


Appendix 3

Standard Error Tables





This appendix includes tables of standard errors for indicator tables and figures that present data collected through sample surveys. There are no standard error tables for indicator tables and figures that present data from universe surveys (such as all school districts), compilations of administrative records, or statistical projections.

Standard errors for supplemental tables are not included here, but can be found on the NCES Web Site (<http://nces.ed.gov>).

Standard Errors

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 of respondents, compilations of administrative records, and statistical projections. Users of *The Condition of Education* should be cautious 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.

STATISTICAL SIGNIFICANCE

Unless otherwise noted, all statements cited in the text about differences between two or more groups or changes over time were tested for statistical significance and are statistically significant at the 0.05 level. Several test procedures were used, depending on the type of data interpreted and the nature of the statement tested. The most commonly used test procedures are: *t*-tests; multiple *t*-tests with a Bonferroni adjustment to the significance level; and linear trend tests. As an illustration, when a statement compares sample estimates for males and females, a *t*-test was used. When multiple comparisons between more than two groups were made, a Bonferroni adjustment to the significance level was made, even if only one comparison is cited in the text, to ensure that the significance level for the tests as a group is 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 that between a parent's educational attainment and a student's reading proficiency, was made.

The joint effects of sampling and nonsampling errors determine the accuracy of any statistic. Estimates based on a sample will differ 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 sample and universe, are susceptible to design, reporting, and processing errors due to nonresponse. To the extent possible, these nonsampling errors are minimized by methods included in the survey procedures. Nonetheless, 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, 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 2 standard errors below the estimate to 2 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.

To illustrate this further, consider the figure for *indicator 1* and the standard error table S1 for estimates from the National Household Education Surveys Program (NHES).

Standard Errors

Continued

For the 2001 estimate of the percentage of children ages 3–5 that were enrolled in center-based early childhood care and education programs (56.4 percent), table S1 shows a standard error of 0.6. Therefore, a 95 percent confidence interval can be constructed from 55.2 to 57.6 (i.e., $56.4 \pm 2 \times 0.6$). If this procedure was used for every possible sample, about 95 percent of the intervals would include the actual percentage of children ages 3–5 enrolled in center-based early childhood care and education programs.

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 be due only 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 at the 5 percent significance level that the difference is not due only to sampling error, and caution should be used in drawing any conclusions about the difference. In this report, for example, using the rationale above, one would not conclude that a statistically significant difference exists between the two sample statistics.

To illustrate this further, consider the data on the performance of male and female 4th-grade students in the assessment of reading

in the National Assessment of Educational Progress in 2000 (see *indicator 7*). Males had a scale score of 212; females had a scale score of 222. Is the difference in scale scores between these samples of males and females statistically significant? The standard errors of these estimates are 1.1 and 0.9, respectively (see standard error table S7-1). Using the formula above, the standard error of the difference is 1.4. The ratio, or *t*-statistic, of the estimated difference of 10 scale points to the standard error of the difference (1.4) is 7.1. This value is considerably higher than the critical value of the *t* distribution for a 5 percent level of significance and a large sample, 1.96, indicated in the table below. With this information, one can see that there is less than a 5 percent chance that the difference of 10 scale points is due only to sampling error and can conclude that there was a difference between the performance of males and females in reading in 4th grade in 2000.

Percent chance that a difference is due only to sampling error (for large samples):			
<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.

STANDARD ERROR TABLES ON THE WEB

The following pages in this section contain tables of standard error tables for all of the graphics or tables found on the indicator

Standard Errors

Continued

pages in sections 1 through 6. Tables of standard errors for all supplemental tables are located on the NCES Web Site. Go to nces.ed.gov and select *The Condition of Edu-*

cation volume appearing on the home page. The supplemental and standard error tables for each indicator (and all other supporting information) are in that volume.

Contents

Table S3	Standard errors for the percentage of public school students enrolled in grades K–12 who were minorities, by region: October 1972–2000	265
Table S7	Standard errors for the average reading scale scores for 4 th -graders, by sex: 1992, 1994, 1998, and 2000	267
Table S8a	Standard errors for the difference in average reading scale scores of 9-, 13-, and 17-year-old White and Black students: 1971–99	267
Table S8b	Standard errors for the change in average reading scale scores for 17-year-olds, by race and score quartile: 1971–88 and 1988–99	267
Table S9	Standard errors for the average reading literacy score of 15-year-olds, by country: 2000	268
Table S10	Standard errors for the average mathematics scale scores for 4 th -, 8 th -, and 12 th -graders: 1990, 1992, 1996, and 2000	269
Table S11	Standard errors for the average scale score of public school students in 4 th -grade mathematics, by the percentage of students in the school eligible for free or reduced-price lunch and whether the student was eligible for free or reduced-price lunch: 2000	269
Table S12	Standard errors for the percentage distribution of students performing at each science achievement level, by grade: 2000	270
Table S14	Standard errors for the percentage of the population age 25 and above who reported being in excellent or very good health, by educational attainment and family income: 1997	270
Table S15	Standard errors for the average total civic knowledge and civic content and civic skills subscale performance of 9 th -grade students, by score and country: 1999	271
Table S16a	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: March 1971–2000	272
Table S16b	Standard errors for the difference in average annual earnings (in constant 2000 dollars) for all wage and salary workers ages 25–34 between the highest and lowest quartiles, by sex and educational attainment: March 1971–2000	273
Table S17	Standard errors for the percentage distributions of 8 th -, 10 th -, and 12 th -grade students by how many school days they missed in a 4-week period from skipping school, and for reasons other than skipping or illness: 2000	274
Table S18	Standard errors for the percentage of 12 th -graders who expressed various opinions about their school experience: 1983, 1990, 1995, and 2000	274
Table S19	Standard errors for the dropout rates of 16- to 24-year olds, by race/ethnicity: October 1972–2000	275
Table S20	Standard errors for the immediate enrollment in postsecondary education, by race/ethnicity: October 1972–2000	276
Table S21	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	277
Table S22a	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 in which first enrolled (by 1994)	277
Table S22b	Standard errors for the percentage of 1992 high school graduates with risk factors who had enrolled in a 4-year college by 1994, by selected student characteristics	278

