

Tables

Table 1. Percentage of public high school graduates taking vocational/technical education courses, by selected characteristics, including special and protected populations status: Various years, 1982–98

	1982	1990	1992	1994	1998
Total	98.2	98.0	97.7	97.2	96.5
Race/ethnicity					
American Indian/Alaska Native	98.8	96.5	98.4	98.7	97.6
Asian/Pacific Islander	97.7	97.5	97.4	96.7	94.4
Black, non-Hispanic	99.2	98.8	97.3	98.4	98.4
Hispanic	99.2	98.6	98.6	98.7	97.7
White, non-Hispanic	97.8	97.7	97.7	97.0	96.1
Sex					
Male	98.0	98.2	97.9	97.6	97.0
Female	98.4	97.7	97.6	96.8	96.1
Disability status (grade 12)					
Has disability	99.4	99.8	—	99.2	99.1
No indicated disability	98.0	97.9	—	97.1	96.5
English proficiency (grade 12)					
Limited	—	97.1	—	97.0	95.8
Proficient	—	98.0	—	97.2	96.6
Grade-point average (GPA)					
High (greater than 3.5)	95.3	94.1	95.9	94.4	92.6
Mid-level (2.0 to 3.5)	98.2	98.1	97.7	97.4	97.3
Low (less than 2.0)	99.5	99.6	99.0	99.0	98.8
Academic coursework completed					
All high ¹	95.8	94.0	95.1	91.7	92.2
Mid-level or mixed ²	98.1	98.4	98.1	98.1	97.3
All low ³	100.0	99.8	98.7	99.9	99.5
Grade 9 mathematics					
High (geometry or higher) ⁴	94.9	94.8	95.5	93.6	94.3
Mid-level (prealgebra or algebra 1)	98.1	97.9	97.7	97.5	96.8
Low (no or low mathematics) ⁵	98.9	99.3	99.1	98.6	98.3
School urbanicity					
Urban	97.7	—	97.4	—	95.1
Suburban	97.9	—	97.6	—	96.1
Rural	98.9	—	98.1	—	98.4

See notes at end of table.

Table 1. Percentage of public high school graduates taking vocational/technical education courses, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

	1982	1990	1992	1994	1998
School poverty level					
High (greater than 50 percent in NSLP)	—	—	—	98.3	98.8
Middle (greater than 5 to 50 percent in NSLP)	—	—	—	97.8	96.7
Low (5 percent or less in NSLP)	—	—	—	94.1	94.3
Not reported	—	—	—	97.3	96.8

—Not available.

¹Graduates completed at least some high-level coursework in each of mathematics, science, and English. High-level mathematics includes algebra 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus. High-level science includes chemistry 1 and 2 and physics 1 and 2. High-level English includes at least some honors-level English courses.

²Graduates either completed no high-level and no low-level mathematics, science, and English coursework or completed some high- or some low-level coursework but not in all three subject areas.

³Graduates completed only low-level mathematics, science, and English coursework. Low-level mathematics includes no mathematics; remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; prealgebra; algebra 1 taught over the course of 2 academic years; and informal geometry; but no higher mathematics. Low-level science includes no science, remedial science, physical science, earth science, unified science, astronomy, geology, environmental science, oceanography, general physics, basic biology 1, and consumer or introductory chemistry, but no higher science. Low-level English includes at least some below-grade or low academic level English courses.

⁴Higher grade 9 mathematics includes algebra 2 and 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus.

⁵Low grade 9 mathematics includes remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; but no higher mathematics.

NOTE: NSLP is the National School Lunch Program.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table 2. Percentage of public high school graduates taking occupational courses, by selected characteristics, including special and protected populations status: Various years, 1982–98

	1982	1990	1992	1994	1998
Total	88.7	90.6	92.2	90.8	90.7
Race/ethnicity					
American Indian/Alaska Native	93.1	93.6	95.3	94.2	92.4
Asian/Pacific Islander	81.7	87.6	90.1	91.3	87.6
Black, non-Hispanic	88.4	91.9	91.7	92.3	92.2
Hispanic	90.4	94.2	93.5	94.1	92.0
White, non-Hispanic	88.5	90.2	92.2	90.4	90.3
Sex					
Male	91.1	93.7	93.6	92.5	92.7
Female	86.5	87.8	90.9	89.2	88.6
Disability status (grade 12)					
Has disability	87.7	90.9	—	92.3	92.1
No indicated disability	88.8	90.6	—	90.7	90.6
English proficiency (grade 12)					
Limited	—	87.4	—	87.4	86.4
Proficient	—	90.6	—	90.8	90.7
Grade-point average (GPA)					
High (greater than 3.5)	79.1	82.4	86.6	85.0	84.6
Mid-level (2.0 to 3.5)	88.9	91.0	92.4	91.2	91.8
Low (less than 2.0)	92.5	94.1	95.4	94.6	93.5
Academic coursework completed					
All high ¹	67.5	82.8	85.2	82.5	83.3
Mid-level or mixed ²	88.7	91.4	93.2	92.2	92.0
All low ³	95.2	95.4	96.7	95.8	94.9
Grade 9 mathematics					
High (geometry or higher) ⁴	81.3	84.9	88.6	85.8	86.9
Mid-level (prealgebra or algebra 1)	87.9	90.6	92.4	91.2	91.4
Low (no or low mathematics) ⁵	91.3	92.9	93.7	93.0	92.4
School urbanicity					
Urban	88.1	—	91.0	—	86.3
Suburban	88.1	—	92.0	—	89.9
Rural	89.8	—	93.3	—	95.3

See notes at end of table.

Table 2. Percentage of public high school graduates taking occupational courses, by selected characteristics, including special and protected populations status: Various years, 1982–98
—Continued

	1982	1990	1992	1994	1998
School poverty level					
High (greater than 50 percent in NSLP)	—	—	—	93.4	94.4
Middle (greater than 5 to 50 percent in NSLP)	—	—	—	91.4	90.6
Low (5 percent or less in NSLP)	—	—	—	87.0	88.5
Not reported	—	—	—	91.0	90.9

—Not available.

¹Graduates completed at least some high-level coursework in each of mathematics, science, and English. High-level mathematics includes algebra 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus. High-level science includes chemistry 1 and 2 and physics 1 and 2. High-level English includes at least some honors-level English courses.

²Graduates either completed no high-level and no low-level mathematics, science, and English coursework or completed some high- or some low-level coursework but not in all three subject areas.

³Graduates completed only low-level mathematics, science, and English coursework. Low-level mathematics includes no mathematics; remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; prealgebra; algebra 1 taught over the course of 2 academic years; and informal geometry; but no higher mathematics. Low-level science includes no science, remedial science, physical science, earth science, unified science, astronomy, geology, environmental science, oceanography, general physics, basic biology 1, and consumer or introductory chemistry, but no higher science. Low-level English includes at least some below-grade or low academic level English courses.

⁴Higher grade 9 mathematics includes algebra 2 and 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus.

⁵Low grade 9 mathematics includes remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; but no higher mathematics.

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Table 3. Average number of vocational/technical credits earned by public high school graduates, by selected characteristics, including special and protected populations status: Various years, 1982–98

	1982	1990	1992	1994	1998
Total	4.68	4.19	3.99	3.96	3.99
Race/ethnicity					
American Indian/Alaska Native	4.93	4.62	4.79	4.26	4.02
Asian/Pacific Islander	3.31	3.07	3.40	3.01	3.15
Black, non-Hispanic	4.81	4.41	4.12	4.29	4.33
Hispanic	5.26	4.12	4.04	3.87	3.97
White, non-Hispanic	4.59	4.22	3.98	3.96	3.97
Sex					
Male	4.68	4.32	4.17	4.13	4.25
Female	4.67	4.08	3.81	3.80	3.77
Disability status (grade 12)					
Has disability	4.82	6.01	—	5.99	5.85
No indicated disability	4.67	4.14	—	3.88	3.94
English proficiency (grade 12)					
Limited	—	2.85	—	3.06	3.19
Proficient	—	4.20	—	3.97	4.00
Grade-point average (GPA)					
High (greater than 3.5)	3.35	2.59	2.61	2.60	2.82
Mid-level (2.0 to 3.5)	4.72	4.21	4.04	4.07	4.18
Low (less than 2.0)	5.17	5.03	4.80	4.73	4.81
Academic coursework completed					
All high ¹	2.66	2.22	2.25	2.14	2.59
Mid-level or mixed ²	4.65	4.31	4.17	4.19	4.16
All low ³	6.09	6.28	6.54	6.18	6.23
Grade 9 mathematics					
High (geometry or higher) ⁴	3.11	2.68	2.62	2.56	3.04
Mid-level (prealgebra or algebra 1)	4.36	3.94	3.87	3.85	4.09
Low (no or low mathematics) ⁵	5.41	5.32	5.03	5.16	4.76
School urbanicity					
Urban	4.28	—	3.70	—	3.55
Suburban	4.46	—	3.55	—	3.62
Rural	5.23	—	4.77	—	4.84

See notes at end of table.

Table 3. Average number of vocational/technical credits earned by public high school graduates, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

	1982	1990	1992	1994	1998
School poverty level					
High (greater than 50 percent in NSLP)	—	—	—	4.33	4.65
Middle (greater than 5 to 50 percent in NSLP)	—	—	—	4.10	4.13
Low (5 percent or less in NSLP)	—	—	—	3.10	3.22
Not reported	—	—	—	4.10	3.85

—Not available.

¹Graduates completed at least some high-level coursework in each of mathematics, science, and English. High-level mathematics includes algebra 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus. High-level science includes chemistry 1 and 2 and physics 1 and 2. High-level English includes at least some honors-level English courses.

²Graduates either completed no high-level and no low-level mathematics, science, and English coursework or completed some high- or some low-level coursework but not in all three subject areas.

³Graduates completed only low-level mathematics, science, and English coursework. Low-level mathematics includes no mathematics; remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; prealgebra; algebra 1 taught over the course of 2 academic years; and informal geometry; but no higher mathematics. Low-level science includes no science, remedial science, physical science, earth science, unified science, astronomy, geology, environmental science, oceanography, general physics, basic biology 1, and consumer or introductory chemistry, but no higher science. Low-level English includes at least some below-grade or low academic level English courses.

⁴Higher grade 9 mathematics includes algebra 2 and 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus.

⁵Low grade 9 mathematics includes remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; but no higher mathematics.

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Table 4. Average number of occupational credits earned by public high school graduates, by selected characteristics, including special and protected populations status: Various years, 1982–98

	1982	1990	1992	1994	1998
Total	3.03	2.89	2.84	2.79	2.87
Race/ethnicity					
American Indian/Alaska Native	3.40	3.16	3.73	2.84	2.92
Asian/Pacific Islander	2.01	2.07	2.53	2.13	2.30
Black, non-Hispanic	2.90	2.79	2.78	2.94	2.95
Hispanic	3.30	2.85	2.90	2.75	2.82
White, non-Hispanic	3.02	2.97	2.84	2.81	2.90
Sex					
Male	3.43	3.28	3.17	3.08	3.23
Female	2.66	2.53	2.52	2.52	2.54
Disability status (grade 12)					
Has disability	3.00	3.88	—	3.74	3.87
No indicated disability	3.03	2.86	—	2.76	2.84
English proficiency (grade 12)					
Limited	—	1.82	—	2.11	1.99
Proficient	—	2.89	—	2.80	2.88
Grade-point average (GPA)					
High (greater than 3.5)	2.05	1.75	1.82	1.83	2.02
Mid-level (2.0 to 3.5)	3.06	2.91	2.87	2.87	3.00
Low (less than 2.0)	3.39	3.48	3.43	3.34	3.57
Academic coursework completed					
All high ¹	1.51	1.53	1.65	1.56	1.94
Mid-level or mixed ²	3.01	2.97	2.95	2.97	3.00
All low ³	4.01	4.46	4.72	4.18	4.24
Grade 9 mathematics					
High (geometry or higher) ⁴	2.03	1.85	1.95	1.83	2.31
Mid-level (prealgebra or algebra 1)	2.84	2.74	2.73	2.75	2.96
Low (no or low mathematics) ⁵	3.48	3.63	3.57	3.54	3.22
School urbanicity					
Urban	2.83	—	2.64	—	2.60
Suburban	2.91	—	2.56	—	2.64
Rural	3.32	—	3.32	—	3.39

See notes at end of table.

**Table 4. Average number of occupational credits earned by public high school graduates, by selected characteristics, including special and protected populations status: Various years, 1982–98
—Continued**

	1982	1990	1992	1994	1998
School poverty level					
High (greater than 50 percent in NSLP)	—	—	—	2.95	3.30
Middle (greater than 5 to 50 percent in NSLP)	—	—	—	2.90	2.97
Low (5 percent or less in NSLP)	—	—	—	2.25	2.22
Not reported	—	—	—	2.86	2.92

—Not available.

¹Graduates completed at least some high-level coursework in each of mathematics, science, and English. High-level mathematics includes algebra 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus. High-level science includes chemistry 1 and 2 and physics 1 and 2. High-level English includes at least some honors-level English courses.

²Graduates either completed no high-level and no low-level mathematics, science, and English coursework or completed some high- or some low-level coursework but not in all three subject areas.

³Graduates completed only low-level mathematics, science, and English coursework. Low-level mathematics includes no mathematics; remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; prealgebra; algebra 1 taught over the course of 2 academic years; and informal geometry; but no higher mathematics. Low-level science includes no science, remedial science, physical science, earth science, unified science, astronomy, geology, environmental science, oceanography, general physics, basic biology 1, and consumer or introductory chemistry, but no higher science. Low-level English includes at least some below-grade or low academic level English courses.

⁴Higher grade 9 mathematics includes algebra 2 and 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus.

⁵Low grade 9 mathematics includes remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; but no higher mathematics.

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Table 5. Percentage of total credits earned by public high school graduates that are vocational/technical credits, by selected characteristics, including special and protected populations status: Various years, 1982–98

	1982	1990	1992	1994	1998
Total	21.8	17.9	16.8	16.5	15.9
Race/ethnicity					
American Indian/Alaska Native	22.9	20.4	20.2	17.5	16.5
Asian/Pacific Islander	14.9	12.9	14.1	12.5	12.6
Black, non-Hispanic	22.7	18.8	17.6	18.2	17.4
Hispanic	24.7	17.4	17.2	16.1	15.7
White, non-Hispanic	21.3	18.1	16.8	16.3	15.8
Sex					
Male	22.0	18.6	17.7	17.3	17.1
Female	21.7	17.3	16.0	15.7	14.9
Disability status (grade 12)					
Has disability	22.8	26.3	—	24.8	23.5
No indicated disability	21.7	17.7	—	16.2	15.7
English proficiency (grade 12)					
Limited	—	11.8	—	12.4	12.7
Proficient	—	18.0	—	16.5	15.9
Grade-point average (GPA)					
High (greater than 3.5)	14.4	10.5	10.3	10.2	10.5
Mid-level (2.0 to 3.5)	21.8	17.8	16.9	16.8	16.7
Low (less than 2.0)	25.6	22.7	21.4	21.1	20.9
Academic coursework completed					
All high ¹	11.9	8.8	9.0	8.4	9.6
Mid-level or mixed ²	21.6	18.5	17.7	17.5	16.7
All low ³	29.7	27.7	27.8	26.3	26.0
Grade 9 mathematics					
High (geometry or higher) ⁴	13.8	11.0	10.5	10.3	11.5
Mid-level (prealgebra or algebra 1)	20.0	16.8	16.2	15.9	16.3
Low (no or low mathematics) ⁵	25.9	23.3	21.9	22.0	19.8
School urbanicity					
Urban	20.3	—	15.7	—	14.2
Suburban	20.8	—	15.1	—	14.5
Rural	24.3	—	19.8	—	19.1

See notes at end of table.

Table 5. Percentage of total credits earned by public high school graduates that are vocational/technical credits, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

	1982	1990	1992	1994	1998
School poverty level					
High (greater than 50 percent in NSLP)	—	—	—	18.2	18.1
Middle (greater than 5 to 50 percent in NSLP)	—	—	—	17.0	16.5
Low (5 percent or less in NSLP)	—	—	—	13.1	13.2
Not reported	—	—	—	17.1	15.2

—Not available.

¹Graduates completed at least some high-level coursework in each of mathematics, science, and English. High-level mathematics includes algebra 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus. High-level science includes chemistry 1 and 2 and physics 1 and 2. High-level English includes at least some honors-level English courses.

²Graduates either completed no high-level and no low-level mathematics, science, and English coursework or completed some high- or some low-level coursework but not in all three subject areas.

³Graduates completed only low-level mathematics, science, and English coursework. Low-level mathematics includes no mathematics; remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; prealgebra; algebra 1 taught over the course of 2 academic years; and informal geometry; but no higher mathematics. Low-level science includes no science, remedial science, physical science, earth science, unified science, astronomy, geology, environmental science, oceanography, general physics, basic biology 1, and consumer or introductory chemistry, but no higher science. Low-level English includes at least some below-grade or low academic level English courses.

⁴Higher grade 9 mathematics includes algebra 2 and 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus.

⁵Low grade 9 mathematics includes remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; but no higher mathematics.

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Table 6. Percentage of total vocational/technical credits earned by public high school graduates that are occupational credits, by selected characteristics, including special and protected populations status: Various years, 1982–98

	1982	1990	1992	1994	1998
Total	59.4	64.2	67.9	67.1	68.4
Race/ethnicity					
American Indian/Alaska Native	66.1	66.7	73.6	64.8	68.1
Asian/Pacific Islander	56.2	63.0	69.8	69.8	69.4
Black, non-Hispanic	55.2	59.6	64.6	64.8	65.5
Hispanic	58.8	65.9	67.9	69.2	67.2
White, non-Hispanic	60.1	64.9	68.3	67.3	69.1
Sex					
Male	67.9	71.9	72.7	71.5	72.9
Female	51.6	57.1	63.2	62.9	63.8
Disability status (grade 12)					
Has disability	56.7	60.4	—	62.1	62.9
No indicated disability	59.7	64.3	—	67.3	68.6
English proficiency (grade 12)					
Limited	—	58.7	—	62.7	59.9
Proficient	—	64.2	—	67.2	68.5
Grade-point average (GPA)					
High (greater than 3.5)	53.6	63.1	67.1	66.7	67.7
Mid-level (2.0 to 3.5)	59.7	64.3	67.9	67.2	68.3
Low (less than 2.0)	61.5	64.4	68.7	67.2	70.6
Academic coursework completed					
All high ¹	44.8	64.7	68.5	69.1	70.1
Mid-level or mixed ²	59.5	64.1	67.7	67.0	68.4
All low ³	64.0	66.3	70.2	65.6	64.9
Grade 9 mathematics					
High (geometry or higher) ⁴	58.4	64.1	71.1	68.8	70.8
Mid-level (prealgebra or algebra 1)	58.9	64.7	67.7	67.4	68.6
Low (no or low mathematics) ⁵	60.3	63.2	66.8	65.3	64.7
School urbanicity					
Urban	61.1	—	68.0	—	68.4
Suburban	60.0	—	68.8	—	68.8
Rural	57.7	—	66.7	—	67.9

See notes at end of table.

Table 6. Percentage of total vocational/technical credits earned by public high school graduates that are occupational credits, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

	1982	1990	1992	1994	1998
School poverty level					
High (greater than 50 percent in NSLP)	—	—	—	66.8	67.1
Middle (greater than 5 to 50 percent in NSLP)	—	—	—	67.2	68.2
Low (5 percent or less in NSLP)	—	—	—	68.6	66.4
Not reported	—	—	—	65.9	72.1

—Not available.

¹Graduates completed at least some high-level coursework in each of mathematics, science, and English. High-level mathematics includes algebra 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus. High-level science includes chemistry 1 and 2 and physics 1 and 2. High-level English includes at least some honors-level English courses.

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⁴Higher grade 9 mathematics includes algebra 2 and 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus.

⁵Low grade 9 mathematics includes remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; but no higher mathematics.

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Table 7. Percentage of vocational/technical credits earned by public high school graduates that were earned in the 9th grade, by selected characteristics, including special and protected populations status: Various years, 1982–98

	1982	1990	1992	1994	1998
Total	17.0	18.1	19.3	19.7	20.7
Race/ethnicity					
American Indian/Alaska Native	16.6	15.9	23.3	20.7	23.7
Asian/Pacific Islander	20.0	20.8	21.8	22.4	21.0
Black, non-Hispanic	17.9	18.7	18.4	17.0	19.3
Hispanic	16.7	19.5	17.4	16.9	20.0
White, non-Hispanic	16.8	17.7	19.5	20.5	21.0
Sex					
Male	17.6	18.8	20.2	20.5	20.8
Female	16.4	17.4	18.4	18.9	20.1
Disability status (grade 12)					
Has disability	17.7	15.8	—	15.4	18.6
No indicated disability	16.9	18.2	—	19.9	20.8
English proficiency (grade 12)					
Limited	—	16.1	—	15.1	20.3
Proficient	—	18.1	—	19.7	20.7
Grade-point average (GPA)					
High (greater than 3.5)	20.4	21.9	22.9	24.4	25.9
Mid-level (2.0 to 3.5)	16.7	17.8	19.3	19.1	19.7
Low (less than 2.0)	16.2	17.1	16.6	18.3	18.9
Academic coursework completed					
All high ¹	20.3	22.9	22.3	23.4	24.8
Mid-level or mixed ²	17.0	17.7	18.9	19.2	20.2
All low ³	16.3	14.5	16.9	15.4	14.9
Grade 9 mathematics					
High (geometry or higher) ⁴	18.5	21.9	22.1	20.7	22.9
Mid-level (prealgebra or algebra 1)	17.8	18.5	19.5	20.6	20.7
Low (no or low mathematics) ⁵	15.6	15.8	17.2	16.6	18.0
School urbanicity					
Urban	17.0	—	18.9	—	20.9
Suburban	16.9	—	18.3	—	20.0
Rural	17.1	—	20.8	—	21.3

See notes at end of table.

Table 7. Percentage of vocational/technical credits earned by public high school graduates that were earned in the 9th grade, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

	1982	1990	1992	1994	1998
School poverty level					
High (greater than 50 percent in NSLP)	—	—	—	19.7	19.4
Middle (greater than 5 to 50 percent in NSLP)	—	—	—	19.8	20.1
Low (5 percent or less in NSLP)	—	—	—	19.1	21.5
Not reported	—	—	—	19.7	23.1

—Not available.

¹Graduates completed at least some high-level coursework in each of mathematics, science, and English. High-level mathematics includes algebra 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus. High-level science includes chemistry 1 and 2 and physics 1 and 2. High-level English includes at least some honors-level English courses.

²Graduates either completed no high-level and no low-level mathematics, science, and English coursework or completed some high- or some low-level coursework but not in all three subject areas.

³Graduates completed only low-level mathematics, science, and English coursework. Low-level mathematics includes no mathematics; remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; prealgebra; algebra 1 taught over the course of 2 academic years; and informal geometry; but no higher mathematics. Low-level science includes no science, remedial science, physical science, earth science, unified science, astronomy, geology, environmental science, oceanography, general physics, basic biology 1, and consumer or introductory chemistry, but no higher science. Low-level English includes at least some below-grade or low academic level English courses.

⁴Higher grade 9 mathematics includes algebra 2 and 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus.

⁵Low grade 9 mathematics includes remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; but no higher mathematics.

NOTE: NSLP is the National School Lunch Program.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table 8. Percentage of vocational/technical credits earned by public high school graduates that were earned in the 10th grade, by selected characteristics, including special and protected populations status: Various years, 1982–98

	1982	1990	1992	1994	1998
Total	19.9	18.7	19.7	19.1	19.5
Race/ethnicity					
American Indian/Alaska Native	22.6	20.4	18.8	21.1	16.9
Asian/Pacific Islander	21.7	18.2	19.3	19.9	21.0
Black, non-Hispanic	19.3	19.7	19.2	20.1	19.8
Hispanic	19.6	17.0	16.8	17.7	18.7
White, non-Hispanic	20.0	18.8	20.2	19.2	19.6
Sex					
Male	20.0	19.0	19.1	19.4	20.2
Female	19.8	18.5	20.4	18.8	19.0
Disability status (grade 12)					
Has disability	20.1	19.2	—	19.3	18.1
No indicated disability	19.9	18.7	—	19.1	19.6
English proficiency (grade 12)					
Limited	—	19.6	—	18.2	19.8
Proficient	—	18.7	—	19.1	19.5
Grade-point average (GPA)					
High (greater than 3.5)	21.5	20.6	21.3	20.4	21.9
Mid-level (2.0 to 3.5)	19.8	18.5	19.8	18.9	19.0
Low (less than 2.0)	19.4	18.5	18.1	19.2	19.4
Academic coursework completed					
All high ¹	20.4	20.1	22.0	21.5	21.5
Mid-level or mixed ²	19.8	18.5	19.4	18.8	19.2
All low ³	20.4	18.9	18.1	17.7	19.1
Grade 9 mathematics					
High (geometry or higher) ⁴	19.4	19.4	21.4	22.3	20.9
Mid-level (prealgebra or algebra 1)	19.7	18.2	19.8	18.3	19.3
Low (no or low mathematics) ⁵	20.2	19.5	18.7	19.3	18.8
School urbanicity					
Urban	19.1	—	19.5	—	19.9
Suburban	20.0	—	19.8	—	19.1
Rural	20.1	—	19.7	—	19.7

See notes at end of table.

Table 8. Percentage of vocational/technical credits earned by public high school graduates that were earned in the 10th grade, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

	1982	1990	1992	1994	1998
School poverty level					
High (greater than 50 percent in NSLP)	—	—	—	18.3	20.4
Middle (greater than 5 to 50 percent in NSLP)	—	—	—	18.6	19.4
Low (5 percent or less in NSLP)	—	—	—	22.2	20.1
Not reported	—	—	—	18.7	18.8

—Not available.

¹Graduates completed at least some high-level coursework in each of mathematics, science, and English. High-level mathematics includes algebra 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus. High-level science includes chemistry 1 and 2 and physics 1 and 2. High-level English includes at least some honors-level English courses.

²Graduates either completed no high-level and no low-level mathematics, science, and English coursework or completed some high- or some low-level coursework but not in all three subject areas.

³Graduates completed only low-level mathematics, science, and English coursework. Low-level mathematics includes no mathematics; remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; prealgebra; algebra 1 taught over the course of 2 academic years; and informal geometry; but no higher mathematics. Low-level science includes no science, remedial science, physical science, earth science, unified science, astronomy, geology, environmental science, oceanography, general physics, basic biology 1, and consumer or introductory chemistry, but no higher science. Low-level English includes at least some below-grade or low academic level English courses.

⁴Higher grade 9 mathematics includes algebra 2 and 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus.

⁵Low grade 9 mathematics includes remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; but no higher mathematics.

NOTE: NSLP is the National School Lunch Program.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table 9. Percentage of vocational/technical credits earned by public high school graduates that were earned in the 11th grade, by selected characteristics, including special and protected populations status: Various years, 1982–98

	1982	1990	1992	1994	1998
Total	28.8	24.9	24.4	23.9	23.6
Race/ethnicity					
American Indian/Alaska Native	30.1	26.8	24.6	21.4	25.5
Asian/Pacific Islander	30.3	27.6	23.4	24.7	25.7
Black, non-Hispanic	28.1	23.4	24.7	24.4	24.4
Hispanic	28.8	24.5	26.7	25.0	25.0
White, non-Hispanic	28.8	25.2	24.1	23.6	23.1
Sex					
Male	28.2	24.9	25.0	24.1	23.6
Female	29.3	24.9	23.9	23.7	23.6
Disability status (grade 12)					
Has disability	27.6	27.8	—	27.9	27.7
No indicated disability	28.9	24.8	—	23.8	23.5
English proficiency (grade 12)					
Limited	—	25.0	—	27.3	28.2
Proficient	—	24.9	—	23.9	23.6
Grade-point average (GPA)					
High (greater than 3.5)	26.1	23.2	23.5	22.5	21.7
Mid-level (2.0 to 3.5)	28.8	24.8	24.3	24.0	23.9
Low (less than 2.0)	29.8	26.2	25.9	24.7	24.7
Academic coursework completed					
All high ¹	25.8	23.4	22.6	22.1	23.3
Mid-level or mixed ²	28.8	24.9	24.6	24.1	23.5
All low ³	29.6	28.7	27.8	28.2	27.3
Grade 9 mathematics					
High (geometry or higher) ⁴	25.8	22.8	22.4	23.0	22.3
Mid-level (prealgebra or algebra 1)	28.3	24.0	24.0	23.4	23.4
Low (no or low mathematics) ⁵	29.9	27.7	26.6	25.8	26.0
School urbanicity					
Urban	29.0	—	24.4	—	23.4
Suburban	28.6	—	24.4	—	23.9
Rural	28.9	—	24.5	—	23.5

See notes at end of table.

