1	1.2	1.6	0.5	0.8	0.6	1.0	1.2	1.5	0.8	0.7	1.8	1.4	1.5	1.9
Some college/vocational/technical	1.0	1.2	1.4	0.6	0.9	0.7	0.8	1.1	1.3	0.6	0.5	1.6	1.0	1.2	1.8
Bachelor's degree	0.9	1.0	1.8	0.8	1.0	0.8	1.0	1.2	1.5	1.0	0.7	2.6	1.2	1.4	2.5
Graduate/professional degree	0.8	1.1	1.0	0.8	1.0	0.6	1.1	1.3	1.8	1.0	0.8	2.0	1.4	1.8	2.1
Poverty status															
Poor	1.5	1.7	2.1	0.7	0.9	0.8	1.3	1.5	1.8	0.9	0.7	1.9	1.7	1.9	2.6
Nonpoor	0.4	0.5	0.6	0.4	0.5	0.4	0.4	0.6	0.7	0.4	0.3	1.1	0.5	0.7	1.0
Family structure															
Two biological/adoptive parents	0.5	0.7	0.7	0.4	0.5	0.4	0.5	0.6	1.0	0.5	0.3	1.2	0.7	0.9	1.3
One biological/adoptive parent	1.2	1.2	1.8	0.7	1.0	0.7	1.0	1.3	1.2	0.8	0.6	1.6	1.3	1.5	1.8
One biological/adoptive parent and one stepparent	1.9	2.4	2.2	1.0	1.4	0.8	1.3	1.9	1.9	1.2	1.2	2.3	2.0	2.4	3.0
Other relatives	2.7	3.4	3.7	1.1	1.2	2.2	3.5	2.7	7.9	2.3	2.2	5.6	4.1	4.9	6.3
Step- or foster parents	7.0	8.5	9.8	1.5	2.6	—	5.1	7.3	6.3	5.1	7.2	8.3	7.2	10.7	11.4

— Not applicable.

SOURCE: U.S. Department of Education, NCES. National Household Education Survey (NHES), 1999 (Parent Interview Component).

## Parental Involvement in Schools

**Table S59-1** Standard errors for the percentage of students in grades K–12 whose parents reported involvement in their child’s school, by grade and selected characteristics: 1996 and 1999

Characteristic	Attended general meeting		Attended scheduled meeting with teacher		Attended school event		Acted as a volunteer or served on a committee		Indicated involvement in any of the four activities	
	1996	1999	1996	1999	1996	1999	1996	1999	1996	1999
<b>Grades K–12</b>										
<b>Total</b>	<b>0.4</b>	<b>0.5</b>	<b>0.4</b>	<b>0.5</b>	<b>0.4</b>	<b>0.5</b>	<b>0.4</b>	<b>0.4</b>	<b>0.3</b>	<b>0.3</b>
Race-ethnicity										
White	0.6	0.6	0.5	0.5	0.6	0.6	0.5	0.5	0.3	0.3
Black	1.3	1.2	1.3	1.3	1.3	1.3	1.2	1.3	1.0	1.0
Hispanic	1.4	1.2	1.3	1.1	1.3	1.0	1.2	1.0	0.9	0.8
Other	1.9	1.9	1.8	1.8	1.8	2.2	1.9	2.0	1.3	1.4
Household income										
\$10,000 or less	1.5	1.7	1.6	2.0	1.7	1.8	1.3	1.5	1.2	1.3
10,001–20,000	1.4	1.2	1.5	1.2	1.4	1.4	1.4	1.2	0.8	0.9
20,001–35,000	1.0	1.1	1.0	1.1	1.0	1.1	0.9	1.0	0.6	0.7
35,001–50,000	0.8	0.8	0.9	1.0	0.9	1.0	1.1	1.1	0.4	0.6
50,001 or more	0.5	0.5	0.6	0.6	0.7	0.7	0.9	0.7	0.3	0.3
Parents’ highest education level										
Less than high school	2.0	1.9	1.7	1.8	2.0	1.7	1.3	1.0	1.4	1.4
High school diploma/GED	0.9	1.1	0.8	0.9	0.9	1.0	0.8	0.9	0.6	0.7
Some college/vocational/technical	0.7	0.8	0.8	0.8	0.8	0.9	0.7	1.0	0.5	0.5
Bachelor’s degree	0.8	0.8	0.9	1.0	1.0	1.0	1.3	1.2	0.4	0.4
Graduate/professional school	0.7	0.6	1.1	1.1	0.9	0.8	1.1	1.2	0.4	0.4
Family structure										
Two biological/adoptive parents	0.5	0.5	0.5	0.5	0.6	0.5	0.6	0.6	0.3	0.3
One biological/adoptive parent	1.0	1.0	0.8	1.0	1.0	0.8	0.9	0.8	0.7	0.6
One biological/adoptive and one stepparent	1.4	1.5	1.4	1.4	1.4	1.5	1.3	1.4	0.8	0.8
Other relatives	2.7	3.3	3.2	3.0	2.6	2.9	2.5	2.0	2.5	2.2
Step- or foster parents	7.1	6.8	7.2	6.1	8.5	6.7	7.8	5.2	4.3	4.9