Contents

Continued

Table S23	Standard errors for the percentage of 1995–96 beginning postsecondary students who persisted toward a bachelor's degree, by the academic rigor of their secondary school curriculum and first-generation status: June 1998	279
Table S24	Standard errors for the percentage of low- and middle-income 1995–96 beginning postsecondary students who persisted, by receipt of Pell Grant and type of institution: 1998	279
Table S25	Standard errors for percentage of 25- to 29-year-olds who completed high school, at least some college, and a bachelor's degree or higher, by race/ethnicity: March 1971–2001	280
Table S26	Standard errors for the percentage of high school graduates who completed middle or advanced level science and mathematics courses, by level of highest course completed: Selected years 1982 to 1998	281
Table S27a	Standard errors for the percentage of high school graduates who completed some advanced level coursework in science or mathematics, by race/ethnicity: 1998	282
Table S27b	Standard errors for the percentage distribution of 1998 high school graduates according to highest level of science courses completed, by student and school characteristics: 1998	282
Table S27c	Standard errors for the percentage distribution of 1998 high school graduates according to highest level of mathematics courses completed, by student and school characteristics: 1998	283
Table S29	Standard errors for the percentage distribution of students in grades 1–12, by school type: 1993 and 1999	284
Table S30	Standard errors for the percentage of public charter schools, by community type, school level, and school origin status: 1999–2000	284
Table S31	Standard errors for the percentage distribution of all 1992–93 college graduates and those who became teachers, in the top and bottom quartile of SAT or ACT scores	285
Table S32	Standard errors for the percentage distribution of secondary school teachers according to the type of undergraduate or graduate major, by control of school and years of teaching experience: 1999–2000	285
Table S33	Standard errors for the percentage of public elementary and secondary school teachers who participated in professional development during the past 12 months who believed the activity improved their classroom teaching "a lot," by focus of activity and hours of participation in selected activities: 2000	286
Table S34	Standard errors for the percentage of students ages 12–18 who reported criminal victimization at school according to type of victimization, by their perception of conditions at school: 1999	286
Table S35	Standard errors for the percentage of undergraduates with selected student characteristics: 1999–2000	287
Table S37	Standard errors for the percentage reporting various effects of work on their schooling, and the percentage who borrowed, of undergraduates who considered themselves primarily students but worked to help pay for school expenses, by average hours worked per week: 1999–2000	288
Table S38	Standard errors for the percentage of undergraduates who participated in distance education classes at postsecondary institutions, and percentage of participants with various experiences with distance education: 1999–2000	288
Table S39	Standard errors for the percentage of full-time instructional faculty and staff having selected characteristics and their average base salary (in constant 1998 dollars), by sex and race/ethnicity: Fall 1992 and 1998	289
Table S40	Standard errors for the percentage of children in grades 3–12 whose parents were very satisfied with their schools, by family income: 1993 and 1999	289
Table S44	Standard errors for the average price of college attendance and student financial aid for dependent full-time, full-year undergraduates, by type of institution and family income: Academic year 1999–2000	290

Racial/Ethnic Distribution of Public School Students

Table S3 Standard errors for the percentage of public school students enrolled in grades K–12 who were minorities, by region: October 1972–2000

October	Minority enrollment			Minority enrollment		
	Black	Hispanic	Other	Black	Hispanic	Other
		Northeast			Midwest	
1972	0.5	0.4	0.1	0.5	0.2	0.1
1973	0.5	0.4	0.1	0.5	0.2	0.1
1974	0.5	0.4	0.1	0.5	0.2	0.1
1975	0.5	0.4	0.1	0.5	0.2	0.1
1976	0.5	0.5	0.2	0.5	0.2	0.1
1977	0.5	0.4	0.2	0.5	0.2	0.1
1978	0.6	0.4	0.1	0.5	0.2	0.2
1979	1.0	0.8	0.2	0.8	0.4	0.3
1980	0.7	0.6	0.3	0.7	0.3	0.3
1981	0.6	0.5	0.2	0.5	0.3	0.2
1982	0.6	0.6	0.3	0.6	0.3	0.2
1983	0.6	0.6	0.3	0.6	0.3	0.2
1984	0.6	0.6	0.3	0.6	0.3	0.2
1985	0.6	0.7	0.3	0.6	0.4	0.3
1986	0.6	0.8	0.3	0.6	0.4	0.2
1987	0.6	0.7	0.3	0.6	0.4	0.3
1988	0.7	0.8	0.3	0.7	0.5	0.3
1989	0.7	0.9	0.4	0.7	0.5	0.3
1990	0.7	0.8	0.4	0.6	0.4	0.3
1991	0.7	0.8	0.3	0.6	0.4	0.3
1992	0.7	0.7	0.4	0.6	0.4	0.3
1993	0.7	0.7	0.4	0.6	0.4	0.3
1994	0.6	0.5	0.3	0.6	0.4	0.2
1995	0.6	0.6	0.3	0.5	0.3	0.2
1996	0.6	0.6	0.3	0.5	0.4	0.3
1997	0.6	0.6	0.3	0.5	0.4	0.3
1998	0.6	0.6	0.3	0.5	0.4	0.3
1999	0.6	0.6	0.3	0.6	0.4	0.3
2000	0.6	0.6	0.4	0.6	0.4	0.3

See footnotes at end of table.

Racial/Ethnic Distribution of Public School Students

Table S3 Standard errors for the percentage of public school students enrolled in grades K–12 who were minorities, by region: October 1972–2000
—Continued

October	Minority enrollment			Minority enrollment		
	Black	Hispanic	Other	Black	Hispanic	Other
		South			West	
1972	0.6	0.4	0.1	0.5	0.8	0.4
1973	0.6	0.4	0.1	0.5	0.8	0.4
1974	0.6	0.4	0.1	0.5	0.8	0.4
1975	0.6	0.4	0.1	0.5	0.8	0.5
1976	0.6	0.4	0.1	0.5	0.8	0.4
1977	0.6	0.4	0.1	0.5	0.8	0.5
1978	0.6	0.4	0.2	0.5	0.9	0.5
1979	1.1	0.7	0.2	0.9	1.5	0.8
1980	0.8	0.6	0.2	0.6	1.2	0.6
1981	0.6	0.5	0.2	0.5	0.9	0.5
1982	0.7	0.5	0.2	0.5	1.0	0.6
1983	0.7	0.5	0.2	0.5	1.0	0.6
1984	0.7	0.5	0.2	0.5	1.0	0.6
1985	0.7	0.6	0.2	0.5	1.1	0.6
1986	0.7	0.6	0.2	0.5	1.1	0.6
1987	0.7	0.6	0.2	0.5	1.1	0.6
1988	0.7	0.7	0.2	0.5	1.3	0.7
1989	0.7	0.7	0.3	0.5	1.3	0.6
1990	0.7	0.6	0.2	0.5	1.1	0.6
1991	0.7	0.6	0.2	0.5	1.1	0.6
1992	0.7	0.6	0.3	0.5	1.1	0.6
1993	0.7	0.6	0.3	0.5	1.1	0.6
1994	0.6	0.4	0.2	0.4	0.8	0.5
1995	0.6	0.4	0.2	0.4	0.8	0.4
1996	0.6	0.5	0.2	0.4	0.8	0.5
1997	0.6	0.5	0.2	0.4	0.8	0.5
1998	0.6	0.5	0.2	0.4	0.8	0.5
1999	0.6	0.5	0.2	0.4	0.8	0.5
2000	0.6	0.5	0.2	0.4	0.8	0.5