Table 9. Percentage of vocational/technical credits earned by public high school graduates that were earned in the 11th grade, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

	1982	1990	1992	1994	1998
School poverty level					
High (greater than 50 percent in NSLP)	—	—	—	25.8	24.7
Middle (greater than 5 to 50 percent in NSLP)	—	—	—	24.1	24.0
Low (5 percent or less in NSLP)	—	—	—	23.3	23.0
Not reported	—	—	—	23.1	22.0

—Not available.

¹Graduates completed at least some high-level coursework in each of mathematics, science, and English. High-level mathematics includes algebra 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus. High-level science includes chemistry 1 and 2 and physics 1 and 2. High-level English includes at least some honors-level English courses.

²Graduates either completed no high-level and no low-level mathematics, science, and English coursework or completed some high- or some low-level coursework but not in all three subject areas.

³Graduates completed only low-level mathematics, science, and English coursework. Low-level mathematics includes no mathematics; remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; prealgebra; algebra 1 taught over the course of 2 academic years; and informal geometry; but no higher mathematics. Low-level science includes no science, remedial science, physical science, earth science, unified science, astronomy, geology, environmental science, oceanography, general physics, basic biology 1, and consumer or introductory chemistry, but no higher science. Low-level English includes at least some below-grade or low academic level English courses.

⁴Higher grade 9 mathematics includes algebra 2 and 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus.

⁵Low grade 9 mathematics includes remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; but no higher mathematics.

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SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table 10. Percentage of vocational/technical credits earned by public high school graduates that were earned in the 12th grade, by selected characteristics, including special and protected populations status: Various years, 1982–98

	1982	1990	1992	1994	1998
Total	34.4	38.3	36.6	37.3	36.2
Race/ethnicity					
American Indian/Alaska Native	30.8	36.9	33.4	36.8	33.9
Asian/Pacific Islander	28.0	33.4	35.5	33.0	32.4
Black, non-Hispanic	34.7	38.3	37.6	38.5	36.4
Hispanic	34.9	38.9	39.0	40.5	36.4
White, non-Hispanic	34.5	38.3	36.2	36.8	36.3
Sex					
Male	34.2	37.4	35.8	36.0	35.4
Female	34.6	39.1	37.3	38.5	37.3
Disability status (grade 12)					
Has disability	34.6	37.2	—	37.4	35.6
No indicated disability	34.4	38.3	—	37.3	36.2
English proficiency (grade 12)					
Limited	—	39.3	—	39.4	31.7
Proficient	—	38.3	—	37.3	36.2
Grade-point average (GPA)					
High (greater than 3.5)	32.1	34.3	32.3	32.7	30.5
Mid-level (2.0 to 3.5)	34.7	38.8	36.6	38.0	37.3
Low (less than 2.0)	34.6	38.2	39.4	37.8	37.0
Academic coursework completed					
All high ¹	33.6	33.6	33.1	33.0	30.4
Mid-level or mixed ²	34.4	38.9	37.1	38.0	37.1
All low ³	33.8	37.9	37.1	38.7	38.7
Grade 9 mathematics					
High (geometry or higher) ⁴	36.4	35.9	34.2	34.0	33.9
Mid-level (prealgebra or algebra 1)	34.2	39.3	36.7	37.6	36.6
Low (no or low mathematics) ⁵	34.3	37.0	37.4	38.3	37.1
School urbanicity					
Urban	34.9	—	37.1	—	35.7
Suburban	34.6	—	37.5	—	37.0
Rural	33.8	—	34.9	—	35.5

See notes at end of table.

Table 10. Percentage of vocational/technical credits earned by public high school graduates that were earned in the 12th grade, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

	1982	1990	1992	1994	1998
School poverty level					
High (greater than 50 percent in NSLP)	—	—	—	36.2	35.5
Middle (greater than 5 to 50 percent in NSLP)	—	—	—	37.6	36.5
Low (5 percent or less in NSLP)	—	—	—	35.5	35.4
Not reported	—	—	—	38.5	36.1

—Not available.

¹Graduates completed at least some high-level coursework in each of mathematics, science, and English. High-level mathematics includes algebra 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus. High-level science includes chemistry 1 and 2 and physics 1 and 2. High-level English includes at least some honors-level English courses.

²Graduates either completed no high-level and no low-level mathematics, science, and English coursework or completed some high- or some low-level coursework but not in all three subject areas.

³Graduates completed only low-level mathematics, science, and English coursework. Low-level mathematics includes no mathematics; remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; prealgebra; algebra 1 taught over the course of 2 academic years; and informal geometry; but no higher mathematics. Low-level science includes no science, remedial science, physical science, earth science, unified science, astronomy, geology, environmental science, oceanography, general physics, basic biology 1, and consumer or introductory chemistry, but no higher science. Low-level English includes at least some below-grade or low academic level English courses.

⁴Higher grade 9 mathematics includes algebra 2 and 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus.

⁵Low grade 9 mathematics includes remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; but no higher mathematics.

NOTE: NSLP is the National School Lunch Program.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table 11. Percentage of public high school graduates earning 3.0 or more vocational/technical credits, by selected characteristics, including special and protected populations status: Various years, 1982–98

	1982	1990	1992	1994	1998
Total	71.3	63.7	61.9	61.1	61.5
Race/ethnicity					
American Indian/Alaska Native	79.0	76.8	75.4	69.1	67.6
Asian/Pacific Islander	51.4	47.7	53.2	46.4	50.9
Black, non-Hispanic	76.6	70.8	68.0	68.6	68.4
Hispanic	78.9	65.7	64.8	62.5	64.3
White, non-Hispanic	69.6	63.0	60.8	60.5	60.3
Sex					
Male	70.7	65.3	65.1	62.9	65.0
Female	71.9	62.3	58.8	59.4	58.7
Disability status (grade 12)					
Has disability	74.7	86.7	—	83.7	83.0
No indicated disability	71.1	63.1	—	60.2	60.9
English proficiency (grade 12)					
Limited	—	41.7	—	49.2	52.2
Proficient	—	63.8	—	61.2	61.6
Grade-point average (GPA)					
High (greater than 3.5)	47.8	37.5	35.4	39.5	43.2
Mid-level (2.0 to 3.5)	71.3	63.5	62.5	62.4	64.4
Low (less than 2.0)	82.7	79.7	79.3	76.1	75.2
Academic coursework completed					
All high ¹	43.1	29.5	30.7	30.2	38.0
Mid-level or mixed ²	71.0	66.4	65.9	65.6	64.9
All low ³	88.3	91.4	90.0	88.9	86.5
Grade 9 mathematics					
High (geometry or higher) ⁴	45.4	38.6	37.7	38.2	46.1
Mid-level (prealgebra or algebra 1)	67.8	61.1	60.8	60.9	63.5
Low (no or low mathematics) ⁵	81.1	79.0	77.8	76.6	72.6
School urbanicity					
Urban	66.4	—	58.0	—	52.6
Suburban	67.7	—	55.4	—	56.2
Rural	79.6	—	73.0	—	75.7

See notes at end of table.

Table 11. Percentage of public high school graduates earning 3.0 or more vocational/technical credits, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

	1982	1990	1992	1994	1998
School poverty level					
High (greater than 50 percent in NSLP)	—	—	—	69.2	74.2
Middle (greater than 5 to 50 percent in NSLP)	—	—	—	63.8	64.2
Low (5 percent or less in NSLP)	—	—	—	45.3	46.4
Not reported	—	—	—	62.6	59.4

—Not available.

¹Graduates completed at least some high-level coursework in each of mathematics, science, and English. High-level mathematics includes algebra 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus. High-level science includes chemistry 1 and 2 and physics 1 and 2. High-level English includes at least some honors-level English courses.

²Graduates either completed no high-level and no low-level mathematics, science, and English coursework or completed some high- or some low-level coursework but not in all three subject areas.

³Graduates completed only low-level mathematics, science, and English coursework. Low-level mathematics includes no mathematics; remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; prealgebra; algebra 1 taught over the course of 2 academic years; and informal geometry; but no higher mathematics. Low-level science includes no science, remedial science, physical science, earth science, unified science, astronomy, geology, environmental science, oceanography, general physics, basic biology 1, and consumer or introductory chemistry, but no higher science. Low-level English includes at least some below-grade or low academic level English courses.

⁴Higher grade 9 mathematics includes algebra 2 and 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus.

⁵Low grade 9 mathematics includes remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; but no higher mathematics.

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SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table 12. Percentage of public high school graduates earning 3.0 or more occupational credits, by selected characteristics, including special and protected populations status: Various years, 1982–98

	1982	1990	1992	1994	1998
Total	46.2	43.0	42.2	42.0	43.8
Race/ethnicity					
American Indian/Alaska Native	61.0	52.5	57.8	42.9	43.4
Asian/Pacific Islander	30.7	31.6	38.5	31.0	33.5
Black, non-Hispanic	44.5	43.5	41.7	45.9	47.2
Hispanic	52.0	42.9	44.1	42.5	44.1
White, non-Hispanic	45.6	43.6	42.0	41.9	43.7
Sex					
Male	52.7	49.3	47.9	46.5	50.3
Female	40.2	37.2	36.6	37.7	38.2
Disability status (grade 12)					
Has disability	43.8	58.7	—	57.5	58.4
No indicated disability	46.4	42.5	—	41.4	43.4
English proficiency (grade 12)					
Limited	—	19.6	—	30.6	27.2
Proficient	—	43.1	—	42.1	44.0
Grade-point average (GPA)					
High (greater than 3.5)	27.3	21.9	22.6	23.7	28.8
Mid-level (2.0 to 3.5)	46.8	43.0	42.6	43.1	46.1
Low (less than 2.0)	53.7	55.2	55.6	54.3	56.7
Academic coursework completed					
All high ¹	23.7	15.9	18.3	18.4	26.5
Mid-level or mixed ²	45.9	45.0	44.8	45.4	46.3
All low ³	61.6	66.8	73.6	65.4	65.8
Grade 9 mathematics					
High (geometry or higher) ⁴	29.1	22.3	24.4	23.0	33.2
Mid-level (prealgebra or algebra 1)	43.1	40.9	40.9	41.8	45.7
Low (no or low mathematics) ⁵	53.9	55.5	55.1	54.9	49.6
School urbanicity					
Urban	42.6	—	39.2	—	38.3
Suburban	44.1	—	37.2	—	39.6
Rural	51.6	—	50.9	—	53.9

See notes at end of table.

Table 12. Percentage of public high school graduates earning 3.0 or more occupational credits, by selected characteristics, including special and protected populations status: Various years, 1982–98
—Continued

	1982	1990	1992	1994	1998
School poverty level					
High (greater than 50 percent in NSLP)	—	—	—	45.1	53.9
Middle (greater than 5 to 50 percent in NSLP)	—	—	—	44.1	45.8
Low (5 percent or less in NSLP)	—	—	—	29.8	30.0
Not reported	—	—	—	44.2	45.1

—Not available.

¹Graduates completed at least some high-level coursework in each of mathematics, science, and English. High-level mathematics includes algebra 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus. High-level science includes chemistry 1 and 2 and physics 1 and 2. High-level English includes at least some honors-level English courses.

²Graduates either completed no high-level and no low-level mathematics, science, and English coursework or completed some high- or some low-level coursework but not in all three subject areas.

³Graduates completed only low-level mathematics, science, and English coursework. Low-level mathematics includes no mathematics; remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; prealgebra; algebra 1 taught over the course of 2 academic years; and informal geometry; but no higher mathematics. Low-level science includes no science, remedial science, physical science, earth science, unified science, astronomy, geology, environmental science, oceanography, general physics, basic biology 1, and consumer or introductory chemistry, but no higher science. Low-level English includes at least some below-grade or low academic level English courses.

⁴Higher grade 9 mathematics includes algebra 2 and 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus.

⁵Low grade 9 mathematics includes remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; but no higher mathematics.

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Table 13. Percentage of public high school graduates concentrating in occupational education, by selected characteristics, including special and protected populations status: Various years, 1982–98

	1982	1990	1992	1994	1998
Total	33.7	27.8	24.9	25.4	25.0
Race/ethnicity					
American Indian/Alaska Native	46.6	38.0	34.3	20.9	25.5
Asian/Pacific Islander	17.6	16.6	20.4	14.2	16.8
Black, non-Hispanic	32.7	27.3	24.8	29.0	27.2
Hispanic	37.8	27.9	24.4	24.9	22.9
White, non-Hispanic	33.2	28.5	25.1	25.3	25.3
Sex					
Male	39.0	32.3	29.1	28.8	30.7
Female	28.7	23.6	20.9	22.3	19.9
Disability status (grade 12)					
Has disability	31.4	42.2	—	41.3	37.5
No indicated disability	33.8	27.4	—	24.8	24.6
English proficiency (grade 12)					
Limited	—	12.4	—	17.5	8.7
Proficient	—	27.8	—	25.5	25.1
Grade-point average (GPA)					
High (greater than 3.5)	18.0	11.1	10.9	12.7	15.0
Mid-level (2.0 to 3.5)	34.4	27.9	25.3	26.6	26.3
Low (less than 2.0)	38.9	36.9	34.2	31.8	35.2
Academic coursework completed					
All high ¹	18.2	7.4	8.1	8.6	14.2
Mid-level or mixed ²	33.4	29.0	26.4	27.7	26.4
All low ³	46.2	50.1	54.0	43.8	41.3
Grade 9 mathematics					
High (geometry or higher) ⁴	18.2	12.0	12.1	12.1	17.5
Mid-level (prealgebra or algebra 1)	30.4	25.3	23.1	24.4	26.2
Low (no or low mathematics) ⁵	41.1	39.3	36.7	37.0	29.6
School urbanicity					
Urban	30.8	—	21.4	—	23.1
Suburban	31.8	—	21.9	—	21.5
Rural	38.2	—	31.3	—	31.0

See notes at end of table.

Table 13. Percentage of public high school graduates concentrating in occupational education, by selected characteristics, including special and protected populations status: Various years, 1982–98
—Continued

	1982	1990	1992	1994	1998
School poverty level					
High (greater than 50 percent in NSLP)	—	—	—	30.1	29.2
Middle (greater than 5 to 50 percent in NSLP)	—	—	—	27.0	26.8
Low (5 percent or less in NSLP)	—	—	—	17.0	15.7
Not reported	—	—	—	25.6	25.2

—Not available.

¹Graduates completed at least some high-level coursework in each of mathematics, science, and English. High-level mathematics includes algebra 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus. High-level science includes chemistry 1 and 2 and physics 1 and 2. High-level English includes at least some honors-level English courses.

²Graduates either completed no high-level and no low-level mathematics, science, and English coursework or completed some high- or some low-level coursework but not in all three subject areas.

³Graduates completed only low-level mathematics, science, and English coursework. Low-level mathematics includes no mathematics; remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; prealgebra; algebra 1 taught over the course of 2 academic years; and informal geometry; but no higher mathematics. Low-level science includes no science, remedial science, physical science, earth science, unified science, astronomy, geology, environmental science, oceanography, general physics, basic biology 1, and consumer or introductory chemistry, but no higher science. Low-level English includes at least some below-grade or low academic level English courses.

⁴Higher grade 9 mathematics includes algebra 2 and 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus.

⁵Low grade 9 mathematics includes remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; but no higher mathematics.

NOTE: Occupational concentrators earned 3.0 or more credits in one of the following 10 broad occupational program areas: agriculture, business, marketing, health care, protective services, technology, trade and industry, food service and hospitality, child care and education, and personal and other services. NSLP is the National School Lunch Program.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table 14. Percentage of public high school graduates earning 3.0 or more occupational credits who concentrated in occupational education, by selected characteristics, including special and protected populations status: Various years, 1982–98

	1982	1990	1992	1994	1998
Total	72.8	64.6	59.1	60.6	57.0
Race/ethnicity					
American Indian/Alaska Native	76.4	72.4	59.3	48.7	58.8
Asian/Pacific Islander	57.4	52.7	52.9	45.7	50.2
Black, non-Hispanic	73.5	62.8	59.4	63.1	57.6
Hispanic	72.6	65.0	55.3	58.7	52.0
White, non-Hispanic	72.8	65.4	59.8	60.5	58.0
Sex					
Male	74.0	65.6	60.7	61.9	61.0
Female	71.4	63.5	57.0	59.1	52.0
Disability status (grade 12)					
Has disability	71.7	71.9	—	71.7	64.2
No indicated disability	72.8	64.4	—	60.0	56.7
English proficiency (grade 12)					
Limited	—	—	—	57.3	32.0
Proficient	—	64.7	—	60.6	57.1
Grade-point average (GPA)					
High (greater than 3.5)	66.1	50.8	48.3	53.8	52.1
Mid-level (2.0 to 3.5)	73.5	65.0	59.4	61.8	57.1
Low (less than 2.0)	72.6	66.8	61.5	58.5	62.0
Academic coursework completed					
All high ¹	77.1	46.5	44.2	46.8	53.8
Mid-level or mixed ²	72.6	64.5	58.9	61.1	57.0
All low ³	75.0	75.0	73.3	66.9	62.7
Grade 9 mathematics					
High (geometry or higher) ⁴	62.5	53.8	49.6	52.4	52.6
Mid-level (prealgebra or algebra 1)	70.6	62.0	56.4	58.4	57.3
Low (no or low mathematics) ⁵	76.3	70.7	66.5	67.3	59.6
School urbanicity					
Urban	72.2	—	54.7	—	60.3
Suburban	72.1	—	58.8	—	54.2
Rural	74.1	—	61.6	—	57.5

See notes at end of table.

Table 14. Percentage of public high school graduates earning 3.0 or more occupational credits who concentrated in occupational education, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

	1982	1990	1992	1994	1998
School poverty level					
High (greater than 50 percent in NSLP)	—	—	—	66.8	54.2
Middle (greater than 5 to 50 percent in NSLP)	—	—	—	61.1	58.6
Low (5 percent or less in NSLP)	—	—	—	57.0	52.3
Not reported	—	—	—	57.9	55.9

—Not available.

¹Graduates completed at least some high-level coursework in each of mathematics, science, and English. High-level mathematics includes algebra 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus. High-level science includes chemistry 1 and 2 and physics 1 and 2. High-level English includes at least some honors-level English courses.

²Graduates either completed no high-level and no low-level mathematics, science, and English coursework or completed some high- or some low-level coursework but not in all three subject areas.

³Graduates completed only low-level mathematics, science, and English coursework. Low-level mathematics includes no mathematics; remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; prealgebra; algebra 1 taught over the course of 2 academic years; and informal geometry; but no higher mathematics. Low-level science includes no science, remedial science, physical science, earth science, unified science, astronomy, geology, environmental science, oceanography, general physics, basic biology 1, and consumer or introductory chemistry, but no higher science. Low-level English includes at least some below-grade or low academic level English courses.

⁴Higher grade 9 mathematics includes algebra 2 and 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus.

⁵Low grade 9 mathematics includes remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; but no higher mathematics.

NOTE: Occupational concentrators earned 3.0 or more credits in one of the following 10 broad occupational program areas: agriculture, business, marketing, health care, protective services, technology, trade and industry, food service and hospitality, child care and education, and personal and other services. NSLP is the National School Lunch Program.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table 15. Percentage of public high school graduates completing an advanced concentration in occupational education, by selected characteristics, including special and protected populations status: Various years, 1982–98

	1982	1990	1992	1994	1998
Total	24.0	16.1	16.2	14.5	14.4
Race/ethnicity					
American Indian/Alaska Native	25.9	22.7	26.2	10.5	13.2
Asian/Pacific Islander	11.3	8.8	15.5	8.7	9.5
Black, non-Hispanic	21.4	16.3	13.4	15.2	17.6
Hispanic	25.1	15.3	16.0	13.2	12.9
White, non-Hispanic	24.3	16.7	16.6	14.9	14.4
Sex					
Male	26.8	19.0	19.6	16.5	18.5
Female	21.5	13.5	12.9	12.7	10.9
Disability status (grade 12)					
Has disability	20.9	17.7	—	22.8	18.1
No indicated disability	24.3	16.1	—	14.2	14.3
English proficiency (grade 12)					
Limited	—	6.4	—	9.3	6.3
Proficient	—	16.2	—	14.6	14.5
Grade-point average (GPA)					
High (greater than 3.5)	14.0	6.6	6.7	6.7	8.0
Mid-level (2.0 to 3.5)	25.1	16.2	16.8	15.5	15.6
Low (less than 2.0)	25.2	21.6	20.9	17.1	18.2
Academic coursework completed					
All high ¹	12.4	4.9	5.5	4.7	9.0
Mid-level or mixed ²	23.8	16.9	17.0	15.9	15.2
All low ³	33.9	29.3	37.6	27.1	23.9
Grade 9 mathematics					
High (geometry or higher) ⁴	12.7	7.6	8.4	7.1	10.7
Mid-level (prealgebra or algebra 1)	21.6	15.3	14.9	14.0	15.2
Low (no or low mathematics) ⁵	29.5	21.2	23.9	20.8	16.2
School urbanicity					
Urban	20.9	—	14.9	—	13.8
Suburban	23.7	—	13.5	—	13.0
Rural	26.3	—	20.7	—	16.8

See notes at end of table.

Table 15. Percentage of public high school graduates completing an advanced concentration in occupational education, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

	1982	1990	1992	1994	1998
School poverty level					
High (greater than 50 percent in NSLP)	—	—	—	14.7	18.4
Middle (greater than 5 to 50 percent in NSLP)	—	—	—	14.8	15.0
Low (5 percent or less in NSLP)	—	—	—	10.3	9.2
Not reported	—	—	—	17.3	15.3

—Not available.

¹Graduates completed at least some high-level coursework in each of mathematics, science, and English. High-level mathematics includes algebra 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus. High-level science includes chemistry 1 and 2 and physics 1 and 2. High-level English includes at least some honors-level English courses.

²Graduates either completed no high-level and no low-level mathematics, science, and English coursework or completed some high- or some low-level coursework but not in all three subject areas.

³Graduates completed only low-level mathematics, science, and English coursework. Low-level mathematics includes no mathematics; remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; prealgebra; algebra 1 taught over the course of 2 academic years; and informal geometry; but no higher mathematics. Low-level science includes no science, remedial science, physical science, earth science, unified science, astronomy, geology, environmental science, oceanography, general physics, basic biology 1, and consumer or introductory chemistry, but no higher science. Low-level English includes at least some below-grade or low academic level English courses.

⁴Higher grade 9 mathematics includes algebra 2 and 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus.

⁵Low grade 9 mathematics includes remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; but no higher mathematics.

NOTE: An advanced occupational concentration includes 3.0 or more credits in one of the 10 broad occupational program areas listed in figure 1, with at least 1.0 credit in second- or higher-level and cooperative education courses in the area. NSLP is the National School Lunch Program.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table 16. Percentage of public high school graduates concentrating in agriculture, by selected characteristics, including special and protected populations status: Various years, 1982–98

	1982	1990	1992	1994	1998
Total	2.8	2.5	2.3	3.2	2.6
Race/ethnicity					
American Indian/Alaska Native	1.6	4.6	3.4	4.6	2.5
Asian/Pacific Islander	0.5	‡	0.5	1.6	0.8
Black, non-Hispanic	0.9	0.5	1.1	1.3	0.8
Hispanic	2.8	1.9	0.9	1.4	1.5
White, non-Hispanic	3.1	3.1	2.8	3.7	3.2
Sex					
Male	5.0	4.1	3.8	5.0	3.5
Female	0.7	1.1	0.8	1.4	1.8
Disability status (grade 12)					
Has disability	2.2	7.0	—	7.9	6.9
No indicated disability	2.8	2.4	—	3.0	2.4
English proficiency (grade 12)					
Limited	—	‡	—	2.1	‡
Proficient	—	2.6	—	3.2	2.6
Grade-point average (GPA)					
High (greater than 3.5)	2.3	1.1	1.1	2.5	2.5
Mid-level (2.0 to 3.5)	2.7	2.8	2.5	3.4	2.7
Low (less than 2.0)	3.3	2.5	2.1	2.8	1.1
Academic coursework completed					
All high ¹	0.6	0.4	0.3	0.8	0.4
Mid-level or mixed ²	2.8	2.6	2.4	3.5	2.9
All low ³	3.4	5.8	4.9	3.4	2.3
Grade 9 mathematics					
High (geometry or higher) ⁴	0.8	0.5	0.7	0.9	1.2
Mid-level (prealgebra or algebra 1)	2.4	2.1	1.7	3.1	2.9
Low (no or low mathematics) ⁵	3.6	4.4	4.5	4.8	2.8
School urbanicity					
Urban	0.5	—	0.2	—	0.4
Suburban	1.7	—	1.1	—	1.2
Rural	5.8	—	5.2	—	6.1

See notes at end of table.

Table 16. Percentage of public high school graduates concentrating in agriculture, by selected characteristics, including special and protected populations status: Various years, 1982–98
—Continued

	1982	1990	1992	1994	1998
School poverty level					
High (greater than 50 percent in NSLP)	—	—	—	4.4	4.0
Middle (greater than 5 to 50 percent in NSLP)	—	—	—	3.5	2.9
Low (5 percent or less in NSLP)	—	—	—	0.9	1.1
Not reported	—	—	—	3.6	1.8

—Not available.

‡Reporting standards not met. (Too few cases.)

¹Graduates completed at least some high-level coursework in each of mathematics, science, and English. High-level mathematics includes algebra 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus. High-level science includes chemistry 1 and 2 and physics 1 and 2. High-level English includes at least some honors-level English courses.

²Graduates either completed no high-level and no low-level mathematics, science, and English coursework or completed some high- or some low-level coursework but not in all three subject areas.

³Graduates completed only low-level mathematics, science, and English coursework. Low-level mathematics includes no mathematics; remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; prealgebra; algebra 1 taught over the course of 2 academic years; and informal geometry; but no higher mathematics. Low-level science includes no science, remedial science, physical science, earth science, unified science, astronomy, geology, environmental science, oceanography, general physics, basic biology 1, and consumer or introductory chemistry, but no higher science. Low-level English includes at least some below-grade or low academic level English courses.

⁴Higher grade 9 mathematics includes algebra 2 and 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus.

⁵Low grade 9 mathematics includes remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; but no higher mathematics.