## Parental Involvement in Schools

**Table S59-1** Standard errors for the percentage of students in grades K–12 whose parents reported involvement in their child’s school, by grade and selected characteristics: 1996 and 1999—Continued

Characteristic	Attended general meeting		Attended scheduled meeting with teacher		Attended school event		Acted as a volunteer or served on a committee		Indicated involvement in any of the four activities	
	1996	1999	1996	1999	1996	1999	1996	1999	1996	1999
	<b>Grades K–5</b>									
<b>Total</b>	<b>0.6</b>	<b>0.5</b>	<b>0.5</b>	<b>0.5</b>	<b>0.6</b>	<b>0.7</b>	<b>0.6</b>	<b>0.6</b>	<b>0.3</b>	<b>0.3</b>
Race-ethnicity										
White	0.8	0.6	0.6	0.5	0.7	0.9	0.7	0.7	0.3	0.2
Black	1.7	1.4	1.7	1.4	1.9	1.8	1.7	1.8	1.2	1.1
Hispanic	1.7	1.3	1.3	1.1	2.1	1.6	1.6	1.4	1.0	0.8
Other	2.5	2.3	1.8	2.1	2.8	3.0	3.0	3.3	0.9	1.1
Household income										
\$10,000 or less	2.0	2.1	1.8	2.1	2.4	2.3	1.9	1.9	1.4	1.3
10,001–20,000	1.9	1.7	1.6	1.5	1.8	1.8	1.8	1.8	0.9	0.8
20,001–35,000	1.1	1.2	1.1	1.1	1.3	1.5	1.5	1.2	0.7	0.7
35,001–50,000	1.0	0.9	0.9	0.9	1.3	1.3	1.5	1.5	0.4	0.5
50,001 or more	0.6	0.5	0.6	0.5	1.0	1.1	1.2	0.9	0.2	0.1
Parents’ highest education level										
Less than high school	2.7	2.3	2.2	2.1	2.9	2.6	2.0	1.7	1.6	1.5
High school diploma/GED	1.0	1.2	1.1	1.0	1.0	1.4	1.1	1.3	0.5	0.7
Some college/vocational/technical	1.0	0.8	0.8	0.7	1.0	1.3	1.1	1.4	0.6	0.3
Bachelor’s degree	0.9	0.9	0.9	0.7	1.4	1.3	1.7	1.6	0.4	0.2
Graduate/professional school	0.9	0.8	0.7	0.8	1.4	1.3	1.4	1.7	0.3	0.3
Family structure										
Two biological/adoptive parents	0.5	0.5	0.5	0.4	0.7	0.8	0.7	0.8	0.2	0.2
One biological/adoptive parent	1.3	1.1	1.0	1.0	1.4	1.1	1.3	1.1	0.7	0.7
One biological/adoptive and one stepparent	2.3	2.1	1.6	1.8	2.3	2.4	2.3	2.1	1.2	1.0
Other relatives	4.4	3.9	5.2	3.9	4.9	5.2	4.0	3.8	3.9	2.2
Step- or foster parents	10.5	8.8	8.4	10.5	10.9	11.6	9.0	8.7	2.4	2.2