SOURCE: U.S. Department of Commerce, Bureau of the Census. October Current Population Surveys, 1972–2000.

Reading Performance of Students in Grade 4

Table S7 Standard errors for the average reading scale scores for 4th-graders, by sex: 1992, 1994, 1998, and 2000

Average scale score	1992	1994	1998	2000
All 4 th -graders	0.9	1.0	0.8	0.8
Male	1.2	1.3	1.1	1.1
Female	1.0	1.1	0.7	0.9

SOURCE: U.S. Department of Education, NCES. (2001). *The Nation's Report Card: Fourth-Grade Reading 2000* (NCES 2001-499).

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

Table S8a Standard errors for the difference in average reading scale scores of 9-, 13-, and 17-year-old White and Black students: 1971-99

Age	1971	1975	1980	1984	1988	1990	1992	1994	1996	1999
9	1.9	1.4	1.9	1.3	2.8	3.2	2.4	2.6	2.8	2.8
13	1.4	1.4	1.6	1.1	2.6	2.4	2.7	2.7	2.8	2.7
17	2.0	2.1	2.0	1.2	2.7	2.6	2.5	4.2	3.0	2.3

SOURCE: U.S. Department of Education, NCES. (2000). *NAEP 1999 Trends in Academic Progress: Three Decades of Student Performance* (NCES 2000-469) and National Assessment of Educational Progress (NAEP), 1999 Long-Term Trend Assessment, unpublished data produced by the Educational Testing Service.

Table S8b Standard errors for the change in average reading scale scores for 17-year-olds, by race and score quartile: 1971-88 and 1988-99

Score quartile	Difference 1971-88	Difference 1988-99
Black		
Lower quartile	2.8	4.0
Middle two quartiles	2.0	2.5
Upper quartile	3.2	3.8
White		
Lower quartile	1.4	2.5
Middle two quartiles	1.0	1.0
Upper quartile	1.9	2.3

SOURCE: U.S. Department of Education, NCES. (2000). *NAEP 1999 Trends in Academic Progress: Three Decades of Student Performance* (NCES 2000-469) and National Assessment of Educational Progress (NAEP), 1999 Long-Term Trend Assessment, unpublished data produced by the Educational Testing Service.

International Comparisons of Reading Literacy

Table S9 Standard errors for the average reading literacy score of 15-year-olds, by country: 2000

Country	Combined reading literacy score
International average	0.6
Australia	3.5
Austria	2.4
Belgium	3.6
Brazil	3.1
Canada	1.6
Czech Republic	2.4
Denmark	2.4
Finland	2.6
France	2.7
Germany	2.5
Greece	5.0
Hungary	4.0
Iceland	1.5
Ireland	3.2
Italy	2.9
Japan	5.2
Korea, Republic of	2.4
Latvia	5.3
Liechtenstein	4.1
Luxembourg	1.6
Mexico	3.3
New Zealand	2.8
Norway	2.8
Poland	4.5
Portugal	4.5
Russian Federation	4.2
Spain	2.7
Sweden	2.2
Switzerland	4.2
United Kingdom	2.6
United States	7.0

SOURCE: U.S. Department of Education, NCES. (2001). *Outcomes of Learning: Results from the 2000 Program for International Student Assessment of 15-Year-Olds in Reading, Mathematics, and Science Literacy* (NCES 2002-115).

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

Table S10 Standard errors for the average mathematics scale scores for 4th-, 8th-, and 12th-graders: 1990, 1992, 1996, and 2000

Average scale score	1990	1992	1996	2000
Grade 4	0.9	0.7	0.9	0.9
Grade 8	1.3	0.9	1.1	0.8
Grade 12	1.1	0.9	1.0	0.9

SOURCE: U.S. Department of Education, NCES. (2001). *The Nation's Report Card: Mathematics 2000* (NCES 2001-517).

Poverty and Student Achievement

Table S11 Standard errors for the average scale score of public school students in 4th-grade mathematics, by the percentage of students in the school eligible for free or reduced-price lunch and whether the student was eligible for free or reduced-price lunch: 2000

Characteristic	0–10 percent	11–25 percent	26–50 percent	51–75 percent	More than 75 percent
All students	1.8	1.7	1.7	1.6	1.6
Student is eligible for free or reduced-price lunch					
Eligible	(#)	4.7	2.0	1.8	1.4
Not eligible	2.2	1.4	2.1	1.8	5.4

#Too few sample cases for a reliable estimate.

SOURCE: U.S. Department of Education, NCES. National Assessment of Educational Progress (NAEP), unpublished data provided by the Educational Testing Service, 2000.

Science Performance of Students in Grades 4, 8, and 12

Table S12 Standard errors for the percentage distribution of students performing at each science achievement level, by grade: 2000

Achievement level	Grade 4	Grade 8	Grade 12
Below Basic	0.8	0.8	1.1
Basic	0.7	0.5	0.7
Proficient	0.7	0.7	0.9
Advanced	0.3	0.4	0.3

SOURCE: U.S. Department of Education, NCES. (forthcoming). *The Nations Report Card: Science 2000* (NCES 2002–451).

Education and Health

Table S14 Standard errors for the percentage of the population age 25 and above who reported being in excellent or very good health, by educational attainment and family income: 1997

Family income	Less than high school	High school diploma or equivalent	Some college, including vocational/technical	Bachelor's degree or higher
Less than \$20,000	1.2	0.3	0.4	1.4
\$20,000–34,999	0.6	0.3	0.5	0.3
\$35,000–54,999	0.8	0.4	0.4	0.6
\$55,000–74,999	1.7	0.7	0.9	0.5
\$75,000 or more	3.2	0.9	0.3	0.5

SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control, National Center for Health Statistics. National Health Interview Survey, 1997.