NOTE: Agriculture concentrators earned 3.0 or more credits in the agriculture program area. NSLP is the National School Lunch Program.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table 17. Percentage of public high school graduates concentrating in business, by selected characteristics, including special and protected populations status: Various years, 1982–98

	1982	1990	1992	1994	1998
Total	11.6	8.4	7.5	7.7	4.8
Race/ethnicity					
American Indian/Alaska Native	6.4	10.8	2.7	7.6	3.6
Asian/Pacific Islander	4.1	5.7	5.7	5.3	3.7
Black, non-Hispanic	11.3	11.5	7.8	10.5	7.0
Hispanic	10.2	10.3	8.6	8.3	4.3
White, non-Hispanic	12.0	7.8	7.4	7.2	4.6
Sex					
Male	2.1	3.2	3.5	4.0	3.2
Female	20.3	13.3	11.4	11.2	6.3
Disability status (grade 12)					
Has disability	7.5	1.9	—	5.5	4.0
No indicated disability	11.9	8.6	—	7.8	4.9
English proficiency (grade 12)					
Limited	—	‡	—	8.3	2.2
Proficient	—	8.5	—	7.7	4.9
Grade-point average (GPA)					
High (greater than 3.5)	11.7	4.9	4.9	5.1	4.2
Mid-level (2.0 to 3.5)	12.6	9.1	7.8	8.3	5.1
Low (less than 2.0)	7.8	8.0	7.6	7.2	3.7
Academic coursework completed					
All high ¹	7.0	3.0	3.1	3.5	3.6
Mid-level or mixed ²	11.7	9.3	8.4	8.5	5.0
All low ³	10.2	6.7	5.0	8.2	6.5
Grade 9 mathematics					
High (geometry or higher) ⁴	9.8	3.8	5.1	4.2	3.4
Mid-level (prealgebra or algebra 1)	11.4	8.9	8.2	8.3	5.4
Low (no or low mathematics) ⁵	12.1	9.2	6.8	8.3	4.6
School urbanicity					
Urban	10.9	11.3	6.9	7.6	4.7
Suburban	10.8	6.9	6.4	6.7	3.7
Rural	13.0	8.9	9.3	8.6	6.4

See notes at end of table.

Table 17. Percentage of public high school graduates concentrating in business, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

	1982	1990	1992	1994	1998
School poverty level					
High (greater than 50 percent in NSLP)	—	—	4.9	8.5	6.5
Middle (greater than 5 to 50 percent in NSLP)	—	—	8.1	7.8	4.8
Low (5 percent or less in NSLP)	—	—	9.9	5.0	3.2
Not reported	—	—	7.0	9.2	5.7

—Not available.

‡Reporting standards not met. (Too few cases.)

¹Graduates completed at least some high-level coursework in each of mathematics, science, and English. High-level mathematics includes algebra 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus. High-level science includes chemistry 1 and 2 and physics 1 and 2. High-level English includes at least some honors-level English courses.

²Graduates either completed no high-level and no low-level mathematics, science, and English coursework or completed some high- or some low-level coursework but not in all three subject areas.

³Graduates completed only low-level mathematics, science, and English coursework. Low-level mathematics includes no mathematics; remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; prealgebra; algebra 1 taught over the course of 2 academic years; and informal geometry; but no higher mathematics. Low-level science includes no science, remedial science, physical science, earth science, unified science, astronomy, geology, environmental science, oceanography, general physics, basic biology 1, and consumer or introductory chemistry, but no higher science. Low-level English includes at least some below-grade or low academic level English courses.

⁴Higher grade 9 mathematics includes algebra 2 and 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus.

⁵Low grade 9 mathematics includes remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; but no higher mathematics.

NOTE: Business concentrators earned 3.0 or more credits in the broad business program area. NSLP is the National School Lunch Program.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table 18. Percentage of public high school graduates concentrating in business services, by selected characteristics, including special and protected populations status: Various years, 1982–98

	1982	1990	1992	1994	1998
Total	9.3	6.5	4.8	5.4	3.3
Race/ethnicity					
American Indian/Alaska Native	4.7	8.6	1.4	6.2	1.8
Asian/Pacific Islander	2.6	3.5	3.9	3.7	3.1
Black, non-Hispanic	8.9	9.0	5.4	7.8	4.6
Hispanic	8.0	8.7	6.3	7.2	3.2
White, non-Hispanic	9.7	6.0	4.6	4.9	3.0
Sex					
Male	0.9	1.8	1.5	2.3	2.2
Female	17.1	10.8	8.1	8.3	4.2
Disability status (grade 12)					
Has disability	6.0	1.7	—	3.8	3.2
No indicated disability	9.5	6.7	—	5.4	3.3
English proficiency (grade 12)					
Limited	—	‡	—	7.5	2.0
Proficient	—	6.5	—	5.4	3.3
Grade-point average (GPA)					
High (greater than 3.5)	8.9	3.5	3.0	3.7	2.8
Mid-level (2.0 to 3.5)	10.5	7.1	5.2	5.9	3.5
Low (less than 2.0)	5.2	5.8	4.2	4.4	2.4
Academic coursework completed					
All high ¹	6.2	1.9	1.8	2.3	2.7
Mid-level or mixed ²	9.3	7.2	5.5	6.0	3.3
All low ³	9.2	5.5	2.7	5.4	4.7
Grade 9 mathematics					
High (geometry or higher) ⁴	8.7	2.3	2.8	2.8	2.1
Mid-level (prealgebra or algebra 1)	8.9	6.9	5.2	5.8	3.7
Low (no or low mathematics) ⁵	9.9	7.4	4.9	5.8	3.2
School urbanicity					
Urban	8.6	—	4.9	—	3.4
Suburban	9.2	—	—	—	2.3
Rural	9.9	—	5.6	—	4.4

See notes at end of table.

Table 18. Percentage of public high school graduates concentrating in business services, by selected characteristics, including special and protected populations status: Various years, 1982–98
—Continued

	1982	1990	1992	1994	1998
School poverty level					
High (greater than 50 percent in NSLP)	—	—	—	7.0	4.6
Middle (greater than 5 to 50 percent in NSLP)	—	—	—	5.4	3.2
Low (5 percent or less in NSLP)	—	—	—	3.1	2.0
Not reported	—	—	—	6.5	4.2

—Not available.

‡Reporting standards not met. (Too few cases.)

¹Graduates completed at least some high-level coursework in each of mathematics, science, and English. High-level mathematics includes algebra 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus. High-level science includes chemistry 1 and 2 and physics 1 and 2. High-level English includes at least some honors-level English courses.

²Graduates either completed no high-level and no low-level mathematics, science, and English coursework or completed some high- or some low-level coursework but not in all three subject areas.

³Graduates completed only low-level mathematics, science, and English coursework. Low-level mathematics includes no mathematics; remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; prealgebra; algebra 1 taught over the course of 2 academic years; and informal geometry; but no higher mathematics. Low-level science includes no science, remedial science, physical science, earth science, unified science, astronomy, geology, environmental science, oceanography, general physics, basic biology 1, and consumer or introductory chemistry, but no higher science. Low-level English includes at least some below-grade or low academic level English courses.

⁴Higher grade 9 mathematics includes algebra 2 and 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus.

⁵Low grade 9 mathematics includes remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; but no higher mathematics.

NOTE: Business services concentrators earned 3.0 or more credits in the business services program area. NSLP is the National School Lunch Program.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table 19. Percentage of public high school graduates concentrating in business management, by selected characteristics, including special and protected populations status: Various years, 1982–98

	1982	1990	1992	1994	1998
Total	0.2	0.2	0.3	0.3	0.4
Race/ethnicity					
American Indian/Alaska Native	‡	‡	‡	‡	‡
Asian/Pacific Islander	0.3	‡	0.1	‡	‡
Black, non-Hispanic	0.3	‡	0.1	0.5	0.4
Hispanic	‡	‡	0.5	0.3	0.5
White, non-Hispanic	0.2	0.2	0.3	0.3	0.4
Sex					
Male	0.1	0.1	0.1	0.2	0.2
Female	0.2	0.3	0.5	0.4	0.6
Disability status (grade 12)					
Has disability	0.1	‡	—	0.9	0.4
No indicated disability	0.2	0.2	—	0.3	0.4
English proficiency (grade 12)					
Limited	—	‡	—	‡	‡
Proficient	—	0.2	—	0.3	0.4
Grade-point average (GPA)					
High (greater than 3.5)	0.4	‡	‡	0.1	0.2
Mid-level (2.0 to 3.5)	0.1	0.2	0.3	0.3	0.5
Low (less than 2.0)	0.2	0.2	0.3	0.4	0.2
Academic coursework completed					
All high ¹	‡	‡	0.2	0.1	0.2
Mid-level or mixed ²	0.2	0.2	0.3	0.3	0.5
All low ³	‡	‡	0.3	0.6	0.7
Grade 9 mathematics					
High (geometry or higher) ⁴	0.1	‡	0.2	0.1	0.4
Mid-level (prealgebra or algebra 1)	0.1	0.1	0.3	0.2	0.5
Low (no or low mathematics) ⁵	0.3	0.3	0.2	0.6	0.3
School urbanicity					
Urban	0.2	—	0.4	—	0.3
Suburban	‡	—	0.2	—	0.4
Rural	0.3	—	0.3	—	0.6

See notes at end of table.

Table 19. Percentage of public high school graduates concentrating in business management, by selected characteristics, including special and protected populations status: Various years, 1982–98
—Continued

	1982	1990	1992	1994	1998
School poverty level					
High (greater than 50 percent in NSLP)	—	—	—	‡	0.6
Middle (greater than 5 to 50 percent in NSLP)	—	—	—	0.3	0.3
Low (5 percent or less in NSLP)	—	—	—	0.2	0.4
Not reported	—	—	—	0.4	0.8

—Not available.

‡Reporting standards not met. (Too few cases.)

¹Graduates completed at least some high-level coursework in each of mathematics, science, and English. High-level mathematics includes algebra 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus. High-level science includes chemistry 1 and 2 and physics 1 and 2. High-level English includes at least some honors-level English courses.

²Graduates either completed no high-level and no low-level mathematics, science, and English coursework or completed some high- or some low-level coursework but not in all three subject areas.

³Graduates completed only low-level mathematics, science, and English coursework. Low-level mathematics includes no mathematics; remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; prealgebra; algebra 1 taught over the course of 2 academic years; and informal geometry; but no higher mathematics. Low-level science includes no science, remedial science, physical science, earth science, unified science, astronomy, geology, environmental science, oceanography, general physics, basic biology 1, and consumer or introductory chemistry, but no higher science. Low-level English includes at least some below-grade or low academic level English courses.

⁴Higher grade 9 mathematics includes algebra 2 and 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus.

⁵Low grade 9 mathematics includes remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; but no higher mathematics.

NOTE: Business management concentrators earned 3.0 or more credits in the business management program area. NSLP is the National School Lunch Program.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table 20. Percentage of public high school graduates concentrating in marketing, by selected characteristics, including special and protected populations status: Various years, 1982–98

	1982	1990	1992	1994	1998
Total	1.8	2.1	1.3	2.2	1.8
Race/ethnicity					
American Indian/Alaska Native	1.0	‡	‡	‡	‡
Asian/Pacific Islander	0.4	‡	0.3	0.4	0.9
Black, non-Hispanic	2.6	2.3	2.0	2.6	2.4
Hispanic	1.8	2.6	1.0	2.0	2.2
White, non-Hispanic	1.7	2.2	1.3	2.3	1.7
Sex					
Male	1.6	1.8	1.1	1.5	1.7
Female	2.0	2.4	1.4	2.8	2.0
Disability status (grade 12)					
Has disability	1.9	1.4	—	1.5	1.0
No indicated disability	1.8	2.1	—	2.2	1.8
English proficiency (grade 12)					
Limited	—	‡	—	1.6	‡
Proficient	—	2.1	—	2.2	1.8
Grade-point average (GPA)					
High (greater than 3.5)	0.3	0.9	0.1	0.8	0.7
Mid-level (2.0 to 3.5)	1.7	2.1	1.2	2.4	2.0
Low (less than 2.0)	2.9	2.9	2.4	2.5	2.6
Academic coursework completed					
All high ¹	1.4	0.3	0.3	0.7	0.8
Mid-level or mixed ²	1.8	2.4	1.4	2.4	2.0
All low ³	1.5	1.5	1.4	2.0	1.6
Grade 9 mathematics					
High (geometry or higher) ⁴	0.3	0.9	0.4	1.1	1.3
Mid-level (prealgebra or algebra 1)	1.9	2.2	1.3	2.2	2.0
Low (no or low mathematics) ⁵	1.9	2.4	1.8	2.6	1.7
School urbanicity					
Urban	2.2	—	2.0	—	2.4
Suburban	1.9	—	1.1	—	2.3
Rural	1.4	—	1.0	—	0.7

See notes at end of table.

Table 20. Percentage of public high school graduates concentrating in marketing, by selected characteristics, including special and protected populations status: Various years, 1982–98
—Continued

	1982	1990	1992	1994	1998
School poverty level					
High (greater than 50 percent in NSLP)	—	—	—	2.3	1.3
Middle (greater than 5 to 50 percent in NSLP)	—	—	—	2.4	2.1
Low (5 percent or less in NSLP)	—	—	—	1.6	0.9
Not reported	—	—	—	1.6	1.8

—Not available.

‡Reporting standards not met. (Too few cases.)

¹Graduates completed at least some high-level coursework in each of mathematics, science, and English. High-level mathematics includes algebra 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus. High-level science includes chemistry 1 and 2 and physics 1 and 2. High-level English includes at least some honors-level English courses.

²Graduates either completed no high-level and no low-level mathematics, science, and English coursework or completed some high- or some low-level coursework but not in all three subject areas.

³Graduates completed only low-level mathematics, science, and English coursework. Low-level mathematics includes no mathematics; remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; prealgebra; algebra 1 taught over the course of 2 academic years; and informal geometry; but no higher mathematics. Low-level science includes no science, remedial science, physical science, earth science, unified science, astronomy, geology, environmental science, oceanography, general physics, basic biology 1, and consumer or introductory chemistry, but no higher science. Low-level English includes at least some below-grade or low academic level English courses.

⁴Higher grade 9 mathematics includes algebra 2 and 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus.

⁵Low grade 9 mathematics includes remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; but no higher mathematics.

NOTE: Marketing concentrators earned 3.0 or more credits in the marketing program area. NSLP is the National School Lunch Program.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table 21. Percentage of public high school graduates concentrating in health care, by selected characteristics, including special and protected populations status: Various years, 1982–98

	1982	1990	1992	1994	1998
Total	0.6	0.6	0.6	1.0	1.9
Race/ethnicity					
American Indian/Alaska Native	0.9	‡	0.5	‡	‡
Asian/Pacific Islander	‡	‡	1.3	0.7	2.1
Black, non-Hispanic	1.5	0.5	0.9	1.3	4.7
Hispanic	1.1	0.2	0.6	0.9	2.1
White, non-Hispanic	0.4	0.7	0.5	0.9	1.3
Sex					
Male	0.2	0.2	0.2	0.3	0.7
Female	1.0	0.9	1.1	1.6	3.0
Disability status (grade 12)					
Has disability	0.7	2.6	—	0.6	1.4
No indicated disability	0.6	0.5	—	1.0	1.9
English proficiency (grade 12)					
Limited	—	‡	—	‡	‡
Proficient	—	0.6	—	1.0	1.9
Grade-point average (GPA)					
High (greater than 3.5)	0.1	0.2	0.2	0.5	1.3
Mid-level (2.0 to 3.5)	0.7	0.6	0.7	1.1	2.0
Low (less than 2.0)	0.7	0.8	0.7	0.9	2.2
Academic coursework completed					
All high ¹	0.9	‡	0.2	0.4	2.3
Mid-level or mixed ²	0.6	0.6	0.7	1.1	1.8
All low ³	1.0	1.1	1.0	1.6	1.2
Grade 9 mathematics					
High (geometry or higher) ⁴	0.1	0.3	‡	0.5	3.3
Mid-level (prealgebra or algebra 1)	0.3	0.5	0.4	1.0	1.6
Low (no or low mathematics) ⁵	1.1	0.8	1.4	1.2	1.3
School urbanicity					
Urban	0.4	—	0.5	—	3.4
Suburban	0.5	—	0.6	—	1.1
Rural	0.8	—	0.7	—	1.4

See notes at end of table.

Table 21. Percentage of public high school graduates concentrating in health care, by selected characteristics, including special and protected populations status: Various years, 1982–98
—Continued

	1982	1990	1992	1994	1998
School poverty level					
High (greater than 50 percent in NSLP)	—	—	—	1.0	3.6
Middle (greater than 5 to 50 percent in NSLP)	—	—	—	1.1	1.9
Low (5 percent or less in NSLP)	—	—	—	0.8	1.3
Not reported	—	—	—	0.8	1.2

—Not available.

‡Reporting standards not met. (Too few cases.)

¹Graduates completed at least some high-level coursework in each of mathematics, science, and English. High-level mathematics includes algebra 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus. High-level science includes chemistry 1 and 2 and physics 1 and 2. High-level English includes at least some honors-level English courses.

²Graduates either completed no high-level and no low-level mathematics, science, and English coursework or completed some high- or some low-level coursework but not in all three subject areas.

³Graduates completed only low-level mathematics, science, and English coursework. Low-level mathematics includes no mathematics; remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; prealgebra; algebra 1 taught over the course of 2 academic years; and informal geometry; but no higher mathematics. Low-level science includes no science, remedial science, physical science, earth science, unified science, astronomy, geology, environmental science, oceanography, general physics, basic biology 1, and consumer or introductory chemistry, but no higher science. Low-level English includes at least some below-grade or low academic level English courses.

⁴Higher grade 9 mathematics includes algebra 2 and 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus.

⁵Low grade 9 mathematics includes remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; but no higher mathematics.

NOTE: Health care concentrators earned 3.0 or more credits in the health care program area. NSLP is the National School Lunch Program.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table 22. Percentage of public high school graduates concentrating in protective services, by selected characteristics, including special and protected populations status: Various years, 1982–98

	1982	1990	1992	1994	1998
Total	‡	‡	0.1	0.1	0.1
Race/ethnicity					
American Indian/Alaska Native	‡	‡	‡	‡	‡
Asian/Pacific Islander	‡	‡	0.1	‡	‡
Black, non-Hispanic	0.1	‡	0.1	0.1	0.2
Hispanic	‡	‡	‡	‡	‡
White, non-Hispanic	‡	‡	0.1	‡	0.1
Sex					
Male	‡	‡	0.1	0.1	0.1
Female	0.1	‡	0.1	‡	‡
Disability status (grade 12)					
Has disability	0.1	‡	—	0.3	‡
No indicated disability	‡	‡	—	‡	0.1
English proficiency (grade 12)					
Limited	—	‡	—	‡	‡
Proficient	—	‡	—	0.1	0.1
Grade-point average (GPA)					
High (greater than 3.5)	‡	‡	‡	‡	‡
Mid-level (2.0 to 3.5)	‡	‡	0.1	‡	0.1
Low (less than 2.0)	‡	‡	‡	0.2	‡
Academic coursework completed					
All high ¹	‡	‡	‡	‡	‡
Mid-level or mixed ²	‡	‡	0.1	0.1	0.1
All low ³	‡	‡	‡	‡	0.6
Grade 9 mathematics					
High (geometry or higher) ⁴	‡	‡	0.1	‡	‡
Mid-level (prealgebra or algebra 1)	‡	‡	0.1	‡	0.1
Low (no or low mathematics) ⁵	‡	‡	0.1	0.1	0.2
School urbanicity					
Urban	‡	—	0.1	—	0.1
Suburban	‡	—	‡	—	0.1
Rural	0.1	—	0.1	—	‡

See notes at end of table.

Table 22. Percentage of public high school graduates concentrating in protective services, by selected characteristics, including special and protected populations status: Various years, 1982–98
—Continued

	1982	1990	1992	1994	1998
School poverty level					
High (greater than 50 percent in NSLP)	—	—	—	0.2	0.1
Middle (greater than 5 to 50 percent in NSLP)	—	—	—	0.1	0.1
Low (5 percent or less in NSLP)	—	—	—	‡	0.1
Not reported	—	—	—	‡	‡

—Not available.

‡Reporting standards not met. (Too few cases.)

¹Graduates completed at least some high-level coursework in each of mathematics, science, and English. High-level mathematics includes algebra 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus. High-level science includes chemistry 1 and 2 and physics 1 and 2. High-level English includes at least some honors-level English courses.

²Graduates either completed no high-level and no low-level mathematics, science, and English coursework or completed some high- or some low-level coursework but not in all three subject areas.

³Graduates completed only low-level mathematics, science, and English coursework. Low-level mathematics includes no mathematics; remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; prealgebra; algebra 1 taught over the course of 2 academic years; and informal geometry; but no higher mathematics. Low-level science includes no science, remedial science, physical science, earth science, unified science, astronomy, geology, environmental science, oceanography, general physics, basic biology 1, and consumer or introductory chemistry, but no higher science. Low-level English includes at least some below-grade or low academic level English courses.

⁴Higher grade 9 mathematics includes algebra 2 and 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus.

⁵Low grade 9 mathematics includes remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; but no higher mathematics.

NOTE: Protective services concentrators earned 3.0 or more credits in the protective services program area. NSLP is the National School Lunch Program.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table 23. Percentage of public high school graduates concentrating in trade and industry program areas, by selected characteristics, including special and protected populations status: Various years, 1982–98

	1982	1990	1992	1994	1998
Total	14.8	11.3	9.9	8.5	9.8
Race/ethnicity					
American Indian/Alaska Native	34.8	15.5	23.4	5.4	13.6
Asian/Pacific Islander	11.3	9.7	12.0	4.8	6.7
Black, non-Hispanic	14.0	7.9	7.1	7.8	7.2
Hispanic	19.7	9.1	9.4	8.1	9.1
White, non-Hispanic	13.8	12.2	10.1	8.7	10.6
Sex					
Male	29.0	21.5	18.3	16.2	18.5
Female	1.6	2.0	1.8	1.2	1.7
Disability status (grade 12)					
Has disability	16.3	23.1	—	20.2	18.7
No indicated disability	14.6	10.9	—	8.1	9.5
English proficiency (grade 12)					
Limited	—	3.2	—	2.3	5.2
Proficient	—	11.3	—	8.6	9.8
Grade-point average (GPA)					
High (greater than 3.5)	3.3	2.6	2.3	2.1	3.0
Mid-level (2.0 to 3.5)	14.5	10.6	9.8	8.6	10.3
Low (less than 2.0)	21.5	19.3	16.8	14.6	20.8
Academic coursework completed					
All high ¹	8.3	2.2	2.2	1.7	3.5
Mid-level or mixed ²	14.4	11.3	10.2	9.2	10.5
All low ³	26.2	29.6	34.1	21.8	23.2
Grade 9 mathematics					
High (geometry or higher) ⁴	6.3	4.2	3.7	3.1	4.6
Mid-level (prealgebra or algebra 1)	12.2	9.5	8.4	7.3	10.2
Low (no or low mathematics) ⁵	20.0	18.0	17.3	15.4	14.4
School urbanicity					
Urban	13.2	—	8.2	—	8.0
Suburban	14.7	—	9.2	—	8.9
Rural	15.8	—	12.1	—	12.5

See notes at end of table.

Table 23. Percentage of public high school graduates concentrating in trade and industry program areas, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

	1982	1990	1992	1994	1998
School poverty level					
High (greater than 50 percent in NSLP)	—	—	—	9.8	10.3
Middle (greater than 5 to 50 percent in NSLP)	—	—	—	9.0	10.8
Low (5 percent or less in NSLP)	—	—	—	6.8	5.7
Not reported	—	—	—	8.0	9.9

—Not available.

¹Graduates completed at least some high-level coursework in each of mathematics, science, and English. High-level mathematics includes algebra 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus. High-level science includes chemistry 1 and 2 and physics 1 and 2. High-level English includes at least some honors-level English courses.

²Graduates either completed no high-level and no low-level mathematics, science, and English coursework or completed some high- or some low-level coursework but not in all three subject areas.

³Graduates completed only low-level mathematics, science, and English coursework. Low-level mathematics includes no mathematics; remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; prealgebra; algebra 1 taught over the course of 2 academic years; and informal geometry; but no higher mathematics. Low-level science includes no science, remedial science, physical science, earth science, unified science, astronomy, geology, environmental science, oceanography, general physics, basic biology 1, and consumer or introductory chemistry, but no higher science. Low-level English includes at least some below-grade or low academic level English courses.

⁴Higher grade 9 mathematics includes algebra 2 and 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus.

⁵Low grade 9 mathematics includes remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; but no higher mathematics.

NOTE: Trade and industry concentrators earned 3.0 or more credits in the broad trade and industry program area. NSLP is the National School Lunch Program.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table 24. Percentage of public high school graduates concentrating in construction, by selected characteristics, including special and protected populations status: Various years, 1982–98

	1982	1990	1992	1994	1998
Total	1.5	1.1	1.2	1.0	1.3
Race/ethnicity					
American Indian/Alaska Native	4.2	‡	0.9	‡	‡
Asian/Pacific Islander	0.3	‡	0.4	0.4	0.3
Black, non-Hispanic	3.1	1.8	1.8	1.6	1.6
Hispanic	2.0	0.4	0.6	1.0	0.6
White, non-Hispanic	1.2	1.1	1.3	0.9	1.4
Sex					
Male	3.0	2.3	2.2	2.0	2.6
Female	0.1	‡	0.3	0.1	0.1
Disability status (grade 12)					
Has disability	2.3	3.7	—	3.4	3.8
No indicated disability	1.4	1.1	—	0.9	1.2
English proficiency (grade 12)					
Limited	—	‡	—	‡	‡
Proficient	—	1.1	—	1.0	1.3
Grade-point average (GPA)					
High (greater than 3.5)	0.1	‡	0.2	0.2	0.2
Mid-level (2.0 to 3.5)	1.4	1.0	1.1	1.0	1.4
Low (less than 2.0)	2.5	2.4	2.8	2.1	2.6
Academic coursework completed					
All high ¹	‡	‡	‡	‡	0.3
Mid-level or mixed ²	1.4	1.2	1.2	1.1	1.3
All low ³	3.7	2.6	5.9	3.0	5.4
Grade 9 mathematics					
High (geometry or higher) ⁴	0.2	‡	0.1	0.1	0.5
Mid-level (prealgebra or algebra 1)	1.0	0.7	1.1	0.7	1.3
Low (no or low mathematics) ⁵	2.5	2.4	2.2	2.5	2.0
School urbanicity					
Urban	1.4	—	0.8	—	1.0
Suburban	0.8	—	1.0	—	0.6
Rural	2.6	—	1.7	—	2.4

See notes at end of table.

Table 24. Percentage of public high school graduates concentrating in construction, by selected characteristics, including special and protected populations status: Various years, 1982–98
—Continued

	1982	1990	1992	1994	1998
School poverty level					
High (greater than 50 percent in NSLP)	—	—	—	1.4	1.6
Middle (greater than 5 to 50 percent in NSLP)	—	—	—	1.1	1.4
Low (5 percent or less in NSLP)	—	—	—	0.4	1.1
Not reported	—	—	—	1.1	0.8

—Not available.

‡Reporting standards not met. (Too few cases.)

¹Graduates completed at least some high-level coursework in each of mathematics, science, and English. High-level mathematics includes algebra 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus. High-level science includes chemistry 1 and 2 and physics 1 and 2. High-level English includes at least some honors-level English courses.

²Graduates either completed no high-level and no low-level mathematics, science, and English coursework or completed some high- or some low-level coursework but not in all three subject areas.

³Graduates completed only low-level mathematics, science, and English coursework. Low-level mathematics includes no mathematics; remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; prealgebra; algebra 1 taught over the course of 2 academic years; and informal geometry; but no higher mathematics. Low-level science includes no science, remedial science, physical science, earth science, unified science, astronomy, geology, environmental science, oceanography, general physics, basic biology 1, and consumer or introductory chemistry, but no higher science. Low-level English includes at least some below-grade or low academic level English courses.

⁴Higher grade 9 mathematics includes algebra 2 and 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus.

⁵Low grade 9 mathematics includes remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; but no higher mathematics.