## Parental Involvement in Schools

**Table S59-1** Standard errors for the percentage of students in grades K–12 whose parents reported involvement in their child's school, by grade and selected characteristics: 1996 and 1999—Continued

Characteristic	Attended general meeting		Attended scheduled meeting with teacher		Attended school event		Acted as a volunteer or served on a committee		Indicated involvement in any of the four activities	
	1996	1999	1996	1999	1996	1999	1996	1999	1996	1999
	<b>Grades 6–8</b>									
<b>Total</b>	<b>0.8</b>	<b>0.9</b>	<b>0.9</b>	<b>1.0</b>	<b>0.9</b>	<b>0.8</b>	<b>0.9</b>	<b>0.9</b>	<b>0.5</b>	<b>0.5</b>
Race-ethnicity										
White	0.9	1.0	1.1	1.1	1.1	1.0	1.1	1.2	0.6	0.6
Black	2.4	2.2	2.4	2.2	2.7	2.6	2.2	2.2	2.0	2.1
Hispanic	2.2	2.3	2.6	2.1	2.6	2.5	2.1	2.0	1.8	1.7
Other	4.5	3.0	4.2	3.1	4.0	4.6	3.2	3.7	3.6	1.6
Household income										
\$10,000 or less	3.0	3.4	2.5	3.6	3.3	3.7	2.0	2.5	2.4	3.0
10,001–20,000	3.0	2.8	2.5	2.5	2.7	3.0	2.3	2.4	2.0	2.0
20,001–35,000	1.9	1.8	2.1	2.0	2.0	1.8	1.8	2.0	1.2	1.2
35,001–50,000	1.5	1.5	1.8	2.2	1.7	1.7	1.8	2.1	0.8	0.8
50,001 or more	1.1	1.1	1.4	1.5	1.3	1.3	1.7	1.8	0.4	0.6
Parents' highest education level										
Less than high school	3.4	3.4	3.0	3.1	2.8	3.3	2.1	2.2	2.6	2.7
High school diploma/GED	1.7	2.2	1.6	1.9	1.9	1.9	1.3	1.7	1.3	1.3
Some college/vocational/technical	1.3	1.3	1.7	1.7	1.5	1.6	1.7	1.5	0.8	0.8
Bachelor's degree	1.5	1.7	2.1	1.9	1.8	2.1	2.4	2.3	0.7	1.0
Graduate/professional school	1.5	1.6	2.4	2.0	1.9	1.6	2.5	2.5	1.0	0.8
Family structure										
Two biological/adoptive parents	1.0	1.0	1.2	1.3	1.3	1.2	1.3	1.3	0.6	0.6
One biological/adoptive parent	1.6	1.9	1.5	1.8	1.9	1.9	1.4	1.7	1.4	1.3
One biological/adoptive and one stepparent	2.2	2.1	2.4	2.0	2.8	2.0	2.4	2.4	1.2	1.0
Other relatives	5.0	6.8	5.0	5.9	5.6	6.6	4.6	3.9	4.7	3.1
Step- or foster parents	14.6	10.6	12.3	11.1	15.5	9.8	15.8	10.0	12.3	9.2

## Parental Involvement in Schools

**Table S59-1** Standard errors for the percentage of students in grades K–12 whose parents reported involvement in their child’s school, by grade and selected characteristics: 1996 and 1999—Continued