Civic Performance of U.S. Students in an International Perspective

Table S15 Standard errors for the average total civic knowledge and civic content and civic skills subscale performance of 9th-grade students, by score and country: 1999

Country	Total civic knowledge	Subscales	
		Civic content	Civic skills
Australia	0.8	0.7	0.8
Belgium (French)	0.9	0.9	1.0
Bulgaria	1.3	1.1	1.3
Chile	0.7	0.6	0.8
Colombia	0.9	0.8	1.2
Cyprus	0.5	0.5	0.5
Czech Republic	0.8	0.8	0.8
Denmark	0.5	0.5	0.5
England	0.6	0.6	0.7
Estonia	0.5	0.5	0.5
Finland	0.7	0.7	0.6
Germany	0.5	0.5	0.5
Greece	0.8	0.7	0.7
Hong Kong (SAR)	1.1	1.0	1.0
Hungary	0.6	0.6	0.7
Italy	0.8	0.8	0.7
Latvia	0.9	0.9	0.8
Lithuania	0.7	0.7	0.7
Norway	0.5	0.5	0.4
Poland	1.7	1.3	1.7
Portugal	0.7	0.7	0.7
Romania	0.9	1.0	0.7
Russian Federation	1.3	1.3	1.3
Slovak Republic	0.7	0.7	0.7
Slovenia	0.5	0.5	0.4
Sweden	0.8	0.8	0.7
Switzerland	0.8	0.8	0.8
United States	1.2	1.1	1.0

SOURCE: U.S. Department of Education, NCES. (2001). *What Democracy Means to Ninth-Graders: U.S. Results from the International IEA Civic Education Study* (NCES 2001-096).

Annual Earnings of Young Adults

Table S16a 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: March 1971–2000

Year	Grades 9–11		Some college		Bachelor's degree or higher	
	Male	Female	Male	Female	Male	Female
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
1999	0.03	0.03	0.02	0.03	0.02	0.03
2000	0.03	0.04	0.02	0.03	0.04	0.04

NOTE: The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. In 1994, the survey methodology for the CPS was changed and weights were adjusted. See *Supplemental Note 2* for further discussion. The Consumer Price Index (CPI) was used to adjust earnings into constant dollars; see *Supplemental Note 1*.

SOURCE: U.S. Department of Commerce, Bureau of the Census. March Current Population Surveys, 1972–2001.

Annual Earnings of Young Adults

Table S16b Standard errors for the difference in average annual earnings (in constant 2000 dollars) for all wage and salary workers ages 25–34 between the highest and lowest quartiles, by sex and educational attainment: March 1971–2000

Year	Male				Female			
	Grades 9–11	High school diploma or GED	Some college	Bachelor's degree or higher	Grades 9–11	High school diploma or GED	Some college	Bachelor's degree or higher
1971	\$1,144	\$668	\$1,187	\$1,488	\$893	\$549	\$1,187	\$1,595
1972	1,274	580	1,049	1,458	1,053	695	1,019	1,489
1973	1,275	707	1,487	1,197	920	605	958	1,301
1974	1,164	740	1,185	1,139	857	632	1,062	1,405
1975	1,158	698	1,124	822	1,012	483	794	1,176
1976	1,290	714	1,000	1,170	810	526	992	926
1977	1,587	670	828	912	834	590	964	914
1978	1,467	798	1,057	873	792	598	760	1,176
1979	1,479	661	875	792	915	443	811	1,062
1980	1,010	533	708	898	926	510	883	785
1981	1,104	472	848	834	784	453	695	994
1982	1,180	547	850	1,176	911	540	800	770
1983	952	654	847	1,022	920	545	621	965
1984	1,265	601	770	732	1,026	515	680	645
1985	1,436	554	976	942	888	478	856	830
1986	1,055	498	1,071	823	745	443	896	827
1987	1,072	500	983	1,115	807	394	721	742
1988	1,167	549	917	1,226	755	423	682	1,095
1989	927	615	688	804	696	391	656	996
1990	944	616	737	870	867	495	730	772
1991	854	709	760	1,325	616	481	795	908
1992	686	703	914	1,389	1,216	492	622	915
1993	758	779	828	897	1,044	495	744	736
1994	888	720	1,112	1,023	838	463	609	752
1995	915	521	843	1,485	917	502	556	654
1996	743	526	650	1,453	1,031	446	563	702
1997	943	500	774	1,982	910	495	483	1,248
1998	1,095	801	888	1,691	1,015	638	514	616
1999	869	471	503	1,568	802	741	838	855
2000	1,153	547	1,165	1,386	1,286	509	664	794

NOTE: The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. In 1994, the survey methodology for the CPS was changed and weights were adjusted. See *Supplemental Note 2* for further discussion. The Consumer Price Index (CPI) was used to adjust earnings into constant dollars; see *Supplemental Note 1*.

SOURCE: U.S. Department of Commerce, Bureau of the Census. March Current Population Surveys, 1972–2001.

Students' Absence From School

Table S17 Standard errors for the percentage distributions of 8th-, 10th-, and 12th-grade students by how many school days they missed in a 4-week period from skipping school, and for reasons other than skipping or illness: 2000

Students	Skipped school			Absent for other reasons		
	0 days	1 day	2 or more days	0 days	1 day	2 or more days
8th-graders	0.5	0.3	0.3	0.7	0.6	0.5
10th-graders	0.6	0.4	0.4	0.7	0.6	0.6
12th-graders	0.8	0.6	0.6	0.8	0.7	0.7

SOURCE: University of Michigan, Institute for Social Research. Monitoring the Future 8th-, 10th-, and 12th-Grade Studies, 2000.

12th-Graders' Effort and Interest in School

Table S18 Standard errors for the percentage of 12th-graders who expressed various opinions about their school experience: 1983, 1990, 1995, and 2000

Year	School work is often or always meaningful	Courses are quite or very interesting	School learning will be quite/very important in later life
1983	1.2	1.1	1.2
1990	1.0	0.9	1.0
1995	0.9	0.9	1.0
2000	1.0	0.9	1.1

SOURCE: University of Michigan, Institute for Social Research. Monitoring the Future 12th-Grade Study: 1983, 1990, 1995, and 2000.