NOTE: Construction concentrators earned 3.0 or more credits in the construction program area. NSLP is the National School Lunch Program.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table 25. Percentage of public high school graduates concentrating in mechanics and repair, by selected characteristics, including special and protected populations status: Various years, 1982–98

	1982	1990	1992	1994	1998
Total	3.0	2.3	1.9	1.6	1.8
Race/ethnicity					
American Indian/Alaska Native	1.4	‡	7.0	‡	3.8
Asian/Pacific Islander	1.5	1.8	1.6	1.2	0.9
Black, non-Hispanic	2.8	1.2	1.2	1.8	1.4
Hispanic	4.2	2.1	1.2	2.1	2.1
White, non-Hispanic	2.8	2.6	2.0	1.6	1.9
Sex					
Male	6.2	4.6	3.7	3.2	3.6
Female	0.1	0.2	‡	0.1	0.2
Disability status (grade 12)					
Has disability	3.1	5.7	—	4.7	4.7
No indicated disability	3.0	2.2	—	1.5	1.7
English proficiency (grade 12)					
Limited	—	‡	—	‡	1.4
Proficient	—	2.3	—	1.7	1.8
Grade-point average (GPA)					
High (greater than 3.5)	0.3	0.3	0.1	0.1	0.1
Mid-level (2.0 to 3.5)	2.7	2.2	1.9	1.6	1.9
Low (less than 2.0)	5.6	4.1	3.2	3.3	4.9
Academic coursework completed					
All high ¹	2.5	‡	‡	0.1	0.3
Mid-level or mixed ²	2.9	2.3	1.8	1.8	1.9
All low ³	5.8	7.4	10.1	4.8	7.7
Grade 9 mathematics					
High (geometry or higher) ⁴	0.4	0.4	0.7	0.3	0.6
Mid-level (prealgebra or algebra 1)	2.0	1.7	1.2	1.3	1.9
Low (no or low mathematics) ⁵	4.9	4.4	4.3	3.5	3.0
School urbanicity					
Urban	2.6	—	0.9	—	1.7
Suburban	3.0	—	1.7	—	1.7
Rural	3.4	—	2.7	—	2.0

See notes at end of table.

Table 25. Percentage of public high school graduates concentrating in mechanics and repair, by selected characteristics, including special and protected populations status: Various years, 1982–98
—Continued

	1982	1990	1992	1994	1998
School poverty level					
High (greater than 50 percent in NSLP)	—	—	—	1.7	1.5
Middle (greater than 5 to 50 percent in NSLP)	—	—	—	1.9	1.9
Low (5 percent or less in NSLP)	—	—	—	0.7	1.6
Not reported	—	—	—	1.6	1.7

—Not available.

‡Reporting standards not met. (Too few cases.)

¹Graduates completed at least some high-level coursework in each of mathematics, science, and English. High-level mathematics includes algebra 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus. High-level science includes chemistry 1 and 2 and physics 1 and 2. High-level English includes at least some honors-level English courses.

²Graduates either completed no high-level and no low-level mathematics, science, and English coursework or completed some high- or some low-level coursework but not in all three subject areas.

³Graduates completed only low-level mathematics, science, and English coursework. Low-level mathematics includes no mathematics; remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; prealgebra; algebra 1 taught over the course of 2 academic years; and informal geometry; but no higher mathematics. Low-level science includes no science, remedial science, physical science, earth science, unified science, astronomy, geology, environmental science, oceanography, general physics, basic biology 1, and consumer or introductory chemistry, but no higher science. Low-level English includes at least some below-grade or low academic level English courses.

⁴Higher grade 9 mathematics includes algebra 2 and 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus.

⁵Low grade 9 mathematics includes remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; but no higher mathematics.

NOTE: Mechanics and repair concentrators earned 3.0 or more credits in the mechanics and repair program area. NSLP is the National School Lunch Program.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table 26. Percentage of public high school graduates concentrating in precision production, by selected characteristics, including special and protected populations status: Various years, 1982–98

	1982	1990	1992	1994	1998
Total	8.0	5.9	5.1	4.2	4.9
Race/ethnicity					
American Indian/Alaska Native	24.9	9.9	13.3	1.9	4.9
Asian/Pacific Islander	7.0	4.8	8.2	2.1	3.2
Black, non-Hispanic	6.7	4.1	3.2	2.9	3.1
Hispanic	10.3	4.8	4.2	3.6	4.6
White, non-Hispanic	7.5	6.5	5.2	4.6	5.4
Sex					
Male	15.1	10.7	8.9	7.6	8.9
Female	1.3	1.6	1.4	0.8	1.3
Disability status (grade 12)					
Has disability	8.6	10.5	—	8.3	5.9
No indicated disability	7.9	5.8	—	4.0	4.9
English proficiency (grade 12)					
Limited	—	‡	—	0.9	2.1
Proficient	—	6.0	—	4.2	4.9
Grade-point average (GPA)					
High (greater than 3.5)	2.0	1.6	1.9	1.4	2.3
Mid-level (2.0 to 3.5)	8.6	5.7	5.1	4.4	5.1
Low (less than 2.0)	8.8	9.4	7.7	5.5	9.1
Academic coursework completed					
All high ¹	5.4	1.4	1.8	1.3	2.6
Mid-level or mixed ²	7.8	5.9	5.3	4.5	5.2
All low ³	12.6	16.3	12.1	9.2	6.4
Grade 9 mathematics					
High (geometry or higher) ⁴	4.2	2.6	2.5	2.2	2.9
Mid-level (prealgebra or algebra 1)	7.1	5.3	4.6	3.9	5.2
Low (no or low mathematics) ⁵	9.9	8.7	7.8	6.2	6.3
School urbanicity					
Urban	7.9	4.4	4.4	2.6	3.9
Suburban	8.3	6.1	4.9	3.5	5.1
Rural	7.5	6.2	5.8	5.2	5.6

See notes at end of table.

Table 26. Percentage of public high school graduates concentrating in precision production, by selected characteristics, including special and protected populations status: Various years, 1982–98
—Continued

	1982	1990	1992	1994	1998
School poverty level					
High (greater than 50 percent in NSLP)	—	—	4.4	4.8	5.9
Middle (greater than 5 to 50 percent in NSLP)	—	—	5.3	4.2	5.3
Low (5 percent or less in NSLP)	—	—	4.5	4.4	2.3
Not reported	—	—	6.6	3.6	5.7

—Not available.

‡Reporting standards not met. (Too few cases.)

¹Graduates completed at least some high-level coursework in each of mathematics, science, and English. High-level mathematics includes algebra 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus. High-level science includes chemistry 1 and 2 and physics 1 and 2. High-level English includes at least some honors-level English courses.

²Graduates either completed no high-level and no low-level mathematics, science, and English coursework or completed some high- or some low-level coursework but not in all three subject areas.

³Graduates completed only low-level mathematics, science, and English coursework. Low-level mathematics includes no mathematics; remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; prealgebra; algebra 1 taught over the course of 2 academic years; and informal geometry; but no higher mathematics. Low-level science includes no science, remedial science, physical science, earth science, unified science, astronomy, geology, environmental science, oceanography, general physics, basic biology 1, and consumer or introductory chemistry, but no higher science. Low-level English includes at least some below-grade or low academic level English courses.

⁴Higher grade 9 mathematics includes algebra 2 and 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus.

⁵Low grade 9 mathematics includes remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; but no higher mathematics.

NOTE: Precision production concentrators earned 3.0 or more credits in the broad precision production program area. NSLP is the National School Lunch Program.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table 27. Percentage of public high school graduates concentrating in print production, by selected characteristics, including special and protected populations status: Various years, 1982–98

	1982	1990	1992	1994	1998
Total	2.0	1.8	2.2	1.8	2.0
Race/ethnicity					
American Indian/Alaska Native	8.1	4.6	2.8	‡	1.1
Asian/Pacific Islander	3.4	2.0	5.2	0.8	1.6
Black, non-Hispanic	2.8	1.0	1.2	1.1	1.3
Hispanic	1.9	1.1	1.6	1.2	1.3
White, non-Hispanic	1.8	2.0	2.2	1.9	2.3
Sex					
Male	3.3	3.1	3.3	3.0	3.3
Female	0.8	0.6	1.0	0.6	0.8
Disability status (grade 12)					
Has disability	1.8	2.4	—	2.5	1.8
No indicated disability	2.0	1.8	—	1.7	2.0
English proficiency (grade 12)					
Limited	—	‡	—	0.6	1.1
Proficient	—	1.8	—	1.8	2.0
Grade-point average (GPA)					
High (greater than 3.5)	1.1	1.1	0.9	0.9	1.4
Mid-level (2.0 to 3.5)	2.2	2.0	2.2	1.9	2.0
Low (less than 2.0)	1.7	1.1	3.0	1.8	3.0
Academic coursework completed					
All high ¹	0.1	1.1	1.3	1.1	1.8
Mid-level or mixed ²	2.1	1.9	2.3	1.9	2.0
All low ³	‡	1.5	1.0	1.3	1.7
Grade 9 mathematics					
High (geometry or higher) ⁴	1.1	1.3	1.3	1.4	1.7
Mid-level (prealgebra or algebra 1)	2.4	1.9	2.3	1.9	2.2
Low (no or low mathematics) ⁵	1.6	1.6	2.4	1.7	1.6
School urbanicity					
Urban	2.5	—	2.1	—	1.6
Suburban	2.2	—	2.1	—	1.9
Rural	1.3	—	2.3	—	2.4

See notes at end of table.

Table 27. Percentage of public high school graduates concentrating in print production, by selected characteristics, including special and protected populations status: Various years, 1982–98
—Continued

	1982	1990	1992	1994	1998
School poverty level					
High (greater than 50 percent in NSLP)	—	—	—	1.4	3.1
Middle (greater than 5 to 50 percent in NSLP)	—	—	—	1.8	2.2
Low (5 percent or less in NSLP)	—	—	—	2.4	0.8
Not reported	—	—	—	1.2	1.8

—Not available.

‡Reporting standards not met. (Too few cases.)

¹Graduates completed at least some high-level coursework in each of mathematics, science, and English. High-level mathematics includes algebra 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus. High-level science includes chemistry 1 and 2 and physics 1 and 2. High-level English includes at least some honors-level English courses.

²Graduates either completed no high-level and no low-level mathematics, science, and English coursework or completed some high- or some low-level coursework but not in all three subject areas.

³Graduates completed only low-level mathematics, science, and English coursework. Low-level mathematics includes no mathematics; remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; prealgebra; algebra 1 taught over the course of 2 academic years; and informal geometry; but no higher mathematics. Low-level science includes no science, remedial science, physical science, earth science, unified science, astronomy, geology, environmental science, oceanography, general physics, basic biology 1, and consumer or introductory chemistry, but no higher science. Low-level English includes at least some below-grade or low academic level English courses.

⁴Higher grade 9 mathematics includes algebra 2 and 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus.

⁵Low grade 9 mathematics includes remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; but no higher mathematics.

NOTE: Print production concentrators earned 3.0 or more credits in the print production program area. NSLP is the National School Lunch Program.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table 28. Percentage of public high school graduates concentrating in materials production, by selected characteristics, including special and protected populations status: Various years, 1982–98

	1982	1990	1992	1994	1998
Total	3.0	1.8	1.5	1.1	1.3
Race/ethnicity					
American Indian/Alaska Native	1.8	‡	4.6	‡	2.7
Asian/Pacific Islander	1.4	0.8	0.9	0.6	0.6
Black, non-Hispanic	1.3	1.0	1.2	0.7	0.4
Hispanic	4.8	1.0	1.0	0.9	1.4
White, non-Hispanic	3.1	2.1	1.5	1.3	1.5
Sex					
Male	6.3	3.6	2.8	2.3	2.6
Female	0.1	0.2	0.1	0.1	‡
Disability status (grade 12)					
Has disability	3.5	4.9	—	3.1	2.5
No indicated disability	3.0	1.7	—	1.1	1.3
English proficiency (grade 12)					
Limited	—	‡	—	‡	‡
Proficient	—	1.8	—	1.2	1.3
Grade-point average (GPA)					
High (greater than 3.5)	0.5	‡	0.6	0.1	0.2
Mid-level (2.0 to 3.5)	3.2	1.6	1.5	1.1	1.4
Low (less than 2.0)	3.8	3.9	1.8	2.2	3.0
Academic coursework completed					
All high ¹	2.1	‡	0.1	‡	0.3
Mid-level or mixed ²	2.9	1.6	1.5	1.2	1.4
All low ³	8.2	8.8	6.5	4.2	3.9
Grade 9 mathematics					
High (geometry or higher) ⁴	1.0	0.5	0.4	0.3	0.5
Mid-level (prealgebra or algebra 1)	2.3	1.3	1.0	0.8	1.3
Low (no or low mathematics) ⁵	4.5	3.4	3.2	2.7	2.6
School urbanicity					
Urban	3.0	—	0.9	—	1.0
Suburban	2.5	—	1.4	—	1.2
Rural	3.8	—	1.9	—	1.7

See notes at end of table.

Table 28. Percentage of public high school graduates concentrating in materials production, by selected characteristics, including special and protected populations status: Various years, 1982–98
—Continued

	1982	1990	1992	1994	1998
School poverty level					
High (greater than 50 percent in NSLP)	—	—	—	2.0	1.1
Middle (greater than 5 to 50 percent in NSLP)	—	—	—	1.2	1.4
Low (5 percent or less in NSLP)	—	—	—	0.6	0.6
Not reported	—	—	—	1.1	2.0

—Not available.

‡Reporting standards not met. (Too few cases.)

¹Graduates completed at least some high-level coursework in each of mathematics, science, and English. High-level mathematics includes algebra 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus. High-level science includes chemistry 1 and 2 and physics 1 and 2. High-level English includes at least some honors-level English courses.

²Graduates either completed no high-level and no low-level mathematics, science, and English coursework or completed some high- or some low-level coursework but not in all three subject areas.

³Graduates completed only low-level mathematics, science, and English coursework. Low-level mathematics includes no mathematics; remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; prealgebra; algebra 1 taught over the course of 2 academic years; and informal geometry; but no higher mathematics. Low-level science includes no science, remedial science, physical science, earth science, unified science, astronomy, geology, environmental science, oceanography, general physics, basic biology 1, and consumer or introductory chemistry, but no higher science. Low-level English includes at least some below-grade or low academic level English courses.

⁴Higher grade 9 mathematics includes algebra 2 and 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus.

⁵Low grade 9 mathematics includes remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; but no higher mathematics.

NOTE: Materials production concentrators earned 3.0 or more credits in the materials production program area. NSLP is the National School Lunch Program.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table 29. Percentage of public high school graduates concentrating in other precision production, by selected characteristics, including special and protected populations status: Various years, 1982–98

	1982	1990	1992	1994	1998
Total	0.4	0.4	0.2	0.2	0.2
Race/ethnicity					
American Indian/Alaska Native	0.1	‡	2.2	‡	‡
Asian/Pacific Islander	0.8	‡	0.2	‡	0.1
Black, non-Hispanic	1.2	0.4	0.1	0.2	0.3
Hispanic	0.8	‡	0.3	0.2	‡
White, non-Hispanic	0.2	0.5	0.2	0.2	0.3
Sex					
Male	0.8	0.6	0.3	0.3	0.4
Female	0.1	0.2	0.1	‡	0.1
Disability status (grade 12)					
Has disability	0.2	‡	—	0.8	‡
No indicated disability	0.4	0.4	—	0.1	0.2
English proficiency (grade 12)					
Limited	—	‡	—	‡	‡
Proficient	—	0.4	—	0.2	0.2
Grade-point average (GPA)					
High (greater than 3.5)	‡	‡	0.1	‡	0.3
Mid-level (2.0 to 3.5)	0.4	0.4	0.2	0.2	0.2
Low (less than 2.0)	0.5	0.5	0.4	0.2	0.4
Academic coursework completed					
All high ¹	‡	‡	0.1	‡	0.2
Mid-level or mixed ²	0.4	0.3	0.2	0.2	0.3
All low ³	0.9	2.8	‡	0.4	‡
Grade 9 mathematics					
High (geometry or higher) ⁴	‡	‡	0.2	‡	0.1
Mid-level (prealgebra or algebra 1)	0.3	0.3	0.2	0.1	0.2
Low (no or low mathematics) ⁵	0.6	0.7	0.3	0.3	0.4
School urbanicity					
Urban	0.4	—	0.3	—	0.2
Suburban	0.6	—	0.1	—	0.3
Rural	0.1	—	0.3	—	0.2

See notes at end of table.

Table 29. Percentage of public high school graduates concentrating in other precision production, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

	1982	1990	1992	1994	1998
School poverty level					
High (greater than 50 percent in NSLP)	—	—	—	‡	‡
Middle (greater than 5 to 50 percent in NSLP)	—	—	—	0.2	0.3
Low (5 percent or less in NSLP)	—	—	—	0.1	‡
Not reported	—	—	—	0.1	0.3

—Not available.

‡Reporting standards not met. (Too few cases.)

¹Graduates completed at least some high-level coursework in each of mathematics, science, and English. High-level mathematics includes algebra 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus. High-level science includes chemistry 1 and 2 and physics 1 and 2. High-level English includes at least some honors-level English courses.

²Graduates either completed no high-level and no low-level mathematics, science, and English coursework or completed some high- or some low-level coursework but not in all three subject areas.

³Graduates completed only low-level mathematics, science, and English coursework. Low-level mathematics includes no mathematics; remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; prealgebra; algebra 1 taught over the course of 2 academic years; and informal geometry; but no higher mathematics. Low-level science includes no science, remedial science, physical science, earth science, unified science, astronomy, geology, environmental science, oceanography, general physics, basic biology 1, and consumer or introductory chemistry, but no higher science. Low-level English includes at least some below-grade or low academic level English courses.

⁴Higher grade 9 mathematics includes algebra 2 and 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus.

⁵Low grade 9 mathematics includes remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; but no higher mathematics.

NOTE: Other precision production concentrators earned 3.0 or more credits in the “other” precision production program area. NSLP is the National School Lunch Program.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table 30. Percentage of public high school graduates concentrating in transportation, by selected characteristics, including special and protected populations status: Various years, 1982–98

	1982	1990	1992	1994	1998
Total	‡	0.1	‡	0.1	0.1
Race/ethnicity					
American Indian/Alaska Native	‡	‡	‡	‡	‡
Asian/Pacific Islander	0.4	‡	‡	‡	‡
Black, non-Hispanic	0.1	‡	‡	0.2	‡
Hispanic	‡	‡	‡	0.1	0.2
White, non-Hispanic	‡	0.1	‡	0.1	0.1
Sex					
Male	0.1	0.2	‡	0.2	0.1
Female	‡	‡	‡	‡	‡
Disability status (grade 12)					
Has disability	‡	‡	—	‡	‡
No indicated disability	‡	0.1	—	0.1	0.1
English proficiency (grade 12)					
Limited	—	‡	—	‡	‡
Proficient	—	0.1	—	0.1	0.1
Grade-point average (GPA)					
High (greater than 3.5)	0.1	‡	‡	‡	‡
Mid-level (2.0 to 3.5)	‡	0.1	‡	0.1	0.1
Low (less than 2.0)	‡	‡	‡	0.1	‡
Academic coursework completed					
All high ¹	0.5	‡	‡	‡	‡
Mid-level or mixed ²	‡	0.1	‡	0.1	0.1
All low ³	‡	‡	‡	0.7	‡
Grade 9 mathematics					
High (geometry or higher) ⁴	‡	‡	‡	‡	‡
Mid-level (prealgebra or algebra 1)	‡	0.1	‡	0.1	0.1
Low (no or low mathematics) ⁵	0.1	0.2	‡	0.2	0.1
School urbanicity					
Urban	0.1	—	‡	—	‡
Suburban	‡	—	‡	—	0.1
Rural	0.1	—	‡	—	0.1

See notes at end of table.

Table 30. Percentage of public high school graduates concentrating in transportation, by selected characteristics, including special and protected populations status: Various years, 1982–98
—Continued

	1982	1990	1992	1994	1998
School poverty level					
High (greater than 50 percent in NSLP)	—	—	—	0.3	‡
Middle (greater than 5 to 50 percent in NSLP)	—	—	—	0.1	0.1
Low (5 percent or less in NSLP)	—	—	—	‡	‡
Not reported	—	—	—	0.1	‡

—Not available.

‡Reporting standards not met. (Too few cases.)

¹Graduates completed at least some high-level coursework in each of mathematics, science, and English. High-level mathematics includes algebra 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus. High-level science includes chemistry 1 and 2 and physics 1 and 2. High-level English includes at least some honors-level English courses.

²Graduates either completed no high-level and no low-level mathematics, science, and English coursework or completed some high- or some low-level coursework but not in all three subject areas.

³Graduates completed only low-level mathematics, science, and English coursework. Low-level mathematics includes no mathematics; remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; prealgebra; algebra 1 taught over the course of 2 academic years; and informal geometry; but no higher mathematics. Low-level science includes no science, remedial science, physical science, earth science, unified science, astronomy, geology, environmental science, oceanography, general physics, basic biology 1, and consumer or introductory chemistry, but no higher science. Low-level English includes at least some below-grade or low academic level English courses.

⁴Higher grade 9 mathematics includes algebra 2 and 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus.

⁵Low grade 9 mathematics includes remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; but no higher mathematics.

NOTE: Transportation concentrators earned 3.0 or more credits in the transportation program area. NSLP is the National School Lunch Program.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table 31. Percentage of public high school graduates concentrating in technology program areas, by selected characteristics, including special and protected populations status: Various years, 1982–98

	1982	1990	1992	1994	1998
Total	0.5	0.8	1.3	0.9	2.2
Race/ethnicity					
American Indian/Alaska Native	‡	4.3	‡	‡	2.3
Asian/Pacific Islander	1.1	0.6	0.3	0.8	2.1
Black, non-Hispanic	0.4	0.8	0.5	0.7	1.7
Hispanic	0.2	0.6	1.4	0.7	1.8
White, non-Hispanic	0.5	0.9	1.4	0.9	2.4
Sex					
Male	0.4	0.9	1.4	0.9	2.4
Female	0.5	0.7	1.1	0.8	2.2
Disability status (grade 12)					
Has disability	0.4	‡	—	1.1	1.5
No indicated disability	0.5	0.8	—	0.9	2.3
English proficiency (grade 12)					
Limited	—	‡	—	‡	‡
Proficient	—	0.8	—	0.9	2.3
Grade-point average (GPA)					
High (greater than 3.5)	0.1	1.3	2.1	1.6	3.0
Mid-level (2.0 to 3.5)	0.5	0.9	1.1	0.8	2.2
Low (less than 2.0)	0.6	0.4	1.2	0.5	1.3
Academic coursework completed					
All high ¹	‡	1.5	2.0	1.2	3.0
Mid-level or mixed ²	0.5	0.8	1.2	0.8	2.2
All low ³	0.6	‡	0.3	0.6	‡
Grade 9 mathematics					
High (geometry or higher) ⁴	0.3	1.9	1.8	1.6	3.1
Mid-level (prealgebra or algebra 1)	0.4	0.8	1.3	0.8	2.1
Low (no or low mathematics) ⁵	0.6	0.4	0.8	0.5	1.9
School urbanicity					
Urban	0.4	—	1.7	—	1.5
Suburban	0.7	—	1.2	—	2.5
Rural	0.3	—	1.0	—	2.5

See notes at end of table.

Table 31. Percentage of public high school graduates concentrating in technology program areas, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

	1982	1990	1992	1994	1998
School poverty level					
High (greater than 50 percent in NSLP)	—	—	—	1.1	1.9
Middle (greater than 5 to 50 percent in NSLP)	—	—	—	0.9	2.4
Low (5 percent or less in NSLP)	—	—	—	0.9	1.7
Not reported	—	—	—	0.5	2.4

—Not available.

‡Reporting standards not met. (Too few cases.)

¹Graduates completed at least some high-level coursework in each of mathematics, science, and English. High-level mathematics includes algebra 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus. High-level science includes chemistry 1 and 2 and physics 1 and 2. High-level English includes at least some honors-level English courses.

²Graduates either completed no high-level and no low-level mathematics, science, and English coursework or completed some high- or some low-level coursework but not in all three subject areas.

³Graduates completed only low-level mathematics, science, and English coursework. Low-level mathematics includes no mathematics; remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; prealgebra; algebra 1 taught over the course of 2 academic years; and informal geometry; but no higher mathematics. Low-level science includes no science, remedial science, physical science, earth science, unified science, astronomy, geology, environmental science, oceanography, general physics, basic biology 1, and consumer or introductory chemistry, but no higher science. Low-level English includes at least some below-grade or low academic level English courses.

⁴Higher grade 9 mathematics includes algebra 2 and 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus.

⁵Low grade 9 mathematics includes remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; but no higher mathematics.

NOTE: Technology concentrators earned 3.0 or more credits in the broad technology and communications program area. NSLP is the National School Lunch Program.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table 32. Percentage of public high school graduates concentrating in computer technology, by selected characteristics, including special and protected populations status: Various years, 1982–98

	1982	1990	1992	1994	1998
Total	0.3	0.3	0.4	0.3	0.6
Race/ethnicity					
American Indian/Alaska Native	‡	‡	‡	‡	1.1
Asian/Pacific Islander	1.1	0.5	0.2	‡	0.5
Black, non-Hispanic	0.3	0.4	0.4	0.2	0.6
Hispanic	‡	‡	0.9	0.1	0.4
White, non-Hispanic	0.3	0.3	0.4	0.3	0.7
Sex					
Male	0.3	0.4	0.5	0.4	0.7
Female	0.2	0.2	0.3	0.2	0.6
Disability status (grade 12)					
Has disability	0.2	‡	—	0.5	0.7
No indicated disability	0.3	0.3	—	0.3	0.6
English proficiency (grade 12)					
Limited	—	‡	—	‡	‡
Proficient	—	0.3	—	0.3	0.6
Grade-point average (GPA)					
High (greater than 3.5)	0.1	0.3	0.6	0.3	0.8
Mid-level (2.0 to 3.5)	0.3	0.3	0.4	0.3	0.6
Low (less than 2.0)	0.3	0.2	0.4	0.3	0.6
Academic coursework completed					
All high ¹	‡	0.5	0.4	0.3	0.7
Mid-level or mixed ²	0.3	0.3	0.4	0.3	0.7
All low ³	0.1	‡	0.1	‡	‡
Grade 9 mathematics					
High (geometry or higher) ⁴	0.2	0.7	0.6	0.5	1.1
Mid-level (prealgebra or algebra 1)	0.2	0.3	0.3	0.3	0.5
Low (no or low mathematics) ⁵	0.3	0.2	0.5	0.2	0.7
School urbanicity					
Urban	0.1	—	0.6	—	0.3
Suburban	0.4	—	0.3	—	0.6
Rural	0.2	—	0.3	—	0.9

See notes at end of table.

Table 32. Percentage of public high school graduates concentrating in computer technology, by selected characteristics, including special and protected populations status: Various years, 1982–98
—Continued

	1982	1990	1992	1994	1998
School poverty level					
High (greater than 50 percent in NSLP)	—	—	—	0.3	0.8
Middle (greater than 5 to 50 percent in NSLP)	—	—	—	0.2	0.8
Low (5 percent or less in NSLP)	—	—	—	0.5	0.2
Not reported	—	—	—	0.2	0.3

—Not available.

‡Reporting standards not met. (Too few cases.)

¹Graduates completed at least some high-level coursework in each of mathematics, science, and English. High-level mathematics includes algebra 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus. High-level science includes chemistry 1 and 2 and physics 1 and 2. High-level English includes at least some honors-level English courses.

²Graduates either completed no high-level and no low-level mathematics, science, and English coursework or completed some high- or some low-level coursework but not in all three subject areas.

³Graduates completed only low-level mathematics, science, and English coursework. Low-level mathematics includes no mathematics; remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; prealgebra; algebra 1 taught over the course of 2 academic years; and informal geometry; but no higher mathematics. Low-level science includes no science, remedial science, physical science, earth science, unified science, astronomy, geology, environmental science, oceanography, general physics, basic biology 1, and consumer or introductory chemistry, but no higher science. Low-level English includes at least some below-grade or low academic level English courses.

⁴Higher grade 9 mathematics includes algebra 2 and 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus.

⁵Low grade 9 mathematics includes remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; but no higher mathematics.