Characteristic	Attended general meeting		Attended scheduled meeting with teacher		Attended school event		Acted as a volunteer or served on a committee		Indicated involvement in any of the four activities	
	1996	1999	1996	1999	1996	1999	1996	1999	1996	1999
	<b>Grades 9–12</b>									
<b>Total</b>	<b>0.9</b>	<b>1.0</b>	<b>0.8</b>	<b>1.1</b>	<b>0.9</b>	<b>0.9</b>	<b>0.9</b>	<b>0.7</b>	<b>0.7</b>	<b>0.7</b>
Race-ethnicity										
White	1.0	1.0	0.9	1.3	1.2	1.1	1.1	1.0	0.8	0.8
Black	2.7	2.2	2.4	2.3	2.7	2.5	1.9	1.7	2.3	2.0
Hispanic	3.1	2.6	2.7	2.3	2.9	2.1	2.3	1.5	2.3	2.1
Other	3.7	4.3	3.8	4.1	3.7	4.5	3.0	3.0	3.3	3.6
Household income										
\$10,000 or less	3.4	3.2	3.9	4.1	3.5	3.6	2.5	2.0	3.6	2.7
10,001–20,000	2.7	2.7	3.0	3.1	2.8	2.6	2.4	1.9	2.1	2.4
20,001–35,000	1.8	2.4	1.9	2.1	1.9	2.0	1.6	1.8	1.4	1.7
35,001–50,000	1.7	2.1	2.0	2.5	2.0	2.0	1.7	1.7	1.2	1.6
50,001 or more	1.1	1.2	1.3	1.4	1.3	1.2	1.6	1.2	0.7	0.7
Parents’ highest education level										
Less than high school	3.7	3.7	3.4	3.8	3.1	3.4	1.9	1.6	3.2	3.6
High school diploma/GED	1.7	2.0	1.5	1.5	1.9	1.9	1.5	1.5	1.5	1.6
Some college/vocational/technical	1.6	1.6	1.7	1.8	1.7	1.8	1.2	1.6	1.2	1.2
Bachelor’s degree	1.7	1.8	2.3	2.6	1.9	2.4	2.4	2.3	1.1	0.9
Graduate/professional school	1.4	1.3	2.0	2.2	1.6	1.5	2.0	2.0	0.9	0.9
Family structure										
Two biological/adoptive parents	1.1	1.2	0.9	1.3	0.9	1.1	1.2	1.1	0.7	0.8
One biological/adoptive parent	1.8	1.9	1.7	1.8	2.1	1.8	1.6	1.2	1.6	1.4
One biological/adoptive and one stepparent	2.5	2.7	2.8	2.3	2.4	2.8	2.0	2.1	1.7	1.8
Other relatives	4.9	5.1	4.4	5.2	4.6	5.0	2.6	2.8	4.7	4.7
Step- or foster parents	13.1	15.3	11.6	13.3	12.0	11.8	12.1	9.5	9.3	12.1

SOURCE: U.S. Department of Education, NCES. National Household Education Survey (NHES), 1996 (Parent and Family Involvement in Education Component) and 1999 (Parent Interview Component).

## Parents' Attitudes Toward Schools

**Table S60-1** Standard errors for the percentage of children in grades 3–12 with parents who were very satisfied with various aspects of the school their child attends, by selected family characteristics: 1993 and 1999