Status Dropout Rates, by Race/Ethnicity

Table S19 Standard errors for the dropout rates of 16- to 24-year olds, by race/ethnicity: October 1972–2000

Year	Race/ethnicity (percent)			
	Total	White	Black	Hispanic
1972	0.3	0.3	1.1	2.2
1973	0.3	0.3	1.1	2.2
1974	0.3	0.3	1.1	2.1
1975	0.3	0.3	1.1	2.0
1976	0.3	0.3	1.0	2.0
1977	0.3	0.3	1.0	2.0
1978	0.3	0.3	1.0	2.0
1979	0.3	0.3	1.0	2.0
1980	0.3	0.3	1.0	1.9
1981	0.3	0.3	0.9	1.8
1982	0.3	0.3	1.0	1.9
1983	0.3	0.3	1.0	1.9
1984	0.3	0.3	0.9	1.9
1985	0.3	0.3	0.9	1.9
1986	0.3	0.3	0.9	1.9
1987	0.3	0.3	0.9	1.8
1988	0.3	0.3	1.0	2.3
1989	0.3	0.3	1.0	2.2
1990	0.3	0.3	0.9	1.9
1991	0.3	0.3	1.0	1.9
1992	0.3	0.3	1.0	1.9
1993	0.3	0.3	0.9	1.8
1994	0.3	0.3	0.8	1.2
1995	0.3	0.3	0.7	1.2
1996	0.3	0.3	0.8	1.1
1997	0.3	0.3	0.8	1.1
1998	0.3	0.3	0.8	1.1
2000	0.3	0.3	0.8	1.1

SOURCE: U.S. Department of Commerce, Bureau of the Census. October Current Population Surveys, 1972–2000.

Immediate Transition to College

Table S20 Standard errors for the immediate enrollment in postsecondary education, by race/ethnicity: October 1972–2000

	Actual rates of enrollment		
	White	Black	Hispanic
1972	1.4	4.6	9.7
1973	1.4	4.3	9.0
1974	1.4	4.6	8.9
1975	1.4	4.7	8.4
1976	1.4	4.8	8.0
1977	1.4	4.7	8.0
1978	1.4	4.5	8.4
1979	1.4	4.7	7.9
1980	1.4	4.4	8.7
1981	1.4	4.4	8.2
1982	1.5	4.3	8.0
1983	1.6	4.3	9.0
1984	1.5	4.1	7.7
1985	1.6	4.8	9.8
1986	1.6	4.4	8.9
1987	1.7	4.8	8.3
1988	1.8	4.9	10.1
1989	1.9	5.3	10.5
1990	1.8	5.1	10.8
1991	1.8	5.2	9.6
1992	1.8	4.9	8.5
1993	1.9	5.3	8.2
1994	1.6	4.4	6.3
1995	1.6	4.2	4.9
1996	1.7	4.0	5.8
1997	1.6	4.1	4.5
1998	1.6	4.0	4.9
1999	1.6	3.9	4.8
2000	1.7	4.1	5.0

SOURCE: U.S. Department of Commerce, Bureau of the Census. October Current Population Surveys, 1972–2000.

College Qualifications and College Enrollment

Table S21 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, total			
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 toward admission			
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, "Third Follow-up" (NELS:1988/1994).

Enrollment of Students With Risk Factors

Table S22a 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 in which first enrolled (by 1994)

Risk factors	Percentage 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 st to 8 th grade (except to next level)	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 th to 8 th grade	0.6	1.1	1.9	0.9	1.7
Single-parent household in 8 th grade	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 st to 8 th grade	0.5	1.6	2.5	0.8	2.3

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

Enrollment of Students With Risk Factors

Table S22b Standard errors for the percentage of 1992 high school graduates with risk factors who had enrolled in a 4-year college by 1994, by selected student characteristics

Student's 10 th -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
Middle academic I	1.0
Middle academic 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
Two 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	
None to some	1.1
Most	1.4

#Too small to report.

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

High School Academic Preparation and Postsecondary Progress

Table S23 Standard errors for the percentage of 1995–96 beginning postsecondary students who persisted toward a bachelor's degree, by the academic rigor of their secondary school curriculum and first-generation status: June 1998

Curriculum	First-generation	At least one parent has bachelor's degree
Total	1.7	1.2
Core or lower	3.3	2.6
Mid-level	2.9	2.2
Rigorous	4.1	2.0

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

Persistence of Students With Pell Grants

Table S24 Standard errors for the percentage of low- and middle-income 1995–96 beginning postsecondary students who persisted, by receipt of Pell Grant and type of institution: 1998

Type of institution	Pell Grant recipient	Nonrecipient
Public 2-year	4.1	2.8
Public 4-year	2.0	1.7
Private not-for-profit 4-year		
Total	3.2	2.1
Rigorous curriculum	3.8	3.3

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

Educational Attainment

Table S25 Standard errors for percentage of 25- to 29-year-olds who completed high school, at least some college, and a bachelor's degree or higher, by race/ethnicity: March 1971–2001