NOTE: Computer technology concentrators earned 3.0 or more credits in the computer technology program area. NSLP is the National School Lunch Program.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table 33. Percentage of public high school graduates concentrating in communications technology, by selected characteristics, including special and protected populations status: Various years, 1982–98

	1982	1990	1992	1994	1998
Total	0.1	0.3	0.3	0.3	0.8
Race/ethnicity					
American Indian/Alaska Native	‡	‡	‡	‡	‡
Asian/Pacific Islander	‡	‡	‡	0.3	0.8
Black, non-Hispanic	‡	0.1	0.1	0.3	0.4
Hispanic	0.1	0.2	0.1	0.3	0.5
White, non-Hispanic	0.1	0.3	0.3	0.3	1.0
Sex					
Male	0.2	0.2	0.2	0.3	0.7
Female	0.1	0.3	0.3	0.4	1.0
Disability status (grade 12)					
Has disability	‡	‡	—	0.4	0.5
No indicated disability	0.1	0.3	—	0.3	0.9
English proficiency (grade 12)					
Limited	—	‡	—	‡	‡
Proficient	—	0.3	—	0.3	0.9
Grade-point average (GPA)					
High (greater than 3.5)	0.1	0.3	0.4	0.8	1.7
Mid-level (2.0 to 3.5)	0.1	0.3	0.3	0.3	0.7
Low (less than 2.0)	0.1	‡	‡	0.1	‡
Academic coursework completed					
All high ¹	‡	0.3	0.5	0.6	1.7
Mid-level or mixed ²	0.1	0.3	0.2	0.3	0.7
All low ³	0.5	‡	0.2	‡	‡
Grade 9 mathematics					
High (geometry or higher) ⁴	0.2	0.3	0.4	0.6	1.3
Mid-level (prealgebra or algebra 1)	0.1	0.3	0.3	0.3	0.8
Low (no or low mathematics) ⁵	0.1	0.1	0.1	0.2	0.5
School urbanicity					
Urban	0.1	—	0.3	—	0.6
Suburban	0.2	—	0.3	—	1.2
Rural	‡	—	0.2	—	0.6

See notes at end of table.

Table 33. Percentage of public high school graduates concentrating in communications technology, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

	1982	1990	1992	1994	1998
School poverty level					
High (greater than 50 percent in NSLP)	—	—	—	0.2	0.7
Middle (greater than 5 to 50 percent in NSLP)	—	—	—	0.4	0.7
Low (5 percent or less in NSLP)	—	—	—	0.4	1.2
Not reported	—	—	—	0.2	1.0

—Not available.

‡Reporting standards not met. (Too few cases.)

¹Graduates completed at least some high-level coursework in each of mathematics, science, and English. High-level mathematics includes algebra 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus. High-level science includes chemistry 1 and 2 and physics 1 and 2. High-level English includes at least some honors-level English courses.

²Graduates either completed no high-level and no low-level mathematics, science, and English coursework or completed some high- or some low-level coursework but not in all three subject areas.

³Graduates completed only low-level mathematics, science, and English coursework. Low-level mathematics includes no mathematics; remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; prealgebra; algebra 1 taught over the course of 2 academic years; and informal geometry; but no higher mathematics. Low-level science includes no science, remedial science, physical science, earth science, unified science, astronomy, geology, environmental science, oceanography, general physics, basic biology 1, and consumer or introductory chemistry, but no higher science. Low-level English includes at least some below-grade or low academic level English courses.

⁴Higher grade 9 mathematics includes algebra 2 and 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus.

⁵Low grade 9 mathematics includes remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; but no higher mathematics.

NOTE: Communications technology concentrators earned 3.0 or more credits in the communications technology program area. NSLP is the National School Lunch Program.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table 34. Percentage of public high school graduates concentrating in other technologies, by selected characteristics, including special and protected populations status: Various years, 1982–98

	1982	1990	1992	1994	1998
Total	0.1	‡	0.2	‡	0.2
Race/ethnicity					
American Indian/Alaska Native	‡	‡	‡	‡	‡
Asian/Pacific Islander	‡	‡	‡	‡	0.4
Black, non-Hispanic	‡	‡	‡	0.1	‡
Hispanic	0.1	‡	0.2	‡	0.2
White, non-Hispanic	0.1	#	0.2	‡	0.1
Sex					
Male	0.2	0.1	0.3	0.1	0.3
Female	‡	‡	‡	‡	‡
Disability status (grade 12)					
Has disability	0.2	‡	—	‡	‡
No indicated disability	0.1	‡	—	‡	0.2
English proficiency (grade 12)					
Limited	—	‡	—	‡	‡
Proficient	—	‡	—	‡	0.2
Grade-point average (GPA)					
High (greater than 3.5)	‡	‡	0.5	‡	‡
Mid-level (2.0 to 3.5)	0.1	#	0.1	‡	0.2
Low (less than 2.0)	0.2	‡	0.2	‡	‡
Academic coursework completed					
All high ¹	‡	‡	0.6	‡	‡
Mid-level or mixed ²	0.1	0.1	0.1	‡	0.2
All low ³	‡	‡	‡	‡	‡
Grade 9 mathematics					
High (geometry or higher) ⁴	‡	‡	0.4	‡	0.1
Mid-level (prealgebra or algebra 1)	0.1	0.1	0.2	‡	0.2
Low (no or low mathematics) ⁵	0.1	‡	0.1	‡	‡
School urbanicity					
Urban	#	—	0.3	—	0.2
Suburban	0.1	—	0.2	—	0.2
Rural	0.1	—	‡	—	‡

See notes at end of table.

Table 34. Percentage of public high school graduates concentrating in other technologies, by selected characteristics, including special and protected populations status: Various years, 1982–98
—Continued

	1982	1990	1992	1994	1998
School poverty level					
High (greater than 50 percent in NSLP)	—	—	—	0.2	‡
Middle (greater than 5 to 50 percent in NSLP)	—	—	—	‡	0.1
Low (5 percent or less in NSLP)	—	—	—	‡	0.3
Not reported	—	—	—	‡	0.3

—Not available.

#Rounds to zero.

‡Reporting standards not met. (Too few cases.)

¹Graduates completed at least some high-level coursework in each of mathematics, science, and English. High-level mathematics includes algebra 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus. High-level science includes chemistry 1 and 2 and physics 1 and 2. High-level English includes at least some honors-level English courses.

²Graduates either completed no high-level and no low-level mathematics, science, and English coursework or completed some high- or some low-level coursework but not in all three subject areas.

³Graduates completed only low-level mathematics, science, and English coursework. Low-level mathematics includes no mathematics; remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; prealgebra; algebra 1 taught over the course of 2 academic years; and informal geometry; but no higher mathematics. Low-level science includes no science, remedial science, physical science, earth science, unified science, astronomy, geology, environmental science, oceanography, general physics, basic biology 1, and consumer or introductory chemistry, but no higher science. Low-level English includes at least some below-grade or low academic level English courses.

⁴Higher grade 9 mathematics includes algebra 2 and 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus.

⁵Low grade 9 mathematics includes remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; but no higher mathematics.

NOTE: Other technologies concentrators earned 3.0 or more credits in the “other” technologies program area. NSLP is the National School Lunch Program.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table 35. Percentage of public high school graduates concentrating in food service and hospitality, by selected characteristics, including special and protected populations status: Various years, 1982–98

	1982	1990	1992	1994	1998
Total	0.2	0.5	0.4	0.4	0.5
Race/ethnicity					
American Indian/Alaska Native	1.0	‡	2.7	‡	‡
Asian/Pacific Islander	‡	‡	‡	‡	0.3
Black, non-Hispanic	0.3	1.3	1.5	1.0	1.4
Hispanic	0.3	0.4	0.6	0.4	0.2
White, non-Hispanic	0.2	0.3	0.2	0.2	0.3
Sex					
Male	0.2	0.5	0.3	0.4	0.4
Female	0.3	0.4	0.4	0.4	0.5
Disability status (grade 12)					
Has disability	0.8	2.7	—	2.0	0.8
No indicated disability	0.2	0.4	—	0.3	0.5
English proficiency (grade 12)					
Limited	—	‡	—	‡	‡
Proficient	—	0.5	—	0.4	0.5
Grade-point average (GPA)					
High (greater than 3.5)	‡	‡	0.0	0.1	‡
Mid-level (2.0 to 3.5)	0.3	0.4	0.4	0.3	0.5
Low (less than 2.0)	0.2	1.0	0.7	0.7	1.3
Academic coursework completed					
All high ¹	‡	‡	‡	‡	0.1
Mid-level or mixed ²	0.2	0.4	0.3	0.3	0.4
All low ³	1.2	2.2	1.4	2.5	2.7
Grade 9 mathematics					
High (geometry or higher) ⁴	‡	‡	‡	‡	0.2
Mid-level (prealgebra or algebra 1)	0.2	0.2	0.1	0.2	0.5
Low (no or low mathematics) ⁵	0.4	1.2	1.2	1.0	0.8
School urbanicity					
Urban	0.4	—	0.4	—	0.7
Suburban	0.2	—	0.4	—	0.5
Rural	0.2	—	0.3	—	0.3

See notes at end of table.

Table 35. Percentage of public high school graduates concentrating in food service and hospitality, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

	1982	1990	1992	1994	1998
School poverty level					
High (greater than 50 percent in NSLP)	—	—	—	0.3	0.1
Middle (greater than 5 to 50 percent in NSLP)	—	—	—	0.4	0.5
Low (5 percent or less in NSLP)	—	—	—	0.2	0.3
Not reported	—	—	—	0.3	0.6

—Not available.

‡Reporting standards not met. (Too few cases.)

¹Graduates completed at least some high-level coursework in each of mathematics, science, and English. High-level mathematics includes algebra 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus. High-level science includes chemistry 1 and 2 and physics 1 and 2. High-level English includes at least some honors-level English courses.

²Graduates either completed no high-level and no low-level mathematics, science, and English coursework or completed some high- or some low-level coursework but not in all three subject areas.

³Graduates completed only low-level mathematics, science, and English coursework. Low-level mathematics includes no mathematics; remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; prealgebra; algebra 1 taught over the course of 2 academic years; and informal geometry; but no higher mathematics. Low-level science includes no science, remedial science, physical science, earth science, unified science, astronomy, geology, environmental science, oceanography, general physics, basic biology 1, and consumer or introductory chemistry, but no higher science. Low-level English includes at least some below-grade or low academic level English courses.

⁴Higher grade 9 mathematics includes algebra 2 and 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus.

⁵Low grade 9 mathematics includes remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; but no higher mathematics.

NOTE: Food service and hospitality concentrators earned 3.0 or more credits in the food service and hospitality program area. NSLP is the National School Lunch Program.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table 36. Percentage of public high school graduates concentrating in child care and education, by selected characteristics, including special and protected populations status: Various years, 1982–98

	1982	1990	1992	1994	1998
Total	0.2	0.3	0.4	0.6	0.6
Race/ethnicity					
American Indian/Alaska Native	0.5	‡	‡	‡	‡
Asian/Pacific Islander	‡	‡	‡	‡	0.1
Black, non-Hispanic	0.4	0.4	0.6	1.5	0.6
Hispanic	0.2	‡	0.1	0.5	0.5
White, non-Hispanic	0.2	0.3	0.4	0.5	0.6
Sex					
Male	0.1	‡	0.1	0.1	0.1
Female	0.3	0.5	0.6	1.1	1.0
Disability status (grade 12)					
Has disability	0.5	0.7	—	0.8	0.7
No indicated disability	0.2	0.3	—	0.6	0.6
English proficiency (grade 12)					
Limited	—	‡	—	‡	‡
Proficient	—	0.3	—	0.6	0.6
Grade-point average (GPA)					
High (greater than 3.5)	‡	‡	0.2	0.1	0.1
Mid-level (2.0 to 3.5)	0.2	0.3	0.3	0.6	0.7
Low (less than 2.0)	0.2	0.4	0.7	1.0	0.7
Academic coursework completed					
All high ¹	‡	‡	‡	0.1	0.2
Mid-level or mixed ²	0.2	0.3	0.3	0.6	0.7
All low ³	0.7	0.3	2.0	2.3	‡
Grade 9 mathematics					
High (geometry or higher) ⁴	‡	0.1	0.1	0.2	0.3
Mid-level (prealgebra or algebra 1)	0.2	0.2	0.3	0.5	0.7
Low (no or low mathematics) ⁵	0.3	0.6	0.6	0.9	0.6
School urbanicity					
Urban	0.3	—	0.2	—	0.8
Suburban	0.2	—	0.3	—	0.6
Rural	0.2	—	0.5	—	0.4

See notes at end of table.

Table 36. Percentage of public high school graduates concentrating in child care and education, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

	1982	1990	1992	1994	1998
School poverty level					
High (greater than 50 percent in NSLP)	—	—	—	1.0	0.3
Middle (greater than 5 to 50 percent in NSLP)	—	—	—	0.5	0.6
Low (5 percent or less in NSLP)	—	—	—	0.4	0.6
Not reported	—	—	—	0.7	0.8

—Not available.

‡Reporting standards not met. (Too few cases.)

¹Graduates completed at least some high-level coursework in each of mathematics, science, and English. High-level mathematics includes algebra 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus. High-level science includes chemistry 1 and 2 and physics 1 and 2. High-level English includes at least some honors-level English courses.

²Graduates either completed no high-level and no low-level mathematics, science, and English coursework or completed some high- or some low-level coursework but not in all three subject areas.

³Graduates completed only low-level mathematics, science, and English coursework. Low-level mathematics includes no mathematics; remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; prealgebra; algebra 1 taught over the course of 2 academic years; and informal geometry; but no higher mathematics. Low-level science includes no science, remedial science, physical science, earth science, unified science, astronomy, geology, environmental science, oceanography, general physics, basic biology 1, and consumer or introductory chemistry, but no higher science. Low-level English includes at least some below-grade or low academic level English courses.

⁴Higher grade 9 mathematics includes algebra 2 and 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus.

⁵Low grade 9 mathematics includes remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; but no higher mathematics.

NOTE: Child care and education concentrators earned 3.0 or more credits in the child care and education program area. NSLP is the National School Lunch Program.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table 37. Percentage of public high school graduates concentrating in personal and other services, by selected characteristics, including special and protected populations status: Various years, 1982–98

	1982	1990	1992	1994	1998
Total	1.3	1.3	1.3	1.1	0.8
Race/ethnicity					
American Indian/Alaska Native	0.4	‡	1.6	‡	‡
Asian/Pacific Islander	0.2	‡	0.1	0.3	‡
Black, non-Hispanic	1.2	2.2	3.4	2.3	1.3
Hispanic	1.5	2.7	1.8	2.5	1.3
White, non-Hispanic	1.3	1.0	1.0	0.8	0.7
Sex					
Male	0.3	0.2	0.4	0.3	0.2
Female	2.2	2.3	2.2	1.8	1.4
Disability status (grade 12)					
Has disability	1.1	2.4	—	1.5	2.4
No indicated disability	1.3	1.3	—	1.1	0.8
English proficiency (grade 12)					
Limited	—	3.9	—	2.4	‡
Proficient	—	1.3	—	1.1	0.8
Grade-point average (GPA)					
High (greater than 3.5)	0.3	0.1	‡	0.1	0.3
Mid-level (2.0 to 3.5)	1.3	1.4	1.4	1.2	0.9
Low (less than 2.0)	1.8	1.7	2.1	1.3	1.5
Academic coursework completed					
All high ¹	‡	‡	‡	0.2	0.4
Mid-level or mixed ²	1.3	1.4	1.4	1.2	0.8
All low ³	1.5	2.7	3.9	1.5	2.3
Grade 9 mathematics					
High (geometry or higher) ⁴	0.6	0.3	0.4	0.5	0.2
Mid-level (prealgebra or algebra 1)	1.4	1.0	1.2	0.9	0.9
Low (no or low mathematics) ⁵	1.2	2.3	2.1	2.0	1.2
School urbanicity					
Urban	2.4	—	1.2	—	1.1
Suburban	1.2	—	1.5	—	0.8
Rural	0.8	—	1.2	—	0.6

See notes at end of table.

Table 37. Percentage of public high school graduates concentrating in personal and other services, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

	1982	1990	1992	1994	1998
School poverty level					
High (greater than 50 percent in NSLP)	—	—	—	1.5	1.1
Middle (greater than 5 to 50 percent in NSLP)	—	—	—	1.3	0.7
Low (5 percent or less in NSLP)	—	—	—	0.4	0.7
Not reported	—	—	—	0.9	1.0

—Not available.

‡Reporting standards not met. (Too few cases.)

¹Graduates completed at least some high-level coursework in each of mathematics, science, and English. High-level mathematics includes algebra 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus. High-level science includes chemistry 1 and 2 and physics 1 and 2. High-level English includes at least some honors-level English courses.

²Graduates either completed no high-level and no low-level mathematics, science, and English coursework or completed some high- or some low-level coursework but not in all three subject areas.

³Graduates completed only low-level mathematics, science, and English coursework. Low-level mathematics includes no mathematics; remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; prealgebra; algebra 1 taught over the course of 2 academic years; and informal geometry; but no higher mathematics. Low-level science includes no science, remedial science, physical science, earth science, unified science, astronomy, geology, environmental science, oceanography, general physics, basic biology 1, and consumer or introductory chemistry, but no higher science. Low-level English includes at least some below-grade or low academic level English courses.

⁴Higher grade 9 mathematics includes algebra 2 and 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus.

⁵Low grade 9 mathematics includes remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; but no higher mathematics.

NOTE: Personal and other services concentrators earned 3.0 or more credits in the personal and other services program area. NSLP is the National School Lunch Program.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table 38. Percentage distribution of public high school graduates, by selected characteristics, including special and protected populations status: Various years, 1982–98

	1982	1990	1992	1994	1998
Total	100.0	100.0	100.0	100.0	100.0
Race/ethnicity					
American Indian/Alaska Native	1.2	0.5	1.0	0.8	0.5
Asian/Pacific Islander	1.5	3.6	4.1	3.6	3.5
Black, non-Hispanic	11.4	14.3	11.7	12.6	13.6
Hispanic	11.9	8.0	9.6	8.0	11.4
White, non-Hispanic	74.1	73.6	73.6	75.0	70.8
Other	—	—	—	—	0.2
Sex					
Male	48.2	47.7	49.4	49.0	47.8
Female	51.8	52.3	50.6	51.0	52.2
Disability status (grade 12)					
Has disability	8.7	2.6	—	3.7	2.8
No indicated disability	91.3	97.4	—	96.3	97.2
English proficiency (grade 12)					
Limited	—	0.5	—	0.9	0.7
Proficient	—	99.5	—	99.1	99.3
Grade-point average (GPA)					
High (greater than 3.5)	10.0	10.3	10.7	13.9	17.4
Mid-level (2.0 to 3.5)	69.5	72.2	75.7	72.3	75.5
Low (less than 2.0)	20.5	17.5	13.6	13.8	7.1
Academic coursework completed					
All high ¹	4.4	11.0	14.2	15.0	14.9
Mid-level or mixed ²	92.3	84.3	82.3	82.5	82.8
All low ³	3.3	4.7	3.5	2.5	2.2
Grade 9 mathematics					
High (geometry or higher) ⁴	7.9	10.6	12.9	14.9	20.4
Mid-level (prealgebra or algebra 1)	52.7	61.7	63.0	62.4	62.5
Low (no or low mathematics) ⁵	39.4	27.6	24.2	22.8	17.1
School urbanicity					
Urban	19.2	—	22.2	—	28.4
Suburban	48.4	—	44.2	—	39.3
Rural	32.4	—	33.5	—	32.3

See notes at end of table.

Table 38. Percentage distribution of public high school graduates, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

	1982	1990	1992	1994	1998
School poverty level					
High (greater than 50 percent in NSLP)	—	—	—	8.4	9.2
Middle (greater than 5 to 50 percent in NSLP)	—	—	—	58.6	59.8
Low (5 percent or less in NSLP)	—	—	—	15.9	16.2
Not reported	—	—	—	17.2	14.8

—Not available.

¹Graduates completed at least some high-level coursework in each of mathematics, science, and English. High-level mathematics includes algebra 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus. High-level science includes chemistry 1 and 2 and physics 1 and 2. High-level English includes at least some honors-level English courses.

²Graduates either completed no high-level and no low-level mathematics, science, and English coursework or completed some high- or some low-level coursework but not in all three subject areas.

³Graduates completed only low-level mathematics, science, and English coursework. Low-level mathematics includes no mathematics; remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; prealgebra; algebra 1 taught over the course of 2 academic years; and informal geometry; but no higher mathematics. Low-level science includes no science, remedial science, physical science, earth science, unified science, astronomy, geology, environmental science, oceanography, general physics, basic biology 1, and consumer or introductory chemistry, but no higher science. Low-level English includes at least some below-grade or low academic level English courses.

⁴Higher grade 9 mathematics includes algebra 2 and 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus.

⁵Low grade 9 mathematics includes remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; but no higher mathematics.

NOTE: NSLP is the National School Lunch Program. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table 39. Percentage distribution of occupational concentrators, by selected characteristics, including special and protected populations status: Various years, 1982–98

	1982	1990	1992	1994	1998
Total	100.0	100.0	100.0	100.0	100.0
Race/ethnicity					
American Indian/Alaska Native	1.6	0.7	1.4	0.7	0.5
Asian/Pacific Islander	0.8	2.1	3.3	2.0	2.4
Black, non-Hispanic	11.1	14.1	11.7	14.4	14.8
Hispanic	13.4	8.0	9.3	7.9	10.5
White, non-Hispanic	73.2	75.2	74.3	75.0	71.7
Sex					
Male	55.8	55.5	57.6	55.4	58.6
Female	44.2	44.5	42.4	44.6	41.4
Disability status (grade 12)					
Has disability	8.2	3.9	—	6.0	4.2
No indicated disability	91.8	96.1	—	94.0	95.8
English proficiency (grade 12)					
Limited	—	0.2	—	0.6	0.2
Proficient	—	99.8	—	99.4	99.8
Grade-point average (GPA)					
High (greater than 3.5)	5.3	4.1	4.7	7.0	10.5
Mid-level (2.0 to 3.5)	71.0	72.7	76.7	75.8	79.5
Low (less than 2.0)	23.7	23.2	18.6	17.3	10.0
Academic coursework completed					
All high ¹	0.7	2.9	4.7	5.1	8.5
Mid-level or mixed ²	94.7	88.5	87.8	90.5	87.8
All low ³	4.5	8.5	7.6	4.3	3.7
Grade 9 mathematics					
High (geometry or higher) ⁴	4.2	4.6	6.2	7.0	14.3
Mid-level (prealgebra or algebra 1)	47.6	56.3	58.2	59.9	65.5
Low (no or low mathematics) ⁵	48.2	39.1	35.5	33.1	20.2
School urbanicity					
Urban	17.6	—	19.1	—	26.2
Suburban	45.6	—	38.8	—	33.8
Rural	36.8	—	42.1	—	40.1

See notes at end of table.

Table 39. Percentage distribution of occupational concentrators, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

	1982	1990	1992	1994	1998
School poverty level					
High (greater than 50 percent in NSLP)	—	—	—	9.9	10.7
Middle (greater than 5 to 50 percent in NSLP)	—	—	—	62.2	64.2
Low (5 percent or less in NSLP)	—	—	—	10.6	10.2
Not reported	—	—	—	17.3	14.9

—Not available.

¹Graduates completed at least some high-level coursework in each of mathematics, science, and English. High-level mathematics includes algebra 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus. High-level science includes chemistry 1 and 2 and physics 1 and 2. High-level English includes at least some honors-level English courses.

²Graduates either completed no high-level and no low-level mathematics, science, and English coursework or completed some high- or some low-level coursework but not in all three subject areas.

³Graduates completed only low-level mathematics, science, and English coursework. Low-level mathematics includes no mathematics; remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; prealgebra; algebra 1 taught over the course of 2 academic years; and informal geometry; but no higher mathematics. Low-level science includes no science, remedial science, physical science, earth science, unified science, astronomy, geology, environmental science, oceanography, general physics, basic biology 1, and consumer or introductory chemistry, but no higher science. Low-level English includes at least some below-grade or low academic level English courses.

⁴Higher grade 9 mathematics includes algebra 2 and 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus.

⁵Low grade 9 mathematics includes remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; but no higher mathematics.

NOTE: Occupational concentrators earned 3.0 or more credits in one of the following 10 broad occupational program areas: agriculture, business, marketing, health care, protective services, technology, trade and industry, food service and hospitality, child care and education, and personal and other services. NSLP is the National School Lunch Program. Percentages may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table 40. Percentage distribution of public high school graduates earning 3.0 or more occupational credits, by selected characteristics, including special and protected populations status: Various years, 1982–98

	1982	1990	1992	1994	1998
Total	100.0	100.0	100.0	100.0	100.0
Race/ethnicity					
American Indian/Alaska Native	1.5	0.6	1.4	0.8	0.5
Asian/Pacific Islander	1.0	2.6	3.7	2.6	2.7
Black, non-Hispanic	10.9	14.5	11.6	13.8	14.7
Hispanic	13.4	8.0	10.0	8.1	11.5
White, non-Hispanic	73.1	74.4	73.3	74.6	70.5
Sex					
Male	54.9	54.7	56.1	54.3	54.6
Female	45.1	45.3	43.9	45.7	45.4
Disability status (grade 12)					
Has disability	8.3	3.5	—	5.1	3.8
No indicated disability	91.7	96.5	—	94.9	96.2
English proficiency (grade 12)					
Limited	—	0.2	—	0.6	0.4
Proficient	—	99.8	—	99.4	99.6
Grade-point average (GPA)					
High (greater than 3.5)	5.9	5.2	5.7	7.8	11.4
Mid-level (2.0 to 3.5)	70.3	72.3	76.4	74.3	79.4
Low (less than 2.0)	23.8	22.5	17.9	17.9	9.2
Academic coursework completed					
All high ¹	1.2	4.1	6.2	6.6	9.0
Mid-level or mixed ²	94.4	88.6	87.7	89.5	87.6
All low ⁵	4.4	7.3	6.1	3.9	3.3
Grade 9 mathematics					
High (geometry or higher) ⁴	4.9	5.5	7.4	29.8	15.5
Mid-level (prealgebra or algebra 1)	49.1	58.8	61.0	62.1	65.2
Low (no or low mathematics) ⁵	46.0	35.7	31.6	8.2	19.3
School urbanicity					
Urban	17.7	—	20.6	—	24.8
Suburban	46.1	—	39.0	—	35.5
Rural	36.2	—	40.4	—	39.7

See notes at end of table.

Table 40. Percentage distribution of public high school graduates earning 3.0 or more occupational credits, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

	1982	1990	1992	1994	1998
School poverty level					
High (greater than 50 percent in NSLP)	—	—	—	9.0	11.3
Middle (greater than 5 to 50 percent in NSLP)	—	—	—	61.6	62.4
Low (5 percent or less in NSLP)	—	—	—	11.3	11.1
Not reported	—	—	—	18.1	15.2

—Not available.

¹Graduates completed at least some high-level coursework in each of mathematics, science, and English. High-level mathematics includes algebra 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus. High-level science includes chemistry 1 and 2 and physics 1 and 2. High-level English includes at least some honors-level English courses.

²Graduates either completed no high-level and no low-level mathematics, science, and English coursework or completed some high- or some low-level coursework but not in all three subject areas.

³Graduates completed only low-level mathematics, science, and English coursework. Low-level mathematics includes no mathematics; remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; prealgebra; algebra 1 taught over the course of 2 academic years; and informal geometry; but no higher mathematics. Low-level science includes no science, remedial science, physical science, earth science, unified science, astronomy, geology, environmental science, oceanography, general physics, basic biology 1, and consumer or introductory chemistry, but no higher science. Low-level English includes at least some below-grade or low academic level English courses.

⁴Higher grade 9 mathematics includes algebra 2 and 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus.

⁵Low grade 9 mathematics includes remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; but no higher mathematics.