Characteristic	Satisfaction measure							
	Child's school		Child's teachers		School's academic standards		School's order and discipline	
	1993	1999	1993	1999	1993	1999	1993	1999
<b>Total</b>	<b>0.7</b>	<b>0.6</b>	<b>0.7</b>	<b>0.5</b>	<b>0.6</b>	<b>0.6</b>	<b>0.7</b>	<b>0.6</b>
Race-ethnicity								
White	0.7	0.7	0.8	0.6	0.7	0.8	0.6	0.8
Black	1.4	1.5	1.5	1.5	1.5	1.3	1.6	1.3
Hispanic	1.8	1.1	1.5	1.2	1.5	1.2	2.1	1.2
Other	3.5	2.6	3.1	2.4	3.3	2.4	4.1	2.4
Household income								
Less than \$10,000	1.9	2.3	2.0	2.0	1.6	1.9	2.3	2.2
\$10,001–20,000	1.4	1.8	1.4	1.7	1.6	1.8	2.1	1.7
\$20,001–35,000	1.4	1.1	1.1	1.1	1.1	1.2	1.8	1.1
\$35,001–50,000	1.4	1.5	1.4	1.2	1.1	1.4	1.1	1.3
\$50,001 or more	0.9	0.9	0.9	1.0	0.9	0.9	1.0	0.9
Parents' highest education level								
Less than high school	3.1	2.1	3.2	2.0	3.3	2.1	4.0	1.8
High school diploma/GED	1.0	1.1	0.9	1.1	0.9	1.2	1.0	1.2
Some college/vocational/technical	1.1	1.0	1.2	1.0	1.1	1.0	1.1	1.2
Bachelor's degree	1.6	1.5	1.6	1.3	1.5	1.5	1.5	1.3
Graduate/professional degree	1.2	1.3	1.3	1.4	1.2	1.4	1.4	1.3
Family structure								
Two biological/adoptive parents	0.6	0.8	0.6	0.7	0.6	0.8	0.8	0.8
One biological/adoptive parent	1.3	1.1	1.5	0.9	1.3	1.2	1.9	0.9
One biological/adoptive and one stepparent	33.9	1.7	23.6	1.5	25.8	1.6	31.8	1.5
Other relatives	6.6	3.7	6.7	3.8	6.4	3.5	6.4	3.8
Urbanicity								
Live inside urban area	0.7	0.7	0.8	0.8	0.7	0.8	0.8	0.8
Live outside urban area	1.4	1.7	2.2	1.5	1.8	1.5	2.1	1.7
Rural	1.8	1.3	1.7	1.2	1.5	1.2	1.3	1.3

SOURCE: U.S. Department of Education, NCES. National Household Education Survey (NHES), 1993 (School Safety and Discipline Component) and 1999 (Parent Interview Component).

## Public Elementary and Secondary Expenditures

**Table S61-1** Standard deviations for the public school district expenditures per student, by selected district characteristics: School year 1995–96

Selected district characteristic	Expenditures					Number of districts
	Total	Instruction	Support services	Capital outlay	Other	
<b>Metropolitan status</b>						
Primarily serves a central city	\$11,966	\$6,836	\$4,627	\$881	\$1,013	—
Serves a metropolitan area but not a central city	8,122	3,429	3,883	1,242	2,166	—
Does not serve a metropolitan area	12,914	4,308	8,910	1,262	1,790	—
<b>Children in district below the poverty level</b>						
Less than 5.0 percent	17,714	6,479	11,702	1,282	2,748	—
5.0–9.9 percent	3,046	1,379	806	1,345	1,285	—
10.0–20.0 percent	5,464	1,900	2,765	984	1,203	—
More than 20.0 percent	4,743	2,143	1,739	1,358	1,318	—

— Not applicable.

NOTE: The standard deviation is an indication of how dispersed or spread out the distribution is about its center or the mean. As the values in a distribution become more dispersed, the standard deviation grows larger.  
SOURCE: U.S. Department of Education, NCES. Common Core of Data, "Public School District Universe Survey," 1995–96, and "Public School District Financial Survey," 1995–96.

## Change in the Sources of Public School Financing

**Table S63-1** Standard deviations for the percentage distribution of revenues for public elementary and secondary schools according to source of funds and region, by region: 1991–92 to 1996–97

	1991–92	1992–93	1993–94	1994–95	1995–96	1996–97
<b>United States</b>						
Local	20.7	20.69	20.6	20.7	20.7	20.5
State	18.6	18.16	18.5	18.7	18.6	18.5
Federal	9.36	9.95	11.2	11.1	10.2	10.3
<b>Local</b>						
Northeast	12.4	12.57	12.0	12.3	12.3	12.1
Midwest	8.39	8.0	10.0	11.6	11.8	10.7
South	17.3	16.8	16.7	17.0	17.1	16.6
West	18.3	17.5	16.9	16.8	16.1	16.1
<b>State</b>						
Northeast	11.8	11.8	11.3	11.6	11.7	11.5
Midwest	9.0	8.7	10.8	12.5	12.4	11.3
South	16.8	16.4	16.3	16.4	16.4	16.4
West	17.2	16.1	15.8	15.9	15.0	14.9
<b>Federal</b>						
Northeast	1.1	1.2	1.1	1.0	1.0	0.9
Midwest	2.3	2.5	2.3	2.4	2.2	2.3
South	3.0	2.8	2.6	2.3	2.2	3.0
West	2.5	2.9	2.4	2.2	2.3	2.5