March	High school completion				At least some college				Bachelor's degree or higher			
	All	White	Black	Hispanic	All	White	Black	Hispanic	All	White	Black	Hispanic
1971	0.5	0.5	2.2	2.9	0.6	0.6	1.7	2.0	0.5	0.5	1.1	1.3
1972	0.5	0.5	2.1	2.9	0.6	0.6	1.8	2.1	0.5	0.5	1.2	1.1
1973	0.5	0.5	2.0	2.6	0.6	0.6	1.7	1.9	0.5	0.5	1.2	1.2
1974	0.4	0.4	1.9	2.5	0.6	0.6	1.8	2.0	0.5	0.5	1.1	1.1
1975	0.4	0.4	1.8	2.5	0.5	0.6	1.8	2.0	0.5	0.5	1.2	1.4
1976	0.4	0.4	1.7	2.5	0.5	0.6	1.8	2.0	0.5	0.5	1.3	1.3
1977	0.4	0.4	1.7	2.5	0.5	0.6	1.8	2.2	0.5	0.5	1.3	1.3
1978	0.4	0.4	1.6	2.3	0.5	0.6	1.8	2.0	0.5	0.5	1.2	1.4
1979	0.4	0.4	1.6	2.3	0.5	0.6	1.7	2.0	0.5	0.5	1.2	1.2
1980	0.4	0.4	1.5	2.2	0.5	0.6	1.7	1.8	0.4	0.5	1.1	1.2
1981	0.4	0.3	1.5	2.1	0.5	0.6	1.6	1.8	0.4	0.5	1.1	1.1
1982	0.4	0.4	1.4	2.1	0.5	0.6	1.7	1.9	0.4	0.5	1.2	1.3
1983	0.4	0.4	1.4	2.2	0.5	0.6	1.7	1.9	0.4	0.5	1.2	1.3
1984	0.4	0.4	1.4	2.1	0.5	0.6	1.6	1.9	0.4	0.5	1.1	1.3
1985	0.4	0.4	1.4	2.1	0.5	0.6	1.6	1.9	0.4	0.5	1.1	1.4
1986	0.4	0.4	1.3	2.0	0.5	0.6	1.7	1.8	0.4	0.5	1.1	1.2
1987	0.4	0.4	1.3	2.0	0.5	0.6	1.6	1.8	0.4	0.5	1.1	1.1
1988	0.4	0.4	1.5	2.3	0.6	0.6	1.8	2.1	0.5	0.6	1.2	1.5
1989	0.4	0.4	1.4	2.2	0.6	0.6	1.8	2.0	0.5	0.6	1.2	1.4
1990	0.4	0.4	1.4	2.0	0.5	0.6	1.7	1.7	0.5	0.6	1.2	1.1
1991	0.4	0.4	1.4	2.0	0.5	0.6	1.7	1.7	0.5	0.6	1.1	1.2
1992	0.4	0.4	1.4	2.0	0.6	0.7	1.7	1.8	0.5	0.6	1.1	1.2
1993	0.4	0.4	1.4	1.9	0.6	0.7	1.8	1.8	0.5	0.6	1.2	1.1
1994	0.4	0.4	1.1	1.2	0.5	0.6	1.5	1.2	0.4	0.6	1.1	0.7
1995	0.4	0.3	1.0	1.3	0.5	0.6	1.5	1.1	0.5	0.6	1.1	0.7
1996	0.4	0.4	1.1	1.3	0.5	0.6	1.6	1.2	0.5	0.6	1.1	0.8
1997	0.4	0.3	1.1	1.2	0.5	0.7	1.6	1.2	0.5	0.6	1.1	0.8
1998	0.4	0.3	1.0	1.2	0.6	0.7	1.6	1.2	0.5	0.6	1.2	0.8
1999	0.4	0.4	1.0	1.3	0.6	0.7	1.6	1.2	0.5	0.7	1.2	0.7
2000	0.4	0.3	1.1	1.2	0.6	0.7	1.7	1.2	0.5	0.7	1.3	0.7
2001	0.4	0.4	1.1	1.2	0.6	0.7	1.7	1.2	0.5	0.7	1.3	0.8

SOURCE: U.S. Department of Commerce, Bureau of the Census. March Current Population Surveys, 1971–2001.

Trends in Science and Mathematics Coursetaking

Table S26 Standard errors for the percentage of high school graduates who completed middle or advanced level science and mathematics courses, by level of highest course completed: Selected years 1982 to 1998

	1982	1987	1990	1992	1994	1998
Science						
Advanced academic level						
Chemistry II or physics II or advanced biology	0.7	0.9	1.0	0.8	0.8	1.3
Chemistry I and physics I	0.4	0.8	0.6	0.6	0.7	1.1
Chemistry I or physics I	0.5	1.0	0.9	1.0	1.0	1.3
Middle academic level						
General biology	1.0	1.4	1.4	1.0	1.1	1.1
Mathematics						
Advanced academic level						
Level III	0.5	0.6	0.5	0.8	0.6	0.9
Level II	0.4	0.5	0.7	0.6	0.7	1.1
Level I	0.6	1.2	0.9	0.8	1.0	1.2
Middle academic level						
Level II	0.6	0.9	0.8	0.9	0.8	1.1
Level I	0.8	0.9	0.7	0.8	0.8	1.0

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

Coursetaking in Science and Mathematics

Table S27a Standard errors for the percentage of high school graduates who completed some advanced level coursework in science or mathematics, by race/ethnicity: 1998

Race/ethnicity	Advanced academic science	Advanced academic mathematics
Total	1.5	1.4
White	1.6	1.6
Black	2.2	2.1
Hispanic	3.3	2.1
Asian/Pacific Islander	2.0	2.7
American Indian/Alaska Native	4.6	4.0

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

Table S27b Standard errors for the percentage distribution of 1998 high school graduates according to highest level of science courses completed, by student and school characteristics: 1998

Student and school characteristics	Low academic level				Advanced academic level				
	No science	Primary physical science	Secondary physical science and basic biology	Total	General biology	Chemistry I or physics I	Chemistry I and physics I	Chemistry II or physics II or advanced biology	Total
Total	0.1	0.5	0.7	0.8	1.1	1.3	1.1	1.3	1.5
Sex									
Male	0.1	0.7	0.8	1.0	1.3	1.4	1.7	1.3	1.8
Female	0.1	0.4	0.6	0.8	1.3	1.3	1.0	1.3	1.6
Race/ethnicity									
White	0.1	0.6	0.6	0.8	1.3	1.4	1.2	1.5	1.6
Black	0.2	0.4	1.4	1.5	2.0	1.7	1.6	1.4	2.2
Hispanic	0.2	1.7	1.9	2.6	1.6	2.8	1.6	1.4	3.3
Asian/Pacific Islander	(#)	1.0	1.0	1.1	1.3	2.8	3.8	2.2	2.0
American Indian/Alaska Native	(†)	1.4	2.2	1.6	5.0	3.6	3.9	1.6	4.6
Met Core New Basics									
Yes	(†)	(†)	0.2	0.2	1.6	2.4	2.8	2.1	1.6
No	0.2	0.8	0.9	1.1	1.2	1.2	0.9	1.2	1.6
Control of school									
Public	0.1	0.6	0.7	0.9	1.0	1.2	0.9	1.3	1.4
Private	(†)	0.2	0.9	0.9	5.4	5.1	8.3	4.3	5.7
School enrollment									
Less than 300	0.3	1.0	1.2	1.5	2.5	2.1	1.5	1.8	2.9
300–999	0.4	0.9	1.5	1.9	4.8	4.2	6.3	5.8	5.6
1,000 or more	0.1	0.6	0.9	1.0	1.5	1.5	1.1	1.2	1.7

#Too small to report.

†Not applicable.