NOTE: NSLP is the National School Lunch Program. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table 41. Average number of computer-related credits earned by public high school graduates in computer-related areas, by selected characteristics, including special and protected populations status: 1998

	Basic type-				Computer technology						
	Total	writing/key-boarding	Technology education	Business services	Total	Appli-cations	Program-ming	Data pro-cessing	Science/systems	Mathe-matics	Drafting/graphics
Total	1.05	0.29	0.06	0.33	0.31	0.16	0.04	0.01	0.09	0.01	0.06
Race/ethnicity											
American Indian/ Alaska Native	0.95	0.25	0.04	0.28	0.34	0.16	0.05	0.02	0.09	0.02	0.04
Asian/Pacific Islander	0.97	0.28	0.03	0.33	0.30	0.13	0.05	0.02	0.08	0.01	0.03
Black, non-Hispanic	1.20	0.34	0.09	0.40	0.34	0.19	0.04	0.01	0.08	0.02	0.04
Hispanic	1.06	0.33	0.05	0.32	0.33	0.16	0.05	0.01	0.10	0.02	0.04
White, non-Hispanic	1.02	0.28	0.06	0.32	0.30	0.15	0.04	0.01	0.09	0.01	0.06
Sex											
Male	1.05	0.26	0.10	0.29	0.32	0.15	0.06	0.01	0.09	0.01	0.09
Female	1.06	0.33	0.03	0.37	0.30	0.16	0.03	0.01	0.08	0.01	0.03
Disability status (grade 12)											
Has disability	0.86	0.23	0.07	0.27	0.25	0.13	0.02	0.03	0.07	0.01	0.03
No indicated disability	1.06	0.29	0.06	0.34	0.31	0.16	0.04	0.01	0.09	0.01	0.06
English proficiency (grade 12)											
Limited	0.99	0.35	0.08	0.27	0.27	0.11	0.04	‡	0.11	0.01	0.03
Proficient	1.05	0.29	0.06	0.33	0.31	0.16	0.04	0.01	0.09	0.01	0.06
Grade-point average (GPA)											
High (greater than 3.5)	0.99	0.28	0.03	0.30	0.33	0.18	0.05	0.01	0.08	0.02	0.04
Mid-level (2.0 to 3.5)	1.07	0.30	0.07	0.34	0.31	0.16	0.04	0.01	0.09	0.01	0.06
Low (less than 2.0)	0.94	0.24	0.06	0.31	0.23	0.11	0.02	0.01	0.09	0.01	0.09
Academic coursework completed											
All high ¹	1.01	0.25	0.02	0.37	0.33	0.16	0.06	0.01	0.09	0.02	0.04
Mid-level or mixed ²	1.07	0.30	0.07	0.33	0.31	0.16	0.04	0.01	0.09	0.01	0.06
All low ³	0.85	0.26	0.03	0.32	0.19	0.07	0.01	‡	0.10	0.01	0.04

See notes at end of table.

Table 41. Average number of computer-related credits earned by public high school graduates in computer-related areas, by selected characteristics, including special and protected populations status: 1998—Continued

	Total	Typing/key-boarding	Technology education	Business services	Computer technology							
					Total	Applications	Program-ming	Data pro-cessing	Science/systems	Mathe-matics	Drafting/graphics	
Grade 9 mathematics												
High (geometry or higher) ⁴	1.01	0.26	0.04	0.31	0.35	0.18	0.06	0.01	0.08	0.03	0.04	
Mid-level (prealgebra or algebra 1)	1.08	0.31	0.06	0.35	0.30	0.16	0.04	0.01	0.08	0.01	0.06	
Low (no or low mathematics) ⁵	0.98	0.28	0.07	0.31	0.27	0.11	0.03	0.01	0.11	0.01	0.05	
School urbanicity												
Urban	0.91	0.25	0.05	0.29	0.28	0.13	0.04	0.02	0.08	0.02	0.05	
Suburban	0.97	0.25	0.06	0.34	0.26	0.12	0.05	‡	0.08	0.01	0.06	
Rural	1.27	0.38	0.07	0.37	0.39	0.23	0.04	0.01	0.10	0.01	0.06	
School poverty level												
High (greater than 50 percent in NSLP)	1.27	0.34	0.07	0.41	0.40	0.21	0.04	0.05	0.09	0.01	0.04	
Middle (greater than 5 to 50 percent in NSLP)	1.07	0.32	0.06	0.32	0.32	0.17	0.04	0.01	0.09	0.02	0.06	
Low (5 percent or less in NSLP)	0.83	0.21	0.07	0.31	0.20	0.06	0.05	‡	0.09	‡	0.05	
Not reported	1.07	0.26	0.05	0.38	0.31	0.17	0.04	0.01	0.09	‡	0.07	

‡Reporting standards not met. (Too few cases.)

¹Graduates completed at least some high-level coursework in each of mathematics, science, and English. High-level mathematics includes algebra 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus. High-level science includes chemistry 1 and 2 and physics 1 and 2. High-level English includes at least some honors-level English courses.

²Graduates either completed no high-level and no low-level mathematics, science, and English coursework or completed some high- or some low-level coursework but not in all three subject areas.

³Graduates completed only low-level mathematics, science, and English coursework. Low-level mathematics includes no mathematics; remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; prealgebra; algebra 1 taught over the course of 2 academic years; and informal geometry; but no higher mathematics. Low-level science includes no science, remedial science, physical science, earth science, unified science, astronomy, geology, environmental science, oceanography, general physics, basic biology 1, and consumer or introductory chemistry, but no higher science. Low-level English includes at least some below-grade or low academic level English courses.

⁴Higher grade 9 mathematics includes algebra 2 and 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus.

⁵Low grade 9 mathematics includes remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; but no higher mathematics.

NOTE: NSLP is the National School Lunch Program. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Transcript Study (HSTS), 1998.

Table 42. Average number of computer-related credits earned by public high school graduates, by selected characteristics, including special and protected populations status: Various years, 1982–98

	1982 ¹	1990	1992	1994	1998
Total	†	1.04	1.03	1.04	1.05
Race/ethnicity					
American Indian/Alaska Native	†	1.06	0.91	1.21	0.95
Asian/Pacific Islander	†	1.00	1.03	0.99	0.97
Black, non-Hispanic	†	1.16	1.01	1.09	1.20
Hispanic	†	1.10	1.18	1.08	1.06
White, non-Hispanic	†	1.02	1.01	1.04	1.02
Sex					
Male	†	0.85	0.88	0.95	1.05
Female	†	1.20	1.17	1.12	1.06
Disability status (grade 12)					
Has disability	†	0.51	—	0.78	0.86
No indicated disability	†	1.05	—	1.05	1.06
English proficiency (grade 12)					
Limited	†	0.97	—	1.03	0.99
Proficient	†	1.04	—	1.04	1.05
Grade-point average (GPA)					
High (greater than 3.5)	†	1.08	1.09	1.05	0.99
Mid-level (2.0 to 3.5)	†	1.08	1.05	1.06	1.07
Low (less than 2.0)	†	0.84	0.87	0.89	0.94
Academic coursework completed					
All high ²	†	1.03	1.02	0.96	1.01
Mid-level or mixed ³	†	1.06	1.05	1.06	1.07
All low ⁴	†	0.66	0.53	0.75	0.85
Grade 9 mathematics					
High (geometry or higher) ⁵	†	1.05	1.08	1.01	1.01
Mid-level (prealgebra or algebra 1)	†	1.10	1.07	1.10	1.08
Low (no or low mathematics) ⁶	†	0.89	0.88	0.87	0.98
School urbanicity					
Urban	†	—	1.00	—	0.91
Suburban	†	—	0.94	—	0.97
Rural	†	—	1.16	—	1.27

See notes at end of table.

Table 42. Average number of computer-related credits earned by public high school graduates, by selected characteristics, including special and protected populations status: Various years, 1982–98
—Continued

	1982 ¹	1990	1992	1994	1998
School poverty level					
High (greater than 50 percent in NSLP)	†	—	—	1.25	1.27
Middle (greater than 5 to 50 percent in NSLP)	†	—	—	1.05	1.07
Low (5 percent or less in NSLP)	†	—	—	0.93	0.83
Not reported	†	—	—	0.97	1.07

—Not available.

†Not applicable.

¹In 1982, all basic typewriting/keyboarding courses were assumed not to be computer-related, while in subsequent years all of these courses were classified as computer-related. Therefore, 1982 estimates for basic typewriting/keyboarding, total computer-related general labor market preparation and total noncomputer-related general labor market preparation courses are not comparable with other years.

²Graduates completed at least some high-level coursework in each of mathematics, science, and English. High-level mathematics includes algebra 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus. High-level science includes chemistry 1 and 2 and physics 1 and 2. High-level English includes at least some honors-level English courses.

³Graduates either completed no high-level and no low-level mathematics, science, and English coursework or completed some high- or some low-level coursework but not in all three subject areas.

⁴Graduates completed only low-level mathematics, science, and English coursework. Low-level mathematics includes no mathematics; remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; prealgebra; algebra 1 taught over the course of 2 academic years; and informal geometry; but no higher mathematics. Low-level science includes no science, remedial science, physical science, earth science, unified science, astronomy, geology, environmental science, oceanography, general physics, basic biology 1, and consumer or introductory chemistry, but no higher science. Low-level English includes at least some below-grade or low academic level English courses.

⁵Higher grade 9 mathematics includes algebra 2 and 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus.

⁶Low grade 9 mathematics includes remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; but no higher mathematics.

NOTE: NSLP is the National School Lunch Program.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table 43. Average number of typewriting/keyboarding credits earned by public high school graduates, by selected characteristics, including special and protected populations status: Various years, 1982–98

	1982 ¹	1990	1992	1994	1998
Total	†	0.45	0.34	0.37	0.29
Race/ethnicity					
American Indian/Alaska Native	†	0.40	0.31	0.41	0.25
Asian/Pacific Islander	†	0.40	0.26	0.26	0.28
Black, non-Hispanic	†	0.50	0.33	0.42	0.34
Hispanic	†	0.47	0.39	0.30	0.33
White, non-Hispanic	†	0.44	0.34	0.37	0.28
Sex					
Male	†	0.33	0.27	0.31	0.26
Female	†	0.55	0.41	0.43	0.33
Disability status (grade 12)					
Has disability	†	0.27	—	0.27	0.23
No indicated disability	†	0.45	—	0.37	0.29
English proficiency (grade 12)					
Limited	†	0.45	—	0.45	0.35
Proficient	†	0.45	—	0.37	0.29
Grade-point average (GPA)					
High (greater than 3.5)	†	0.43	0.34	0.36	0.28
Mid-level (2.0 to 3.5)	†	0.47	0.35	0.38	0.30
Low (less than 2.0)	†	0.38	0.31	0.34	0.24
Academic coursework completed					
All high ²	†	0.37	0.29	0.30	0.25
Mid-level or mixed ³	†	0.47	0.36	0.39	0.30
All low ⁴	†	0.30	0.22	0.27	0.26
Grade 9 mathematics					
High (geometry or higher) ⁵	†	0.40	0.30	0.31	0.26
Mid-level (prealgebra or algebra 1)	†	0.47	0.36	0.39	0.31
Low (no or low mathematics) ⁶	†	0.41	0.31	0.34	0.28
School urbanicity					
Urban	†	—	0.29	—	0.25
Suburban	†	—	0.31	—	0.25
Rural	†	—	0.42	—	0.38

See notes at end of table.

Table 43. Average number of typewriting/keyboarding credits earned by public high school graduates, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

	1982 ¹	1990	1992	1994	1998
School poverty level					
High (greater than 50 percent in NSLP)	†	—	—	0.41	0.34
Middle (greater than 5 to 50 percent in NSLP)	†	—	—	0.37	0.32
Low (5 percent or less in NSLP)	†	—	—	0.31	0.21
Not reported	†	—	—	0.38	0.26

—Not available.

¹In 1982, all basic typewriting/keyboarding courses were assumed not to be computer-related, while in subsequent years all of these courses were classified as computer-related. Therefore, 1982 estimates for basic typewriting/keyboarding, total computer-related general labor market preparation and total noncomputer-related general labor market preparation courses are not comparable with other years.

²Graduates completed at least some high-level coursework in each of mathematics, science, and English. High-level mathematics includes algebra 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus. High-level science includes chemistry 1 and 2 and physics 1 and 2. High-level English includes at least some honors-level English courses.

³Graduates either completed no high-level and no low-level mathematics, science, and English coursework or completed some high- or some low-level coursework but not in all three subject areas.

⁴Graduates completed only low-level mathematics, science, and English coursework. Low-level mathematics includes no mathematics; remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; prealgebra; algebra 1 taught over the course of 2 academic years; and informal geometry; but no higher mathematics. Low-level science includes no science, remedial science, physical science, earth science, unified science, astronomy, geology, environmental science, oceanography, general physics, basic biology 1, and consumer or introductory chemistry, but no higher science. Low-level English includes at least some below-grade or low academic level English courses.

⁵Higher grade 9 mathematics includes algebra 2 and 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus.

⁶Low grade 9 mathematics includes remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; but no higher mathematics.

NOTE: NSLP is the National School Lunch Program.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table 44. Average number of computer-related business services credits earned by public high school graduates, by selected characteristics, including special and protected populations status: Various years, 1982–98

	1982	1990	1992	1994	1998
Total	0.01	0.28	0.29	0.38	0.33
Race/ethnicity					
American Indian/Alaska Native	0.01	0.34	0.25	0.46	0.28
Asian/Pacific Islander	0.01	0.22	0.30	0.36	0.33
Black, non-Hispanic	0.03	0.32	0.33	0.42	0.40
Hispanic	0.01	0.33	0.31	0.49	0.32
White, non-Hispanic	0.01	0.26	0.29	0.37	0.32
Sex					
Male	0.01	0.18	0.20	0.30	0.29
Female	0.02	0.37	0.38	0.46	0.37
Disability status (grade 12)					
Has disability	0.01	0.11	—	0.28	0.27
No indicated disability	0.01	0.28	—	0.38	0.34
English proficiency (grade 12)					
Limited	—	0.28	—	0.37	0.27
Proficient	—	0.28	—	0.38	0.33
Grade-point average (GPA)					
High (greater than 3.5)	0.02	0.22	0.25	0.37	0.30
Mid-level (2.0 to 3.5)	0.01	0.29	0.30	0.40	0.34
Low (less than 2.0)	0.01	0.25	0.27	0.31	0.31
Academic coursework completed					
All high ¹	0.03	0.19	0.26	0.34	0.37
Mid-level or mixed ²	0.01	0.30	0.31	0.39	0.33
All low ³	0.02	0.19	0.15	0.30	0.32
Grade 9 mathematics					
High (geometry or higher) ⁴	0.01	0.21	0.26	0.34	0.31
Mid-level (prealgebra or algebra 1)	0.01	0.30	0.30	0.41	0.35
Low (no or low mathematics) ⁵	0.01	0.26	0.29	0.33	0.31
School urbanicity					
Urban	0.02	—	0.26	—	0.29
Suburban	0.01	—	0.29	—	0.34
Rural	0.01	—	0.32	—	0.37

See notes at end of table.

Table 44. Average number of computer-related business services credits earned by public high school graduates, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

	1982	1990	1992	1994	1998
School poverty level					
High (greater than 50 percent in NSLP)	—	—	—	0.45	0.41
Middle (greater than 5 to 50 percent in NSLP)	—	—	—	0.39	0.32
Low (5 percent or less in NSLP)	—	—	—	0.30	0.31
Not reported	—	—	—	0.39	0.38

—Not available.

¹Graduates completed at least some high-level coursework in each of mathematics, science, and English. High-level mathematics includes algebra 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus. High-level science includes chemistry 1 and 2 and physics 1 and 2. High-level English includes at least some honors-level English courses.

²Graduates either completed no high-level and no low-level mathematics, science, and English coursework or completed some high- or some low-level coursework but not in all three subject areas.

³Graduates completed only low-level mathematics, science, and English coursework. Low-level mathematics includes no mathematics; remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; prealgebra; algebra 1 taught over the course of 2 academic years; and informal geometry; but no higher mathematics. Low-level science includes no science, remedial science, physical science, earth science, unified science, astronomy, geology, environmental science, oceanography, general physics, basic biology 1, and consumer or introductory chemistry, but no higher science. Low-level English includes at least some below-grade or low academic level English courses.

⁴Higher grade 9 mathematics includes algebra 2 and 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus.

⁵Low grade 9 mathematics includes remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; but no higher mathematics.

NOTE: NSLP is the National School Lunch Program.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table 45. Average number of computer technology credits earned by public high school graduates, by selected characteristics, including special and protected populations status: Various years, 1982–98

	1982	1990	1992	1994	1998
Total	0.11	0.30	0.37	0.23	0.31
Race/ethnicity					
American Indian/Alaska Native	0.05	0.31	0.35	0.26	0.34
Asian/Pacific Islander	0.18	0.38	0.45	0.35	0.30
Black, non-Hispanic	0.10	0.34	0.34	0.21	0.34
Hispanic	0.06	0.30	0.46	0.27	0.33
White, non-Hispanic	0.12	0.30	0.36	0.23	0.30
Sex					
Male	0.13	0.33	0.38	0.25	0.32
Female	0.09	0.28	0.37	0.21	0.30
Disability status (grade 12)					
Has disability	0.08	0.13	—	0.15	0.25
No indicated disability	0.12	0.31	—	0.24	0.31
English proficiency (grade 12)					
Limited	—	0.23	—	0.20	0.27
Proficient	—	0.30	—	0.23	0.31
Grade-point average (GPA)					
High (greater than 3.5)	0.20	0.43	0.48	0.30	0.33
Mid-level (2.0 to 3.5)	0.11	0.31	0.38	0.23	0.31
Low (less than 2.0)	0.07	0.20	0.26	0.17	0.23
Academic coursework completed					
All high ¹	0.04	0.46	0.45	0.30	0.33
Mid-level or mixed ²	0.12	0.29	0.37	0.23	0.31
All low ³	0.04	0.16	0.15	0.11	0.19
Grade 9 mathematics					
High (geometry or higher) ⁴	0.19	0.44	0.49	0.33	0.35
Mid-level (prealgebra or algebra 1)	0.13	0.32	0.39	0.24	0.30
Low (no or low mathematics) ⁵	0.07	0.22	0.26	0.15	0.27
School urbanicity					
Urban	0.12	—	0.44	—	0.28
Suburban	0.13	—	0.31	—	0.26
Rural	0.08	—	0.40	—	0.39

See notes at end of table.

Table 45. Average number of computer technology credits earned by public high school graduates, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

	1982	1990	1992	1994	1998
School poverty level					
High (greater than 50 percent in NSLP)	—	—	—	0.31	0.40
Middle (greater than 5 to 50 percent in NSLP)	—	—	—	0.24	0.32
Low (5 percent or less in NSLP)	—	—	—	0.26	0.20
Not reported	—	—	—	0.16	0.31

—Not available.

¹Graduates completed at least some high-level coursework in each of mathematics, science, and English. High-level mathematics includes algebra 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus. High-level science includes chemistry 1 and 2 and physics 1 and 2. High-level English includes at least some honors-level English courses.

²Graduates either completed no high-level and no low-level mathematics, science, and English coursework or completed some high- or some low-level coursework but not in all three subject areas.

³Graduates completed only low-level mathematics, science, and English coursework. Low-level mathematics includes no mathematics; remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; prealgebra; algebra 1 taught over the course of 2 academic years; and informal geometry; but no higher mathematics. Low-level science includes no science, remedial science, physical science, earth science, unified science, astronomy, geology, environmental science, oceanography, general physics, basic biology 1, and consumer or introductory chemistry, but no higher science. Low-level English includes at least some below-grade or low academic level English courses.

⁴Higher grade 9 mathematics includes algebra 2 and 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus.

⁵Low grade 9 mathematics includes remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; but no higher mathematics.

NOTE: NSLP is the National School Lunch Program.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table 46. Average number of total credits earned in high school by public high school graduates, by selected characteristics, including special and protected populations status: Various years, 1982–98

	1982	1990	1992	1994	1998
Total	21.60	23.53	23.86	24.17	25.14
Race/ethnicity					
American Indian/Alaska Native	21.43	22.64	23.55	24.23	24.44
Asian/Pacific Islander	22.30	24.07	24.49	24.47	25.23
Black, non-Hispanic	21.18	23.40	23.48	23.59	24.83
Hispanic	21.27	23.83	23.84	24.06	25.09
White, non-Hispanic	21.71	23.54	23.89	24.33	25.21
Sex					
Male	21.43	23.35	23.69	23.99	24.94
Female	21.75	23.69	24.01	24.34	25.37
Disability status (grade 12)					
Has disability	21.32	22.81	—	24.00	24.73
No indicated disability	21.63	23.54	—	24.18	25.15
English proficiency (grade 12)					
Limited	—	24.22	—	24.63	25.00
Proficient	—	23.52	—	24.17	25.14
Grade-point average (GPA)					
High (greater than 3.5)	23.17	24.76	25.39	25.45	26.59
Mid-level (2.0 to 3.5)	21.80	23.70	23.94	24.27	25.02
Low (less than 2.0)	20.15	22.09	22.21	22.38	22.88
Academic coursework completed					
All high ¹	22.28	24.94	25.19	25.28	26.77
Mid-level or mixed ²	21.63	23.39	23.67	24.00	24.90
All low ³	20.30	22.65	22.98	23.32	23.62
Grade 9 mathematics					
High (geometry or higher) ⁴	22.50	24.53	24.99	24.88	26.24
Mid-level (prealgebra or algebra 1)	21.97	23.68	24.02	24.32	25.12
Low (no or low mathematics) ⁵	20.91	22.78	22.83	23.31	23.91
School urbanicity					
Urban	21.26	—	23.84	—	25.04
Suburban	21.68	—	23.73	—	24.97
Rural	21.67	—	24.03	—	25.44

See notes at end of table.

Table 46. Average number of total credits earned in high school by public high school graduates, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

	1982	1990	1992	1994	1998
School poverty level					
High (greater than 50 percent in NSLP)	—	—	—	23.84	25.50
Middle (greater than 5 to 50 percent in NSLP)	—	—	—	24.29	25.17
Low (5 percent or less in NSLP)	—	—	—	23.85	24.66
Not reported	—	—	—	24.22	25.32

—Not available.

¹Graduates completed at least some high-level coursework in each of mathematics, science, and English. High-level mathematics includes algebra 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus. High-level science includes chemistry 1 and 2 and physics 1 and 2. High-level English includes at least some honors-level English courses.

²Graduates either completed no high-level and no low-level mathematics, science, and English coursework or completed some high- or some low-level coursework but not in all three subject areas.

³Graduates completed only low-level mathematics, science, and English coursework. Low-level mathematics includes no mathematics; remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; prealgebra; algebra 1 taught over the course of 2 academic years; and informal geometry; but no higher mathematics. Low-level science includes no science, remedial science, physical science, earth science, unified science, astronomy, geology, environmental science, oceanography, general physics, basic biology 1, and consumer or introductory chemistry, but no higher science. Low-level English includes at least some below-grade or low academic level English courses.

⁴Higher grade 9 mathematics includes algebra 2 and 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus.

⁵Low grade 9 mathematics includes remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; but no higher mathematics.

NOTE: NSLP is the National School Lunch Program.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table 47. Average number of core academic credits earned by public high school graduates, by selected characteristics, including special and protected populations status: Various years, 1982–98

	1982	1990	1992	1994	1998
Total	11.87	13.57	13.88	14.21	14.51
Race/ethnicity					
American Indian/Alaska Native	11.51	12.94	13.49	13.90	13.63
Asian/Pacific Islander	12.88	14.68	14.61	15.27	15.33
Black, non-Hispanic	11.77	13.71	13.83	13.90	14.41
Hispanic	11.08	13.56	13.46	14.03	14.20
White, non-Hispanic	12.00	13.51	13.91	14.27	14.55
Sex					
Male	11.94	13.53	13.78	14.11	14.33
Female	11.79	13.61	13.98	14.31	14.70
Disability status (grade 12)					
Has disability	11.64	11.95	—	12.69	12.97
No indicated disability	11.89	13.61	—	14.27	14.56
English proficiency (grade 12)					
Limited	—	15.59	—	15.37	15.45
Proficient	—	13.56	—	14.20	14.51
Grade-point average (GPA)					
High (greater than 3.5)	13.82	15.22	15.47	15.84	15.96
Mid-level (2.0 to 3.5)	11.88	13.63	13.84	14.17	14.30
Low (less than 2.0)	10.87	12.36	12.86	12.82	13.20
Academic coursework completed					
All high ¹	13.74	15.61	15.72	16.05	16.31
Mid-level or mixed ²	11.91	13.42	13.66	13.95	14.27
All low ³	10.04	11.82	12.08	12.52	12.22
Grade 9 mathematics					
High (geometry or higher) ⁴	13.39	14.93	15.32	15.46	15.66
Mid-level (prealgebra or algebra 1)	12.26	13.81	14.05	14.35	14.44
Low (no or low mathematics) ⁵	11.03	12.51	12.67	13.03	13.39
School urbanicity					
Urban	11.89	—	13.88	—	14.70
Suburban	11.96	—	13.99	—	14.49
Rural	11.72	—	13.74	—	14.38

See notes at end of table.

Table 47. Average number of core academic credits earned by public high school graduates, by selected characteristics, including special and protected populations status: Various years, 1982–98
—Continued

	1982	1990	1992	1994	1998
School poverty level					
High (greater than 50 percent in NSLP)	—	—	—	13.98	14.49
Middle (greater than 5 to 50 percent in NSLP)	—	—	—	14.24	14.48
Low (5 percent or less in NSLP)	—	—	—	14.48	14.49
Not reported	—	—	—	13.98	14.69

—Not available.

¹Graduates completed at least some high-level coursework in each of mathematics, science, and English. High-level mathematics includes algebra 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus. High-level science includes chemistry 1 and 2 and physics 1 and 2. High-level English includes at least some honors-level English courses.

²Graduates either completed no high-level and no low-level mathematics, science, and English coursework or completed some high- or some low-level coursework but not in all three subject areas.

³Graduates completed only low-level mathematics, science, and English coursework. Low-level mathematics includes no mathematics; remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; prealgebra; algebra 1 taught over the course of 2 academic years; and informal geometry; but no higher mathematics. Low-level science includes no science, remedial science, physical science, earth science, unified science, astronomy, geology, environmental science, oceanography, general physics, basic biology 1, and consumer or introductory chemistry, but no higher science. Low-level English includes at least some below-grade or low academic level English courses.

⁴Higher grade 9 mathematics includes algebra 2 and 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus.

⁵Low grade 9 mathematics includes remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; but no higher mathematics.

NOTE: The core academic subjects include English, mathematics, science, and social studies. NSLP is the National School Lunch Program.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table 48. Average number of core academic credits earned by occupational concentrators, by selected characteristics, including special and protected populations status: Various years, 1982–98

	1982	1990	1992	1994	1998
Total	10.78	12.28	12.73	13.06	13.68
Race/ethnicity					
American Indian/Alaska Native	11.03	12.53	12.61	13.48	12.92
Asian/Pacific Islander	11.44	13.56	13.37	13.45	14.71
Black, non-Hispanic	10.95	12.68	13.08	13.00	14.09
Hispanic	10.38	12.54	12.62	13.22	13.75
White, non-Hispanic	10.83	12.15	12.66	13.08	13.56
Sex					
Male	10.77	12.22	12.69	12.93	13.44
Female	10.80	12.34	12.78	13.21	14.05
Disability status (grade 12)					
Has disability	10.93	11.29	—	12.25	12.44
No indicated disability	10.78	12.32	—	13.11	13.74
English proficiency (grade 12)					
Limited	—	‡	—	14.38	‡
Proficient	—	12.28	—	13.05	13.68
Grade-point average (GPA)					
High (greater than 3.5)	12.77	13.84	14.79	14.94	15.50
Mid-level (2.0 to 3.5)	10.79	12.40	12.71	13.07	13.59
Low (less than 2.0)	10.31	11.62	12.25	12.23	12.51
Academic coursework completed					
All high ¹	—	15.06	15.29	15.54	15.97
Mid-level or mixed ²	10.82	12.30	12.69	12.98	13.57
All low ³	9.70	11.28	11.89	12.35	11.74
Grade 9 mathematics					
High (geometry or higher) ⁴	12.02	13.59	14.50	14.27	15.25
Mid-level (prealgebra or algebra 1)	11.07	12.53	12.99	13.33	13.69
Low (no or low mathematics) ⁵	10.39	11.77	11.98	12.30	12.55
School urbanicity					
Urban	10.66	—	12.96	—	14.02
Suburban	10.95	—	12.64	—	13.65
Rural	10.63	—	12.69	—	13.49

See notes at end of table.