NOTE: The standard deviation is an indication of how dispersed or spread out the distribution is about its center or the mean. As the values in a distribution become more dispersed, the standard deviation grows larger.  
SOURCE: U.S. Department of Education, NCES. Common Core of Data, "Public School District Universe Survey," 1991–92 through 1996–97, and "Public School District Financial Survey," 1991–92 through 1996–97.



## Instructional Expenditures for Higher Education

**Table S66-1** Standard errors for the percentage of students in grades 6–12 whose parents reported that their children would continue education after high school, and of those students, percentage whose parents reported having taken various steps to prepare to pay for their children's postsecondary education, by grade and family income: 1999

Grade and family income	Percentage of students whose parents reported that they expected their children to continue education after high school	Of students whose parents expected them to go on to postsecondary education, percentage whose parents reported that they had			
		Obtained information/had an estimate of tuition and fees	Started saving money/making financial plans	Talked with someone/read materials about financial aid	Heard of Lifetime Learning or Hope Scholarship tax credits
<b>Total</b>	<b>0.4</b>	<b>0.7</b>	<b>0.7</b>	<b>0.6</b>	<b>0.6</b>
Grade					
6–8	0.5	1.0	1.1	0.8	1.0
9–12	0.5	0.8	0.7	0.9	0.8
Family income					
\$25,000 or less	0.9	1.3	1.3	1.4	1.0
\$25,001–50,000	0.6	1.3	1.4	1.1	1.1
\$50,001–75,000	0.6	1.3	1.4	1.5	1.5
Over \$75,000	0.3	1.2	1.0	1.4	1.4

SOURCE: U.S. Department of Education, NCES. National Household Education Survey (NHES), 1999 (Parent Interview Component).

## Net Price of College Attendance

**Table S67-1** Standard errors for the average price of college attendance and student financial aid for dependent full-time, full-year undergraduates, by institution and family income: Academic year 1995–96

Type of institution and family income	Tuition/fees	Total price	Grants	Net price	Student loans	Student earnings
<b>Total</b>	<b>177.4</b>	<b>205.4</b>	<b>79.0</b>	<b>155.6</b>	<b>36.4</b>	<b>110.9</b>
Public 4-year	121.6	150.3	49.6	145.6	41.6	136.4
Low income	141.3	207.3	123.0	169.8	98.4	186.2
Lower middle	109.4	151.7	79.4	135.5	86.6	285.8
Upper middle	126.9	155.1	48.7	151.6	62.3	232.4
High income	181.2	181.7	53.0	189.0	56.3	226.7
Private, not-for-profit 4-year	334.3	408.8	177.2	319.5	70.3	113.5
Low income	571.8	749.6	339.0	607.4	155.7	170.6
Lower middle	368.6	425.5	325.2	276.1	108.0	150.3
Upper middle	342.3	402.4	220.4	341.7	103.4	213.9
High income	339.7	403.6	133.9	406.9	72.5	219.0
Public 2-year	56.8	169.6	77.9	206.7	38.2	398.4
Low income	91.9	261.2	140.4	332.8	67.2	956.0
Lower middle	83.0	267.6	87.9	298.6	74.9	400.6
Upper middle	107.9	216.2	41.4	222.4	82.4	722.7
High income	114.7	187.9	49.4	193.0	59.2	848.2

SOURCE: U.S. Department of Education, NCES. National Postsecondary Student Aid Study (NPSAS:1996), Undergraduate Data Analysis System.