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

Coursetaking in Science and Mathematics

Table S27c Standard errors for the percentage distribution of 1998 high school graduates according to highest level of mathematics courses completed, by student and school characteristics: 1998

Student and school characteristics	No mathematics	Non-academic	Low academic	Middle academic			Advanced academic			
				Level I	Level II	Total	Level I	Level II	Level III	Total
Total	0.1	0.4	0.4	1.0	1.1	1.3	1.2	1.1	0.9	1.4
Sex										
Male	0.2	0.4	0.4	0.1	1.3	1.6	1.1	1.4	0.9	1.8
Female	0.1	0.4	0.4	1.0	1.2	1.4	1.4	1.1	1.0	1.4
Race/ethnicity										
White	0.2	0.3	0.4	1.1	1.3	1.5	1.4	1.3	0.9	1.6
Black	0.2	0.8	0.9	1.7	1.7	2.1	2.0	0.9	1.7	2.1
Hispanic	0.2	1.2	1.0	1.3	1.9	2.1	1.0	1.2	1.2	2.1
Asian/Pacific Islander	0.1	0.7	0.6	1.8	1.7	2.1	1.2	1.5	3.4	2.7
American Indian/Alaska Native	0.7	2.3	1.7	3.2	3.5	3.9	1.9	3.6	2.2	4.0
Met Core New Basics										
Yes	0.2	0.2	0.5	0.8	1.5	1.7	1.4	1.6	1.3	1.7
No	0.2	0.7	0.7	1.7	1.1	1.6	1.4	1.1	0.6	1.8
Control of school										
Public	0.1	0.4	0.4	1.0	1.2	1.3	1.2	1.0	0.8	1.3
Private	(†)	0.3	0.3	3.4	4.0	6.2	3.7	5.4	4.9	6.5
School enrollment										
Less than 300	0.2	0.5	0.7	1.6	2.3	2.1	1.9	1.7	0.9	2.1
300–999	0.5	0.4	1.0	2.7	3.3	5.3	4.0	5.7	4.0	5.9
1,000 or more	0.1	0.5	0.5	1.0	1.3	1.4	1.1	1.0	0.9	1.5

†Not applicable.

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

Parental Choice of Schools

Table S29 Standard errors for the percentage distribution of students in grades 1–12, by school type: 1993 and 1999

School type	1993	1999
Public, assigned	0.4	0.4
Public, chosen	0.4	0.4
Private, church-related	0.3	0.3
Private, not church-related	0.1	0.1

SOURCE: U.S. Department of Education, NCES. National Household Education Surveys Program (NHES), "School Readiness" survey, 1993; "School Safety and Discipline" survey, 1993; "Parent and Family Involvement" survey, 1996; and "Parent Interview" survey, 1999.

Public Charter Schools

Table S30 Standard errors for the percentage of public charter schools, by community type, school level, and school origin status: 1999–2000

Selected school characteristics	Percentage of schools
Community type	
Central city	0.8
Urban fringe/large town	0.7
Rural/small town	0.6
School level	
Elementary	0.6
Combined	0.6
Secondary	0.5
School origin status	
Newly created	0.6
Pre-existing public	0.4
Pre-existing private	0.4

SOURCE: U.S. Department of Education, NCES. Schools and Staffing Survey (SASS), "Public Charter School Survey," 1999–2000.

Academic Background of College Graduates Who Enter and Leave Teaching

Table S31 Standard errors for the percentage distribution of all 1992–93 college graduates and those who became teachers, in the top and bottom quartile of SAT or ACT scores

Characteristics of graduates	Top quartile	Bottom quartile
All graduates according to their status in the “teacher pipeline” by 1997		
Pipeline-eligible, but did not enter pipeline	1.4	1.5
Considered teaching or applied to teach	1.2	1.4
Prepared but had not taught	0.6	0.8
Had taught but not prepared	0.5	0.4
Prepared and had taught	0.6	0.8
Graduates who became teachers according to their teaching status in 1997		
Still teaching	4.1	2.8
No longer teaching	4.1	2.8

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

Educational Background of Teachers

Table S32 Standard errors for the percentage distribution of secondary school teachers according to the type of undergraduate or graduate major, by control of school and years of teaching experience: 1999–2000

Teacher and school characteristics	Total	Academic subject	Subject area specialization	General education	Other education
Total	0.07	0.12	0.10	0.08	0.05
Control					
Public	0.07	0.12	0.10	0.08	0.06
Private	0.27	0.20	0.24	0.23	0.10
Years of teaching experience					
3 or fewer	0.17	0.23	0.19	0.14	0.09
4–9	0.17	0.19	0.16	0.13	0.12
10–19	0.11	0.17	0.15	0.13	0.09
20 or more	0.10	0.11	0.11	0.11	0.08

SOURCE: U.S. Department of Education, NCES. Schools and Staffing Survey (SASS), “Public, Public Charter, and Private School Teacher Surveys,” 1999–2000.

Participation in Professional Development

Table S33 Standard errors for the percentage of public elementary and secondary school teachers who participated in professional development during the past 12 months who believed the activity improved their classroom teaching “a lot,” by focus of activity and hours of participation in selected activities: 2000

Focus of professional development activity	Hours of participation	
	1–8	More than 8
State or district curriculum and performance standards	0.9	1.3
New methods of teaching (e.g., cooperative learning)	1.0	1.9
Addressing the needs of students with disabilities	1.2	2.9
Encouraging parental and community involvement	0.7	2.7
Classroom management, including student discipline	1.1	2.8
Addressing the needs of students from diverse cultural backgrounds	1.0	2.9
Addressing the needs of students with limited English proficiency	1.2	3.5

SOURCE: U.S. Department of Education, NCES. (2001). *Teacher Preparation and Professional Development: 2000* (NCES 2001–088).

Student Victimization

Table S34 Standard errors for the percentage of students ages 12–18 who reported criminal victimization at school according to type of victimization, by their perception of conditions at school: 1999

Perception of conditions at school	Response rate	Victimization		
		Any	Violent	Property
Total		0.4	0.2	0.4
Street gangs at school				
Yes	0.6	1.2	0.7	1.0
No	0.9	0.5	0.2	0.4
Knew a student who brought a gun to school				
Yes	0.4	1.8	1.2	1.4
No	0.4	0.4	0.2	0.4
Saw a student with a gun at school				
Yes	0.2	3.0	1.9	2.4
No	0.2	0.4	0.2	0.4

SOURCE: U.S. Department of Education, NCES. (forthcoming). *Are America's Schools Safe? Kids Speak Out* (NCES 2002–146).