Table 48. Average number of core academic credits earned by occupational concentrators, by selected characteristics, including special and protected populations status: Various years, 1982–98
—Continued

	1982	1990	1992	1994	1998
School poverty level					
High (greater than 50 percent in NSLP)	—	—	—	13.01	14.08
Middle (greater than 5 to 50 percent in NSLP)	—	—	—	13.10	13.68
Low (5 percent or less in NSLP)	—	—	—	13.06	13.00
Not reported	—	—	—	12.91	13.87

—Not available.

‡Reporting standards not met. (Too few cases.)

¹Graduates completed at least some high-level coursework in each of mathematics, science, and English. High-level mathematics includes algebra 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus. High-level science includes chemistry 1 and 2 and physics 1 and 2. High-level English includes at least some honors-level English courses.

²Graduates either completed no high-level and no low-level mathematics, science, and English coursework or completed some high- or some low-level coursework but not in all three subject areas.

³Graduates completed only low-level mathematics, science, and English coursework. Low-level mathematics includes no mathematics; remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; prealgebra; algebra 1 taught over the course of 2 academic years; and informal geometry; but no higher mathematics. Low-level science includes no science, remedial science, physical science, earth science, unified science, astronomy, geology, environmental science, oceanography, general physics, basic biology 1, and consumer or introductory chemistry, but no higher science. Low-level English includes at least some below-grade or low academic level English courses.

⁴Higher grade 9 mathematics includes algebra 2 and 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus.

⁵Low grade 9 mathematics includes remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; but no higher mathematics.

NOTE: Occupational concentrators earned 3.0 or more credits in one of the following 10 broad occupational program areas: agriculture, business, marketing, health care, protective services, technology, trade and industry, food service and hospitality, child care and education, and personal and other services. NSLP is the National School Lunch Program.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table 49. Percentage distribution of public high school graduates who completed both an occupational concentration and college-preparatory coursework, by selected characteristics, including special and protected populations status: Various years, 1982–98

	1982	1990	1992	1994	1998
Total	100.0	100.0	100.0	100.0	100.0
Race/ethnicity					
American Indian/Alaska Native	0.6	0.5	0.2	0.1	0.2
Asian/Pacific Islander	5.4	4.8	7.6	2.9	2.7
Black, non-Hispanic	16.5	12.9	12.9	11.8	16.3
Hispanic	13.8	7.7	10.0	8.4	9.1
White, non-Hispanic	63.7	74.2	69.3	76.7	71.5
Sex					
Male	41.7	50.0	48.6	46.0	45.2
Female	58.3	50.0	51.4	54.0	54.8
Disability status (grade 12)					
Has disability	1.9	0.1	—	0.3	0.4
No indicated disability	98.1	99.9	—	99.7	99.6
English proficiency (grade 12)					
Limited	—	0.0	—	0.4	0.1
Proficient	—	100.0	—	99.6	99.9
Grade-point average (GPA)					
High (greater than 3.5)	18.0	16.6	17.4	21.9	27.0
Mid-level (2.0 to 3.5)	79.0	81.8	76.9	76.0	71.5
Low (less than 2.0)	3.1	1.6	5.7	2.2	1.6
Academic coursework completed					
All high ¹	14.0	23.0	23.1	22.5	25.4
Mid-level or mixed ²	86.0	77.0	76.9	77.5	74.6
All low ³	0.0	0.0	0.0	0.0	0.0
Grade 9 mathematics					
High (geometry or higher) ⁴	22.2	18.0	24.3	21.3	31.8
Mid-level (prealgebra or algebra 1)	76.8	77.2	73.1	75.8	65.7
Low (no or low mathematics) ⁵	1.1	4.9	2.6	3.0	2.5
School urbanicity					
Urban	24.3	—	29.8	—	29.8
Suburban	44.9	—	38.4	—	36.3
Rural	30.9	—	31.8	—	33.9

See notes at end of table.

Table 49. Percentage distribution of public high school graduates who completed both an occupational concentration and college-preparatory coursework, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

	1982	1990	1992	1994	1998
School poverty level					
High (greater than 50 percent in NSLP)	—	—	—	8.0	10.1
Middle (greater than 5 to 50 percent in NSLP)	—	—	—	59.9	62.9
Low (5 percent or less in NSLP)	—	—	—	14.1	9.9
Not reported	—	—	—	18.0	17.1

—Not available.

¹Graduates completed at least some high-level coursework in each of mathematics, science, and English. High-level mathematics includes algebra 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus. High-level science includes chemistry 1 and 2 and physics 1 and 2. High-level English includes at least some honors-level English courses.

²Graduates either completed no high-level and no low-level mathematics, science, and English coursework or completed some high- or some low-level coursework but not in all three subject areas.

³Graduates completed only low-level mathematics, science, and English coursework. Low-level mathematics includes no mathematics; remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; prealgebra; algebra 1 taught over the course of 2 academic years; and informal geometry; but no higher mathematics. Low-level science includes no science, remedial science, physical science, earth science, unified science, astronomy, geology, environmental science, oceanography, general physics, basic biology 1, and consumer or introductory chemistry, but no higher science. Low-level English includes at least some below-grade or low academic level English courses.

⁴Higher grade 9 mathematics includes algebra 2 and 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus.

⁵Low grade 9 mathematics includes remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; but no higher mathematics.

NOTE: Occupational concentrators earned 3.0 or more credits in one of the following 10 broad occupational program areas: agriculture, business, marketing, health care, protective services, technology, trade and industry, food service and hospitality, child care and education, and personal and other services. College-preparatory coursework is defined as earning 4.0 or more credits in English; 3.0 or more credits in mathematics at the algebra 1 or higher level; 2.0 or more credits in biology, chemistry, or physics; 2.0 or more credits in social studies with at least 1.0 credit in U.S. or world history; and 2.0 or more credits in a single foreign language. NSLP is the National School Lunch Program. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table 50. Percentage of public high school graduates who completed high-level mathematics courses in grade 9, by selected characteristics, including special and protected populations status: Various years, 1982–98

	1982	1990	1992	1994	1998
Total	7.9	10.6	12.9	14.9	20.4
Race/ethnicity					
American Indian/Alaska Native	4.0	10.9	2.7	8.0	18.1
Asian/Pacific Islander	18.8	23.5	21.3	23.7	30.3
Black, non-Hispanic	3.3	6.1	8.0	7.8	15.2
Hispanic	2.8	5.8	8.5	10.2	13.5
White, non-Hispanic	9.2	11.5	13.9	16.5	22.0
Sex					
Male	7.4	10.6	11.1	14.2	19.0
Female	8.3	10.7	14.5	15.5	21.0
Disability status (grade 12)					
Has disability	5.9	0.6	—	3.1	3.5
No indicated disability	8.1	10.9	—	15.3	20.9
English proficiency (grade 12)					
Limited	—	4.7	—	6.4	5.3
Proficient	—	10.7	—	14.9	20.5
Grade-point average (GPA)					
High (greater than 3.5)	27.0	33.8	44.0	41.3	49.9
Mid-level (2.0 to 3.5)	6.8	9.3	10.6	12.1	15.1
Low (less than 2.0)	2.1	2.4	1.1	2.8	3.9
Academic coursework completed					
All high ¹	38.9	45.6	52.8	51.3	57.8
Mid-level or mixed ²	6.7	6.8	6.6	8.8	14.3
All low ³	‡	‡	‡	‡	‡
Grade 9 mathematics					
High (geometry or higher) ⁴	100.0	100.0	100.0	100.0	100.0
Mid-level (prealgebra or algebra 1)	0	0	0	0	0
Low (no or low mathematics) ⁵	0	0	0	0	0
School urbanicity					
Urban	7.4	—	16.4	—	25.5
Suburban	9.6	—	13.3	—	21.5
Rural	5.6	—	9.9	—	14.6

See notes at end of table.

Table 50. Percentage of public high school graduates who completed high-level mathematics courses in grade 9, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

	1982	1990	1992	1994	1998
School poverty level					
High (greater than 50 percent in NSLP)	—	—	—	12.6	13.0
Middle (greater than 5 to 50 percent in NSLP)	—	—	—	15.5	18.4
Low (5 percent or less in NSLP)	—	—	—	17.6	27.8
Not reported	—	—	—	11.2	24.8

—Not available.

‡Reporting standards not met. (Too few cases.)

¹Graduates completed at least some high-level coursework in each of mathematics, science, and English. High-level mathematics includes algebra 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus. High-level science includes chemistry 1 and 2 and physics 1 and 2. High-level English includes at least some honors-level English courses.

²Graduates either completed no high-level and no low-level mathematics, science, and English coursework or completed some high- or some low-level coursework but not in all three subject areas.

³Graduates completed only low-level mathematics, science, and English coursework. Low-level mathematics includes no mathematics; remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; prealgebra; algebra 1 taught over the course of 2 academic years; and informal geometry; but no higher mathematics. Low-level science includes no science, remedial science, physical science, earth science, unified science, astronomy, geology, environmental science, oceanography, general physics, basic biology 1, and consumer or introductory chemistry, but no higher science. Low-level English includes at least some below-grade or low academic level English courses.

⁴Higher grade 9 mathematics includes algebra 2 and 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus.

⁵Low grade 9 mathematics includes remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; but no higher mathematics.

NOTE: High-level grade 9 mathematics courses include geometry, algebra 2 and 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus. NSLP is the National School Lunch Program.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table 51. Percentage of occupational concentrators who completed high-level mathematics courses in grade 9, by selected characteristics, including special and protected populations status: Various years, 1982–98

	1982	1990	1992	1994	1998
Total	4.2	4.6	6.2	7.0	14.3
Race/ethnicity					
American Indian/Alaska Native	‡	‡	‡	‡	14.2
Asian/Pacific Islander	14.9	13.1	7.0	12.0	26.2
Black, non-Hispanic	1.8	4.9	4.6	5.1	15.5
Hispanic	2.0	3.5	6.3	5.3	13.5
White, non-Hispanic	4.9	4.6	6.6	7.8	13.7
Sex					
Male	3.3	4.6	6.4	7.0	12.4
Female	5.4	4.6	6.0	7.2	17.0
Disability status (grade 12)					
Has disability	3.3	1.1	—	2.7	4.1
No indicated disability	4.3	4.7	—	7.3	14.7
English proficiency (grade 12)					
Limited	—	‡	—	‡	‡
Proficient	—	4.6	—	7.1	14.3
Grade-point average (GPA)					
High (greater than 3.5)	19.8	22.5	35.2	23.6	46.0
Mid-level (2.0 to 3.5)	3.9	4.6	5.6	6.7	11.5
Low (less than 2.0)	1.8	1.5	1.5	2.1	3.1
Academic coursework completed					
All high ¹	‡	42.2	47.8	45.9	56.3
Mid-level or mixed ²	4.2	3.8	4.7	5.3	10.8
All low ³	‡	‡	‡	‡	‡
Grade 9 mathematics					
High (geometry or higher) ⁴	100.0	100.0	100.0	100.0	100.0
Mid-level (prealgebra or algebra 1)	‡	‡	‡	‡	‡
Low (no or low mathematics) ⁵	‡	‡	‡	‡	‡
School urbanicity					
Urban	3.8	—	6.8	—	20.3
Suburban	5.4	—	6.5	—	13.9
Rural	3.0	—	5.7	—	10.7

See notes at end of table.

Table 51. Percentage of occupational concentrators who completed high-level mathematics courses in grade 9, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

	1982	1990	1992	1994	1998
School poverty level					
High (greater than 50 percent in NSLP)	—	—	—	5.4	10.5
Middle (greater than 5 to 50 percent in NSLP)	—	—	—	7.1	14.1
Low (5 percent or less in NSLP)	—	—	—	12.0	14.4
Not reported	—	—	—	4.6	17.7

—Not available.

‡Reporting standards not met. (Too few cases.)

¹Graduates completed at least some high-level coursework in each of mathematics, science, and English. High-level mathematics includes algebra 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus. High-level science includes chemistry 1 and 2 and physics 1 and 2. High-level English includes at least some honors-level English courses.

²Graduates either completed no high-level and no low-level mathematics, science, and English coursework or completed some high- or some low-level coursework but not in all three subject areas.

³Graduates completed only low-level mathematics, science, and English coursework. Low-level mathematics includes no mathematics; remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; prealgebra; algebra 1 taught over the course of 2 academic years; and informal geometry; but no higher mathematics. Low-level science includes no science, remedial science, physical science, earth science, unified science, astronomy, geology, environmental science, oceanography, general physics, basic biology 1, and consumer or introductory chemistry, but no higher science. Low-level English includes at least some below-grade or low academic level English courses.

⁴Higher grade 9 mathematics includes algebra 2 and 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus.

⁵Low grade 9 mathematics includes remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; but no higher mathematics.

NOTE: Occupational concentrators earned 3.0 or more credits in one of the following 10 broad occupational program areas: agriculture, business, marketing, health care, protective services, technology, trade and industry, food service and hospitality, child care and education, and personal and other services. High-level grade 9 mathematics includes geometry, algebra 2 and 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus. NSLP is the National School Lunch Program.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table 52. Percentage of public high school graduates earning 3.0 or more occupational credits who met the New Basics core academic requirements, by selected characteristics, including special and protected populations status: Various years, 1982–98

	1982	1990	1992	1994	1998
Total	6.0	22.4	29.0	37.1	48.1
Race/ethnicity					
American Indian/Alaska Native	5.9	15.4	21.3	40.5	30.1
Asian/Pacific Islander	10.3	38.7	33.9	45.9	57.5
Black, non-Hispanic	5.1	27.7	30.8	35.6	58.2
Hispanic	3.5	19.0	26.6	31.3	37.6
White, non-Hispanic	6.6	21.8	28.9	39.2	47.4
Sex					
Male	6.7	22.9	28.7	35.3	45.3
Female	5.2	21.9	29.3	39.3	52.3
Disability status (grade 12)					
Has disability	5.5	5.9	—	16.0	25.5
No indicated disability	6.1	23.0	—	38.3	49.0
English proficiency (grade 12)					
Limited	—	—	—	29.4	34.9
Proficient	—	22.5	—	37.2	48.1
Grade-point average (GPA)					
High (greater than 3.5)	18.3	55.3	59.6	73.0	77.1
Mid-level (2.0 to 3.5)	6.2	23.7	29.1	38.1	46.4
Low (less than 2.0)	2.5	10.7	18.7	17.4	26.6
Academic coursework completed					
All high ¹	27.1	77.0	77.7	81.5	84.2
Mid-level or mixed ²	6.0	21.6	27.6	35.5	46.2
All low ³	0.0	3.9	3.5	9.1	9.8
Grade 9 mathematics					
High (geometry or higher) ⁴	14.4	49.3	64.1	60.7	68.6
Mid-level (prealgebra or algebra 1)	7.8	26.6	33.1	43.2	50.3
Low (no or low mathematics) ⁵	3.2	11.5	12.8	18.0	24.1
School urbanicity					
Urban	4.3	—	33.4	—	55.0
Suburban	7.0	—	29.2	—	47.3
Rural	5.5	—	26.5	—	44.4

See notes at end of table.

Table 52. Percentage of public high school graduates earning 3.0 or more occupational credits who met the New Basics core academic requirements, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

	1982	1990	1992	1994	1998
School poverty level					
High (greater than 50 percent in NSLP)	—	—	—	36.1	53.6
Middle (greater than 5 to 50 percent in NSLP)	—	—	—	38.5	46.4
Low (5 percent or less in NSLP)	—	—	—	36.9	46.0
Not reported	—	—	—	33.0	52.4

—Not available.

¹Graduates completed at least some high-level coursework in each of mathematics, science, and English. High-level mathematics includes algebra 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus. High-level science includes chemistry 1 and 2 and physics 1 and 2. High-level English includes at least some honors-level English courses.

²Graduates either completed no high-level and no low-level mathematics, science, and English coursework or completed some high- or some low-level coursework but not in all three subject areas.

³Graduates completed only low-level mathematics, science, and English coursework. Low-level mathematics includes no mathematics; remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; prealgebra; algebra 1 taught over the course of 2 academic years; and informal geometry; but no higher mathematics. Low-level science includes no science, remedial science, physical science, earth science, unified science, astronomy, geology, environmental science, oceanography, general physics, basic biology 1, and consumer or introductory chemistry, but no higher science. Low-level English includes at least some below-grade or low academic level English courses.

⁴Higher grade 9 mathematics includes algebra 2 and 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus.

⁵Low grade 9 mathematics includes remedial mathematics; general, basic, or consumer mathematics; technical or vocational mathematics; but no higher mathematics.

NOTE: The New Basics core academic requirements include 4 years of English and 3 years each of mathematics, science, and social studies. NSLP is the National School Lunch Program.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

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Appendix A—Standard Error Tables

Table A1. Standard errors for table 1: Percentage of public high school graduates taking vocational/technical education courses, by selected characteristics, including special and protected populations status: Various years, 1982–98

		1982	1990	1992	1994	1998
Total	s.e.	0.19	0.24	0.27	0.32	0.48
	weighted n (in 1,000s)	2,607	2,505	2,174	2,213	2,617
Race/ethnicity						
American Indian/Alaska Native	s.e.	0.88	1.54	1.13	0.82	1.16
	weighted n (in 1,000s)	30	12	22	17	12
Asian/Pacific Islander	s.e.	0.92	0.987	0.567	0.747	1.752
	weighted n (in 1,000s)	38	86	88	74	92
Black, non-Hispanic	s.e.	0.20	0.29	1.39	0.34	0.31
	weighted n (in 1,000s)	293	347	254	263	356
Hispanic	s.e.	0.23	0.29	0.43	0.36	0.43
	weighted n (in 1,000s)	307	194	207	168	299
White, non-Hispanic	s.e.	0.25	0.29	0.28	0.39	0.57
	weighted n (in 1,000s)	1,913	1,778	1,596	1,564	1,852
Sex						
Male	s.e.	0.27	0.23	0.25	0.32	0.43
	weighted n (in 1,000s)	1,257	1,194	1,074	1,083	1,232
Female	s.e.	0.24	0.32	0.44	0.39	0.57
	weighted n (in 1,000s)	1,350	1,309	1,100	1,126	1,347
Disability status (grade 12)						
Has disability	s.e.	0.27	0.16	—	0.36	0.41
	weighted n (in 1,000s)	226	64	—	82	74
No indicated disability	s.e.	0.21	0.24	—	0.32	0.49
	weighted n (in 1,000s)	2,361	2,441	—	2,130	2,543
English proficiency (grade 12)						
Limited	s.e.	—	2.00	—	1.78	1.64
	weighted n (in 1,000s)	—	13	—	19	19
Proficient	s.e.	—	0.24	—	0.32	0.48
	weighted n (in 1,000s)	—	2,492	—	2,194	2,598
Grade-point average (GPA)						
High (greater than 3.5)	s.e.	0.88	0.90	0.67	0.76	1.20
	weighted n (in 1,000s)	260	258	233	307	456
Mid-level (2.0 to 3.5)	s.e.	0.23	0.24	0.32	0.34	0.39
	weighted n (in 1,000s)	1,812	1,809	1,644	1,600	1,975

See notes at end of table.

Table A1. Standard errors for table 1: Percentage of public high school graduates taking vocational/technical education courses, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

		1982	1990	1992	1994	1998
Low (less than 2.0)	s.e.	0.18	0.12	0.32	0.21	0.51
	weighted n (in 1,000s)	534	438	295	306	186
Academic coursework completed						
All high	s.e.	2.10	0.90	0.94	1.07	1.23
	weighted n (in 1,000s)	31	273	308	330	386
Mid-level or mixed	s.e.	0.19	0.20	0.27	0.25	0.45
	weighted n (in 1,000s)	2,485	2,098	1,781	1,810	2,141
All low	s.e.	0.00	0.14	0.80	0.12	0.26
	weighted n (in 1,000s)	86	117	75	55	58
Grade 9 mathematics						
High (geometry or higher)	s.e.	0.97	0.69	1.02	0.88	1.01
	weighted n (in 1,000s)	205	266	280	329	534
Mid-level (prealgebra or algebra 1)	s.e.	0.26	0.28	0.34	0.34	0.56
	weighted n (in 1,000s)	1,374	1,546	1,369	1,380	1,635
Low (no or low mathematics)	s.e.	0.24	0.19	0.21	0.40	0.37
	weighted n (in 1,000s)	1,028	692	526	504	447
School urbanicity						
Urban	s.e.	0.49	—	0.81	—	0.85
	weighted n (in 1,000s)	501	—	484	—	743
Suburban	s.e.	0.29	—	0.32	—	0.67
	weighted n (in 1,000s)	1,261	—	961	—	1,028
Rural	s.e.	0.27	—	0.40	—	0.55
	weighted n (in 1,000s)	845	—	729	—	846
School poverty level						
High (greater than 50 percent in NSLP)	s.e.	—	—	—	0.50	0.48
	weighted n (in 1,000s)	—	—	—	185	240
Middle (greater than 5 to 50 percent in NSLP)	s.e.	—	—	—	0.29	0.59
	weighted n (in 1,000s)	—	—	—	1,296	1,565
Low (5 percent or less in NSLP)	s.e.	—	—	—	1.53	1.42
	weighted n (in 1,000s)	—	—	—	351	425
Not reported	s.e.	—	—	—	0.53	0.80
	weighted n (in 1,000s)	—	—	—	380	386

—Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table A2. Standard errors for table 2: Percentage of public high school graduates taking occupational courses, by selected characteristics, including special and protected populations status: Various years, 1982–98

		1982	1990	1992	1994	1998
Total	s.e.	0.47	0.68	0.48	0.66	0.80
	weighted n (in 1,000s)	2,607	2,505	2,174	2,213	2,617
Race/ethnicity						
American Indian/Alaska Native	s.e.	2.21	1.82	2.09	1.76	1.57
	weighted n (in 1,000s)	30	12	22	17	12
Asian/Pacific Islander	s.e.	3.07	1.98	1.36	1.14	1.06
	weighted n (in 1,000s)	38	86	88	74	92
Black, non-Hispanic	s.e.	1.25	1.50	1.64	0.80	0.80
	weighted n (in 1,000s)	293	347	254	263	356
Hispanic	s.e.	1.01	1.10	1.97	0.95	0.81
	weighted n (in 1,000s)	307	194	207	168	299
White, non-Hispanic	s.e.	0.55	0.72	0.52	0.76	0.98
	weighted n (in 1,000s)	1,913	1,778	1,596	1,564	1,852
Sex						
Male	s.e.	0.58	0.59	0.58	0.55	0.70
	weighted n (in 1,000s)	1,257	1,194	1,074	1,083	1,232
Female	s.e.	0.67	0.87	0.71	0.85	0.96
	weighted n (in 1,000s)	1,350	1,309	1,100	1,126	1,347
Disability status (grade 12)						
Has disability	s.e.	1.35	2.23	—	1.33	1.40
	weighted n (in 1,000s)	226	64	—	82	74
No indicated disability	s.e.	0.49	0.66	—	0.66	0.81
	weighted n (in 1,000s)	2,361	2,441	—	2,130	2,543
English proficiency (grade 12)						
Limited	s.e.	—	3.64	—	3.59	2.72
	weighted n (in 1,000s)	—	13	—	19	19
Proficient	s.e.	—	0.69	—	0.66	0.80
	weighted n (in 1,000s)	—	2,492	—	2,194	2,598
Grade-point average (GPA)						
High (greater than 3.5)	s.e.	1.76	1.67	1.30	1.41	1.77
	weighted n (in 1,000s)	260	258	233	307	456
Mid-level (2.0 to 3.5)	s.e.	0.56	0.71	0.56	0.66	0.68
	weighted n (in 1,000s)	1,812	1,809	1,644	1,600	1,975

See notes at end of table.

Table A2. Standard errors for table 2: Percentage of public high school graduates taking occupational courses, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

		1982	1990	1992	1994	1998
Low (less than 2.0)	s.e.	0.93	0.81	0.70	0.55	1.07
	weighted n (in 1,000s)	534	438	295	306	186
Academic coursework completed						
All high	s.e.	6.51	1.62	1.56	1.64	1.88
	weighted n (in 1,000s)	31	273	308	330	386
Mid-level or mixed	s.e.	0.48	0.66	0.49	0.63	0.76
	weighted n (in 1,000s)	2,485	2,098	1,781	1,810	2,141
All low	s.e.	1.44	1.10	1.04	0.92	1.54
	weighted n (in 1,000s)	86	117	75	55	58
Grade 9 mathematics						
High (geometry or higher)	s.e.	1.86	1.32	1.32	1.53	1.64
	weighted n (in 1,000s)	205	266	280	329	534
Mid-level (prealgebra or algebra 1)	s.e.	0.68	0.74	0.53	0.74	0.79
	weighted n (in 1,000s)	1,374	1,546	1,369	1,380	1,635
Low (no or low mathematics)	s.e.	0.63	0.85	1.04	0.84	0.72
	weighted n (in 1,000s)	1,028	692	526	504	447
School urbanicity						
Urban	s.e.	1.20	—	1.27	—	1.51
	weighted n (in 1,000s)	501	—	484	—	743
Suburban	s.e.	0.65	—	0.68	—	1.14
	weighted n (in 1,000s)	1,261	—	961	—	1,028
Rural	s.e.	0.82	—	0.76	—	0.83
	weighted n (in 1,000s)	845	—	729	—	846
School poverty level						
High (greater than 50 percent in NSLP)	s.e.	—	—	—	1.29	1.24
	weighted n (in 1,000s)	—	—	—	185	240
Middle (greater than 5 to 50 percent in NSLP)	s.e.	—	—	—	0.73	0.88
	weighted n (in 1,000s)	—	—	—	1,296	1,565
Low (5 percent or less in NSLP)	s.e.	—	—	—	2.23	1.88
	weighted n (in 1,000s)	—	—	—	351	425
Not reported	s.e.	—	—	—	1.14	1.78
	weighted n (in 1,000s)	—	—	—	380	386

—Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table A3. Standard errors for table 3: Average number of vocational/technical credits earned by public high school graduates, by selected characteristics, including special and protected populations status: Various years, 1982–98

		1982	1990	1992	1994	1998
Total	s.e.	0.059	0.079	0.063	0.068	0.098
	weighted n (in 1,000s)	2,607	2,505	2,174	2,213	2,617
Race/ethnicity						
American Indian/Alaska Native	s.e.	0.221	0.190	0.374	0.256	0.164
	weighted n (in 1,000s)	30	12	22	17	12
Asian/Pacific Islander	s.e.	0.202	0.337	0.199	0.236	0.222
	weighted n (in 1,000s)	38	86	88	74	92
Black, non-Hispanic	s.e.	0.140	0.166	0.164	0.121	0.149
	weighted n (in 1,000s)	293	347	254	263	356
Hispanic	s.e.	0.106	0.150	0.148	0.124	0.121
	weighted n (in 1,000s)	307	194	207	168	299
White, non-Hispanic	s.e.	0.067	0.085	0.072	0.080	0.114
	weighted n (in 1,000s)	1,913	1,778	1,596	1,564	1,852
Sex						
Male	s.e.	0.075	0.084	0.087	0.074	0.099
	weighted n (in 1,000s)	1,257	1,194	1,074	1,083	1,232
Female	s.e.	0.067	0.087	0.074	0.074	0.114
	weighted n (in 1,000s)	1,350	1,309	1,100	1,126	1,347
Disability status (grade 12)						
Has disability	s.e.	0.120	0.269	—	0.190	0.288
	weighted n (in 1,000s)	226	64	—	82	74
No indicated disability	s.e.	0.061	0.076	—	0.067	0.098
	weighted n (in 1,000s)	2,361	2,441	—	2,130	2,543
English proficiency (grade 12)						
Limited	s.e.	—	0.378	—	0.277	0.163
	weighted n (in 1,000s)	—	13	—	19	19
Proficient	s.e.	—	0.079	—	0.068	0.098
	weighted n (in 1,000s)	—	2,492	—	2,194	2,598
Grade-point average (GPA)						
High (greater than 3.5)	s.e.	0.154	0.103	0.077	0.097	0.124
	weighted n (in 1,000s)	260	258	233	307	456
Mid-level (2.0 to 3.5)	s.e.	0.064	0.081	0.069	0.073	0.105
	weighted n (in 1,000s)	1,812	1,809	1,644	1,600	1,975

See notes at end of table.