Undergraduate Diversity

Table S35 Standard errors for the percentage of undergraduates with selected student characteristics: 1999–2000

Selected characteristics	
Sex	
Male	0.4
Female	0.4
Race/ethnicity	
White	0.8
Black	0.6
Hispanic	0.7
Asian/Pacific Islander	0.2
American Indian/Alaska Native	0.1
Age	
18 and under	0.2
19–23	0.5
24–29	0.3
30–39	0.3
40 and above	0.3

SOURCE: U.S. Department of Education, NCES. National Postsecondary Student Aid Study (NPSAS:2000).

Perceived Impact of Work on Postsecondary Learning

Table S37 Standard errors for the percentage reporting various effects of work on their schooling, and the percentage who borrowed, of undergraduates who considered themselves primarily students but worked to help pay for school expenses, by average hours worked per week: 1999–2000

Hours worked per week	Effects of working					
	Limited number of classes	Limited class schedule	Limited access to library	Reduced class choice	Negative effect on grades	Borrowed to pay for education
Total	0.6	0.6	0.5	0.6	0.5	0.6
1–15	0.7	0.8	0.6	0.6	0.7	0.9
16–20	1.0	1.1	1.0	1.1	1.0	1.1
21–34	1.1	1.0	0.8	1.0	1.0	1.0
35 or more	1.0	0.9	1.2	1.2	1.1	1.0

SOURCE: U.S. Department of Education, NCES. National Postsecondary Student Aid Study (NPSAS:2000).

Student Participation in Distance Education

Table S38 Standard errors for the percentage of undergraduates who participated in distance education classes at postsecondary institutions, and percentage of participants with various experiences with distance education: 1999–2000

Distance education characteristics	Total	2-year public	4-year		
			Total	Public	Private not-for-profit
Total percentage participating	0.3	0.5	0.3	0.4	0.5
Percentage of participants					
Type of distance education					
Live TV/audio	1.5	2.6	1.7	2.0	3.0
Prerecorded audio/TV	1.7	3.1	1.7	2.0	2.8
Internet	1.6	2.9	1.6	2.0	2.5
Entire program available through distance education	1.2	2.0	1.7	2.1	2.8
Level of satisfaction with distance education classes compared with regular classes					
Total	(t)	(t)	(t)	(t)	(t)
More satisfied	1.1	1.8	1.5	1.9	2.1
Equally satisfied	1.4	2.5	1.6	2.0	2.6
Less satisfied	1.2	2.0	1.5	2.0	1.9

tNot applicable.

SOURCE: U.S. Department of Education, NCES. National Postsecondary Student Aid Study (NPSAS:2000).

Status of Women and Minority Faculty

Table S39 Standard errors for the percentage of full-time instructional faculty and staff having selected characteristics and their average base salary (in constant 1998 dollars), by sex and race/ethnicity: Fall 1992 and 1998

Faculty characteristics	Percentage of all full-time instructional faculty and staff who:								Average base salary of full-time instructional faculty and staff	
	Taught at public doctoral, research, and medical institutions		Ranked as a full professor		Had tenure		Had a doctorate or first-professional degree			
	1992	1998	1992	1998	1992	1998	1992	1998	1992	1998
Total	1.6	1.8	0.7	0.7	0.8	0.9	0.8	0.8	\$780	\$689
Sex										
Male	1.7	2.0	0.9	0.9	0.9	1.0	0.8	0.9	1,037	835
Female	1.3	1.6	0.7	0.8	1.0	1.1	1.0	1.1	544	641
Race/ethnicity										
White	1.6	1.8	0.8	0.8	0.9	0.9	0.8	0.9	842	728
Black	2.7	2.7	1.5	1.8	2.1	2.5	2.4	2.7	1,430	1,060
Asian/Pacific Islander	3.2	3.4	2.0	2.1	2.5	2.5	2.0	2.1	2,708	1,575
Hispanic	3.7	4.1	2.3	3.5	2.8	3.5	3.0	3.4	1,072	1,950
American Indian/ Alaska Native	4.8	7.0	4.0	4.7	6.3	5.5	6.6	6.6	13,795	3,009

SOURCE: U.S. Department of Education, NCES. National Study of Postsecondary Faculty (NSOPF:1993 and NSOPF:1999).

Parents' Attitudes Toward Schools

Table S40 Standard errors for the percentage of children in grades 3–12 whose parents were very satisfied with their schools, by family income: 1993 and 1999

Household income	1993	1999
\$10,000 or less	1.9	2.2
\$10,001–20,000	1.4	1.8
\$20,001–35,000	1.4	1.1
\$35,001–50,000	1.4	1.4
More than \$50,000	0.9	1.0

SOURCE: U.S. Department of Education, NCES. National Household Education Surveys Program (NHES), "School Safety and Discipline" survey, 1993 and "Parent Interview" survey, 1999.

Net Price of College Attendance

Table S44 Standard errors for the average price of college attendance and student financial aid for dependent full-time, full-year undergraduates, by type of institution and family income: Academic year 1999–2000

Type of institution and family income	Tuition/fees	Total price	Grants	Net price	Student loans	Student earnings
Total	121.6	136.7	74.0	111.6	40.5	88.9
Public 4-year	77.6	104.3	42.8	106.2	47.2	98.5
Low income	119.9	203.3	119.6	167.6	101.3	189.1
Lower middle	97.5	124.1	78.6	124.1	81.6	169.2
Upper middle	99.8	120.2	73.1	126.0	79.4	167.2
High income	110.5	123.8	63.9	129.5	63.2	163.4
Private not-for-profit 4-year	254.3	278.9	213.3	271.6	92.4	573.0
Low income	532.3	640.4	398.7	430.8	211.3	652.0
Lower middle	329.6	368.8	376.7	384.5	170.8	369.2
Upper middle	307.4	337.7	374.0	396.9	163.8	715.9
High income	248.0	255.5	195.2	300.7	117.7	1863.6
Public 2-year	59.9	97.3	64.2	130.4	54.2	288.7
Low income	82.5	143.8	126.0	220.9	62.6	367.1
Lower middle	85.2	145.1	70.5	169.9	157.9	514.3
Upper middle	82.4	157.7	70.8	178.6	46.4	364.4
High income	94.0	167.8	66.5	172.4	55.2	562.8

SOURCE: U.S. Department of Education, NCES. National Postsecondary Student Aid Study (NPSAS:2000).

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