Table A3. Standard errors for table 3: Average number of vocational/technical credits earned by public high school graduates, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

		1982	1990	1992	1994	1998
Low (less than 2.0)	s.e.	0.097	0.100	0.125	0.073	0.200
	weighted n (in 1,000s)	534	438	295	306	186
Academic coursework completed						
All high	s.e.	0.213	0.096	0.068	0.075	0.135
	weighted n (in 1,000s)	31	273	308	330	386
Mid-level or mixed	s.e.	0.060	0.076	0.065	0.073	0.104
	weighted n (in 1,000s)	2,485	2,098	1,781	1,810	2,141
All low	s.e.	0.210	0.205	0.348	0.236	0.389
	weighted n (in 1,000s)	86	117	75	55	58
Grade 9 mathematics						
High (geometry or higher)	s.e.	0.132	0.123	0.082	0.098	0.146
	weighted n (in 1,000s)	205	266	280	329	534
Mid-level (prealgebra or algebra 1)	s.e.	0.078	0.082	0.072	0.078	0.114
	weighted n (in 1,000s)	1,374	1,546	1,369	1,380	1,635
Low (no or low mathematics)	s.e.	0.076	0.118	0.115	0.110	0.144
	weighted n (in 1,000s)	1,028	692	526	504	447
School urbanicity						
Urban	s.e.	0.130	—	0.113	—	0.197
	weighted n (in 1,000s)	501	—	484	—	743
Suburban	s.e.	0.082	—	0.078	—	0.131
	weighted n (in 1,000s)	1,261	—	961	—	1,028
Rural	s.e.	0.107	—	0.110	—	0.161
	weighted n (in 1,000s)	845	—	729	—	846
School poverty level						
High (greater than 50 percent in NSLP)	s.e.	—	—	—	0.181	0.251
	weighted n (in 1,000s)	—	—	—	185	240
Middle (greater than 5 to 50 percent in NSLP)	s.e.	—	—	—	0.089	0.128
	weighted n (in 1,000s)	—	—	—	1,296	1,565
Low (5 percent or less in NSLP)	s.e.	—	—	—	0.202	0.254
	weighted n (in 1,000s)	—	—	—	351	425
Not reported	s.e.	—	—	—	0.157	0.152
	weighted n (in 1,000s)	—	—	—	380	386

—Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table A4. Standard errors for table 4: Average number of occupational credits earned by public high school graduates, by selected characteristics, including special and protected populations status: Various years, 1982–98

		1982	1990	1992	1994	1998
Total	s.e.	0.053	0.065	0.050	0.057	0.074
	weighted n (in 1,000s)	2,607	2,505	2,174	2,213	2,617
Race/ethnicity						
American Indian/Alaska Native	s.e.	0.232	0.157	0.347	0.183	0.162
	weighted n (in 1,000s)	30	12	22	17	12
Asian/Pacific Islander	s.e.	0.140	0.201	0.190	0.151	0.119
	weighted n (in 1,000s)	38	86	88	74	92
Black, non-Hispanic	s.e.	0.140	0.135	0.134	0.097	0.115
	weighted n (in 1,000s)	293	347	254	263	356
Hispanic	s.e.	0.100	0.126	0.122	0.123	0.104
	weighted n (in 1,000s)	307	194	207	168	299
White, non-Hispanic	s.e.	0.059	0.075	0.057	0.067	0.087
	weighted n (in 1,000s)	1,913	1,778	1,596	1,564	1,852
Sex						
Male	s.e.	0.074	0.074	0.076	0.063	0.085
	weighted n (in 1,000s)	1,257	1,194	1,074	1,083	1,232
Female	s.e.	0.053	0.073	0.059	0.061	0.080
	weighted n (in 1,000s)	1,350	1,309	1,100	1,126	1,347
Disability status (grade 12)						
Has disability	s.e.	0.112	0.279	—	0.171	0.206
	weighted n (in 1,000s)	226	64	—	82	74
No indicated disability	s.e.	0.055	0.063	—	0.056	0.074
	weighted n (in 1,000s)	2,361	2,441	—	2,130	2,543
English proficiency (grade 12)						
Limited	s.e.	—	0.343	—	0.235	0.157
	weighted n (in 1,000s)	—	13	—	19	19
Proficient	s.e.	—	0.066	—	0.057	0.075
	weighted n (in 1,000s)	—	2,492	—	2,194	2,598
Grade-point average (GPA)						
High (greater than 3.5)	s.e.	0.129	0.078	0.060	0.077	0.093
	weighted n (in 1,000s)	260	258	233	307	456
Mid-level (2.0 to 3.5)	s.e.	0.056	0.066	0.055	0.060	0.076
	weighted n (in 1,000s)	1,812	1,809	1,644	1,600	1,975

See notes at end of table.

Table A4. Standard errors for table 4: Average number of occupational credits earned by public high school graduates, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

		1982	1990	1992	1994	1998
Low (less than 2.0)	s.e.	0.095	0.101	0.117	0.072	0.171
	weighted n (in 1,000s)	534	438	295	306	186
Academic coursework completed						
All high	s.e.	0.194	0.075	0.067	0.057	0.110
	weighted n (in 1,000s)	31	273	308	330	386
Mid-level or mixed	s.e.	0.054	0.063	0.053	0.064	0.081
	weighted n (in 1,000s)	2,485	2,098	1,781	1,810	2,141
All low	s.e.	0.197	0.235	0.296	0.201	0.328
	weighted n (in 1,000s)	86	117	75	55	58
Grade 9 mathematics						
High (geometry or higher)	s.e.	0.110	0.090	0.076	0.069	0.141
	weighted n (in 1,000s)	205	266	280	329	534
Mid-level (prealgebra or algebra 1)	s.e.	0.070	0.069	0.057	0.063	0.088
	weighted n (in 1,000s)	1,374	1,546	1,369	1,380	1,635
Low (no or low mathematics)	s.e.	0.069	0.096	0.105	0.091	0.092
	weighted n (in 1,000s)	1,028	692	526	504	447
School urbanicity						
Urban	s.e.	0.115	—	0.093	—	0.164
	weighted n (in 1,000s)	501	—	484	—	743
Suburban	s.e.	0.069	—	0.068	—	0.097
	weighted n (in 1,000s)	1,261	—	961	—	1,028
Rural	s.e.	0.103	—	0.087	—	0.079
	weighted n (in 1,000s)	845	—	729	—	846
School poverty level						
High (greater than 50 percent in NSLP)	s.e.	—	—	—	0.173	0.211
	weighted n (in 1,000s)	—	—	—	185	240
Middle (greater than 5 to 50 percent in NSLP)	s.e.	—	—	—	0.070	0.087
	weighted n (in 1,000s)	—	—	—	1,296	1,565
Low (5 percent or less in NSLP)	s.e.	—	—	—	0.166	0.175
	weighted n (in 1,000s)	—	—	—	351	425
Not reported	s.e.	—	—	—	0.115	0.140
	weighted n (in 1,000s)	—	—	—	380	386

—Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table A5. Standard errors for table 5: Percentage of total credits earned by public high school graduates that are vocational/technical credits, by selected characteristics, including special and protected populations status: Various years, 1982–98

		1982	1990	1992	1994	1998
Total	s.e.	0.24	0.32	0.24	0.27	0.34
	weighted n (in 1,000s)	2607	2505	2174	2213	2617
Race/ethnicity						
American Indian/Alaska Native	s.e.	1.00	0.85	1.56	1.10	0.67
	weighted n (in 1,000s)	30	12	22	17	12
Asian/Pacific Islander	s.e.	0.80	1.55	0.82	1.14	0.94
	weighted n (in 1,000s)	38	86	88	74	92
Black, non-Hispanic	s.e.	0.62	0.71	0.57	0.51	0.51
	weighted n (in 1,000s)	293	347	254	263	356
Hispanic	s.e.	0.46	0.66	0.65	0.51	0.41
	weighted n (in 1,000s)	307	194	207	168	299
White, non-Hispanic	s.e.	0.28	0.35	0.29	0.32	0.41
	weighted n (in 1,000s)	1,913	1,778	1,596	1,564	1,852
Sex						
Male	s.e.	0.31	0.35	0.31	0.29	0.37
	weighted n (in 1,000s)	1,257	1,194	1,074	1,083	1,232
Female	s.e.	0.29	0.35	0.30	0.30	0.39
	weighted n (in 1,000s)	1,350	1,309	1,100	1,126	1,347
Disability status (grade 12)						
Has disability	s.e.	0.55	1.14	—	0.80	0.97
	weighted n (in 1,000s)	226	64	—	82	74
No indicated disability	s.e.	0.25	0.31	—	0.27	0.34
	weighted n (in 1,000s)	2,361	2,441	—	2,130	2,543
English proficiency (grade 12)						
Limited	s.e.	—	1.68	—	1.11	0.62
	weighted n (in 1,000s)	—	13	—	19	19
Proficient	s.e.	—	0.32	—	0.28	0.34
	weighted n (in 1,000s)	—	2,492	—	2,194	2,598
Grade-point average (GPA)						
High (greater than 3.5)	s.e.	0.55	0.43	0.29	0.36	0.41
	weighted n (in 1,000s)	260	258	233	307	456
Mid-level (2.0 to 3.5)	s.e.	0.27	0.33	0.28	0.30	0.36
	weighted n (in 1,000s)	1,812	1,809	1,644	1,600	1,975

See notes at end of table.

Table A5. Standard errors for table 5: Percentage of total credits earned by public high school graduates that are vocational/technical credits, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

		1982	1990	1992	1994	1998
Low (less than 2.0)	s.e.	0.46	0.41	0.42	0.36	0.76
	weighted n (in 1,000s)	534	438	295	306	186
Academic coursework completed						
All high	s.e.	0.95	0.37	0.27	0.28	0.47
	weighted n (in 1,000s)	31	273	308	330	386
Mid-level or mixed	s.e.	0.25	0.30	0.26	0.31	0.36
	weighted n (in 1,000s)	2,485	2,098	1,781	1,810	2,141
All low	s.e.	0.99	0.77	0.88	0.95	1.38
	weighted n (in 1,000s)	86	117	75	55	58
Grade 9 mathematics						
High (geometry or higher)	s.e.	0.56	0.51	0.32	0.40	0.45
	weighted n (in 1,000s)	205	266	280	329	534
Mid-level (prealgebra or algebra 1)	s.e.	0.31	0.33	0.29	0.31	0.39
	weighted n (in 1,000s)	1,374	1,546	1,369	1,380	1,635
Low (no or low mathematics)	s.e.	0.34	0.42	0.44	0.46	0.55
	weighted n (in 1,000s)	1,028	692	526	504	447
School urbanicity						
Urban	s.e.	0.59	—	0.50	—	0.62
	weighted n (in 1,000s)	501	—	484	—	743
Suburban	s.e.	0.34	—	0.34	—	0.52
	weighted n (in 1,000s)	1,261	—	961	—	1,028
Rural	s.e.	0.43	—	0.37	—	0.51
	weighted n (in 1,000s)	845	—	729	—	846
School poverty level						
High (greater than 50 percent in NSLP)	s.e.	—	—	—	0.67	0.87
	weighted n (in 1,000s)	—	—	—	185	240
Middle (greater than 5 to 50 percent in NSLP)	s.e.	—	—	—	0.37	0.41
	weighted n (in 1,000s)	—	—	—	1,296	1,565
Low (5 percent or less in NSLP)	s.e.	—	—	—	0.76	1.17
	weighted n (in 1,000s)	—	—	—	351	425
Not reported	s.e.	—	—	—	0.57	0.48
	weighted n (in 1,000s)	—	—	—	380	386

—Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table A6. Standard errors for table 6: Percentage of total vocational/technical credits earned by public high school graduates that are occupational credits, by selected characteristics, including special and protected populations status: Various years, 1982–98

		1982	1990	1992	1994	1998
Total	s.e.	0.50	0.88	0.62	0.85	1.02
	weighted n (in 1,000s)	2559	2454	2125	2150	2526
Race/ethnicity						
American Indian/Alaska Native	s.e.	3.32	2.73	2.74	2.91	2.86
	weighted n (in 1,000s)	29	11	21	17	12
Asian/Pacific Islander	s.e.	2.72	1.39	1.79	1.48	3.33
	weighted n (in 1,000s)	37	84	86	72	87
Black, non-Hispanic	s.e.	1.44	1.61	1.59	1.16	1.15
	weighted n (in 1,000s)	291	343	247	258	351
Hispanic	s.e.	1.05	1.77	1.74	1.30	1.26
	weighted n (in 1,000s)	305	191	204	165	292
White, non-Hispanic	s.e.	0.58	1.09	0.73	0.73	1.18
	weighted n (in 1,000s)	1,871	1,737	1,558	1,516	1,780
Sex						
Male	s.e.	0.67	0.76	0.88	0.82	0.96
	weighted n (in 1,000s)	1,232	1,172	1,051	1,056	1,195
Female	s.e.	0.61	1.11	0.81	0.80	1.10
	weighted n (in 1,000s)	1,328	1,279	1,073	1,090	1,293
Disability status (grade 12)						
Has disability	s.e.	1.31	2.46	—	1.70	1.94
	weighted n (in 1,000s)	225	64	—	82	73
No indicated disability	s.e.	0.52	0.88	—	0.87	1.02
	weighted n (in 1,000s)	2,315	2,390	—	2,068	2,453
English proficiency (grade 12)						
Limited	s.e.	—	3.80	—	3.59	4.24
	weighted n (in 1,000s)	—	12	—	18	18
Proficient	s.e.	—	0.88	—	0.85	1.02
	weighted n (in 1,000s)	—	2,442	—	2,132	2,508
Grade-point average (GPA)						
High (greater than 3.5)	s.e.	1.40	1.69	1.27	1.49	1.59
	weighted n (in 1,000s)	248	242	224	290	422
Mid-level (2.0 to 3.5)	s.e.	0.55	0.89	0.67	0.83	1.01
	weighted n (in 1,000s)	1,779	1,775	1,607	1,557	1,921

See notes at end of table.

Table A6. Standard errors for table 6: Percentage of total vocational/technical credits earned by public high school graduates that are occupational credits, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

		1982	1990	1992	1994	1998
Low (less than 2.0)	s.e.	1.12	1.04	1.37	1.03	1.29
	weighted n (in 1,000s)	532	437	292	303	183
Academic coursework completed						
All high	s.e.	4.57	1.52	1.39	1.39	1.75
	weighted n (in 1,000s)	30	257	293	303	356
Mid-level or mixed	s.e.	0.51	0.88	0.67	0.87	1.04
	weighted n (in 1,000s)	2,439	2,064	1,748	1,775	2,084
All low	s.e.	2.08	2.02	1.97	1.53	1.91
	weighted n (in 1,000s)	86	117	74	55	57
Grade 9 mathematics						
High (geometry or higher)	s.e.	1.59	1.25	1.19	1.59	1.61
	weighted n (in 1,000s)	195	253	267	308	504
Mid-level (prealgebra or algebra 1)	s.e.	0.68	0.96	0.71	0.92	1.01
	weighted n (in 1,000s)	1,347	1,514	1,337	1,345	1,583
Low (no or low mathematics)	s.e.	0.70	1.03	1.28	0.83	1.22
	weighted n (in 1,000s)	1,017	687	521	497	439
School urbanicity						
Urban	s.e.	1.28	—	1.31	—	1.64
	weighted n (in 1,000s)	489	—	471	—	706
Suburban	s.e.	0.72	—	1.08	—	1.17
	weighted n (in 1,000s)	1,235	—	938	—	988
Rural	s.e.	0.87	—	0.82	—	1.79
	weighted n (in 1,000s)	836	—	715	—	832
School poverty level						
High (greater than 50 percent in NSLP)	s.e.	—	—	—	2.82	1.50
	weighted n (in 1,000s)	—	—	—	182	237
Middle (greater than 5 to 50 percent in NSLP)	s.e.	—	—	—	1.09	1.44
	weighted n (in 1,000s)	—	—	—	1,268	1,514
Low (5 percent or less in NSLP)	s.e.	—	—	—	2.24	1.99
	weighted n (in 1,000s)	—	—	—	330	401
Not reported	s.e.	—	—	—	1.82	2.36
	weighted n (in 1,000s)	—	—	—	370	374

—Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table A7. Standard errors for table 7: Percentage of vocational/technical credits earned by public high school graduates that were earned in the 9th grade, by selected characteristics, including special and protected populations status: Various years, 1982–98

		1982	1990	1992	1994	1998
Total	s.e.	0.38	0.67	0.56	0.56	0.72
	weighted n (in 1,000s)	2,554	2,454	2,123	2,150	2,526
Race/ethnicity						
American Indian/Alaska Native	s.e.	1.75	1.94	4.50	1.88	2.08
	weighted n (in 1,000s)	29	11	21	17	12
Asian/Pacific Islander	s.e.	1.54	1.94	1.36	1.13	1.80
	weighted n (in 1,000s)	37	84	86	72	87
Black, non-Hispanic	s.e.	0.94	1.04	1.37	0.62	0.97
	weighted n (in 1,000s)	290	343	246	258	351
Hispanic	s.e.	0.66	1.38	0.90	1.14	0.95
	weighted n (in 1,000s)	305	191	204	165	292
White, non-Hispanic	s.e.	0.42	0.80	0.68	0.69	0.87
	weighted n (in 1,000s)	1,868	1,737	1,558	1,516	1,780
Sex						
Male	s.e.	0.46	0.63	0.72	0.63	0.68
	weighted n (in 1,000s)	1,228	1,172	1,051	1,056	1,195
Female	s.e.	0.47	0.74	0.71	0.59	0.80
	weighted n (in 1,000s)	1,327	1,279	1,072	1,090	1,293
Disability status (grade 12)						
Has disability	s.e.	0.94	1.16	—	0.67	1.29
	weighted n (in 1,000s)	223	64	—	82	73
No indicated disability	s.e.	0.39	0.68	—	0.57	0.73
	weighted n (in 1,000s)	2,311	2,390	—	2,068	2,453
English proficiency (grade 12)						
Limited	s.e.	—	1.80	—	2.16	1.51
	weighted n (in 1,000s)	—	12	—	18	18
Proficient	s.e.	—	0.67	—	0.57	0.73
	weighted n (in 1,000s)	—	2,442	—	2,132	2,508
Grade-point average (GPA)						
High (greater than 3.5)	s.e.	1.09	1.41	1.22	1.03	1.64
	weighted n (in 1,000s)	248	242	224	290	422
Mid-level (2.0 to 3.5)	s.e.	0.42	0.71	0.65	0.56	0.60
	weighted n (in 1,000s)	1,775	1,775	1,606	1,557	1,921

See notes at end of table.

Table A7. Standard errors for table 7: Percentage of vocational/technical credits earned by public high school graduates that were earned in the 9th grade, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

		1982	1990	1992	1994	1998
Low (less than 2.0)	s.e.	0.56	0.57	0.88	0.60	0.97
	weighted n (in 1,000s)	530	437	292	303	183
Academic coursework completed						
All high	s.e.	3.50	1.71	1.19	1.04	1.75
	weighted n (in 1,000s)	30	257	293	303	356
Mid-level or mixed	s.e.	0.38	0.63	0.58	0.58	0.69
	weighted n (in 1,000s)	2,433	2,064	1,746	1,775	2,084
All low	s.e.	1.13	0.91	1.28	0.92	0.88
	weighted n (in 1,000s)	86	117	74	55	57
Grade 9 mathematics						
High (geometry or higher)	s.e.	1.24	1.39	1.19	1.19	1.16
	weighted n (in 1,000s)	195	253	267	308	504
Mid-level (prealgebra or algebra 1)	s.e.	0.50	0.77	0.67	0.60	0.87
	weighted n (in 1,000s)	1,346	1,514	1,337	1,345	1,583
Low (no or low mathematics)	s.e.	0.45	0.89	0.86	0.58	0.63
	weighted n (in 1,000s)	1,014	687	519	497	439
School urbanicity						
Urban	s.e.	0.91	—	1.03	—	1.40
	weighted n (in 1,000s)	488	—	470	—	706
Suburban	s.e.	0.52	—	0.87	—	1.03
	weighted n (in 1,000s)	1,235	—	938	—	988
Rural	s.e.	0.66	—	0.91	—	1.22
	weighted n (in 1,000s)	832	—	714	—	832
School poverty level						
High (greater than 50 percent in NSLP)	s.e.	—	—	—	1.54	1.22
	weighted n (in 1,000s)	—	—	—	182	237
Middle (greater than 5 to 50 percent in NSLP)	s.e.	—	—	—	0.78	0.92
	weighted n (in 1,000s)	—	—	—	1,268	1,514
Low (5 percent or less in NSLP)	s.e.	—	—	—	1.49	2.29
	weighted n (in 1,000s)	—	—	—	330	401
Not reported	s.e.	—	—	—	1.15	1.76
	weighted n (in 1,000s)	—	—	—	370	374

—Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table A8. Standard errors for table 8: Percentage of vocational/technical credits earned by public high school graduates that were earned in the 10th grade, by selected characteristics, including special and protected populations status: Various years, 1982–98

		1982	1990	1992	1994	1998
Total	s.e.	0.34	0.58	0.57	0.49	0.54
	weighted n (in 1,000s)	2,554	2,454	2,123	2,150	2,526
Race/ethnicity						
American Indian/Alaska Native	s.e.	2.23	2.47	1.57	1.45	1.68
	weighted n (in 1,000s)	29	11	21	17	12
Asian/Pacific Islander	s.e.	1.83	2.49	1.26	0.88	0.84
	weighted n (in 1,000s)	37	84	86	72	87
Black, non-Hispanic	s.e.	0.79	0.88	1.04	0.76	0.75
	weighted n (in 1,000s)	290	343	246	258	351
Hispanic	s.e.	0.55	1.01	0.95	1.46	0.53
	weighted n (in 1,000s)	305	191	204	165	292
White, non-Hispanic	s.e.	0.39	0.67	0.72	0.61	0.65
	weighted n (in 1,000s)	1,868	1,737	1,558	1,516	1,780
Sex						
Male	s.e.	0.42	0.58	0.53	0.44	0.54
	weighted n (in 1,000s)	1,228	1,172	1,051	1,056	1,195
Female	s.e.	0.44	0.63	0.96	0.59	0.60
	weighted n (in 1,000s)	1,327	1,279	1,072	1,090	1,293
Disability status (grade 12)						
Has disability	s.e.	0.88	0.78	—	0.63	0.85
	weighted n (in 1,000s)	223	64	—	82	73
No indicated disability	s.e.	0.36	0.59	—	0.50	0.55
	weighted n (in 1,000s)	2,311	2,390	—	2,068	2,453
English proficiency (grade 12)						
Limited	s.e.	—	2.99	—	2.77	1.56
	weighted n (in 1,000s)	—	12	—	18	18
Proficient	s.e.	—	0.58	—	0.49	0.54
	weighted n (in 1,000s)	—	2,442	—	2,132	2,508
Grade-point average (GPA)						
High (greater than 3.5)	s.e.	1.02	1.41	0.92	1.11	0.97
	weighted n (in 1,000s)	248	242	224	290	422
Mid-level (2.0 to 3.5)	s.e.	0.38	0.60	0.70	0.48	0.50
	weighted n (in 1,000s)	1,775	1,775	1,606	1,557	1,921

See notes at end of table.

Table A8. Standard errors for table 8: Percentage of vocational/technical credits earned by public high school graduates that were earned in the 10th grade, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

		1982	1990	1992	1994	1998
Low (less than 2.0)	s.e.	0.55	0.62	0.93	0.53	0.78
	weighted n (in 1,000s)	530	437	292	303	183
Academic coursework completed						
All high	s.e.	2.67	1.45	1.02	1.21	1.01
	weighted n (in 1,000s)	30	257	293	303	356
Mid-level or mixed	s.e.	0.35	0.56	0.65	0.42	0.52
	weighted n (in 1,000s)	2,433	2,064	1,746	1,775	2,084
All low	s.e.	1.15	0.95	1.41	0.74	1.24
	weighted n (in 1,000s)	86	117	74	55	57
Grade 9 mathematics						
High (geometry or higher)	s.e.	1.38	1.26	1.00	1.29	1.11
	weighted n (in 1,000s)	195	253	267	308	504
Mid-level (prealgebra or algebra 1)	s.e.	0.43	0.61	0.81	0.52	0.53
	weighted n (in 1,000s)	1,346	1,514	1,337	1,345	1,583
Low (no or low mathematics)	s.e.	0.42	0.65	0.60	0.40	0.66
	weighted n (in 1,000s)	1,014	687	519	497	439
School urbanicity						
Urban	s.e.	0.98	—	0.84	—	0.88
	weighted n (in 1,000s)	488	—	470	—	706
Suburban	s.e.	0.45	—	1.13	—	1.10
	weighted n (in 1,000s)	1,235	—	938	—	988
Rural	s.e.	0.58	—	0.59	—	0.65
	weighted n (in 1,000s)	832	—	714	—	832
School poverty level						
High (greater than 50 percent in NSLP)	s.e.	—	—	—	1.17	0.99
	weighted n (in 1,000s)	—	—	—	182	237
Middle (greater than 5 to 50 percent in NSLP)	s.e.	—	—	—	0.55	0.53
	weighted n (in 1,000s)	—	—	—	1,268	1,514
Low (5 percent or less in NSLP)	s.e.	—	—	—	1.54	2.48
	weighted n (in 1,000s)	—	—	—	330	401
Not reported	s.e.	—	—	—	1.11	1.48
	weighted n (in 1,000s)	—	—	—	370	374

—Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table A9. Standard errors for table 9: Percentage of vocational/technical credits earned by public high school graduates that were earned in the 11th grade, by selected characteristics, including special and protected populations status: Various years, 1982–98

		1982	1990	1992	1994	1998
Total	s.e.	0.35	0.41	0.42	0.40	0.50
	weighted n (in 1,000s)	2,554	2,454	2,123	2,150	2,526
Race/ethnicity						
American Indian/Alaska Native	s.e.	1.93	1.68	2.30	1.97	1.64
	weighted n (in 1,000s)	29	11	21	17	12
Asian/Pacific Islander	s.e.	1.86	1.62	1.03	0.94	0.86
	weighted n (in 1,000s)	37	84	86	72	87
Black, non-Hispanic	s.e.	0.79	0.76	1.41	0.62	0.77
	weighted n (in 1,000s)	290	343	246	258	351
Hispanic	s.e.	0.65	0.85	1.53	1.84	0.86
	weighted n (in 1,000s)	305	191	204	165	292
White, non-Hispanic	s.e.	0.43	0.49	0.47	0.42	0.59
	weighted n (in 1,000s)	1,868	1,737	1,558	1,516	1,780
Sex						
Male	s.e.	0.51	0.42	0.64	0.41	0.48
	weighted n (in 1,000s)	1,228	1,172	1,051	1,056	1,195
Female	s.e.	0.43	0.49	0.53	0.45	0.60
	weighted n (in 1,000s)	1,327	1,279	1,072	1,090	1,293
Disability status (grade 12)						
Has disability	s.e.	0.87	1.19	—	0.78	1.02
	weighted n (in 1,000s)	223	64	—	82	73
No indicated disability	s.e.	0.38	0.41	—	0.41	0.51
	weighted n (in 1,000s)	2,311	2,390	—	2,068	2,453
English proficiency (grade 12)						
Limited	s.e.	—	2.76	—	2.10	1.50
	weighted n (in 1,000s)	—	12	—	18	18
Proficient	s.e.	—	0.41	—	0.40	0.51
	weighted n (in 1,000s)	—	2,442	—	2,132	2,508
Grade-point average (GPA)						
High (greater than 3.5)	s.e.	1.16	1.20	1.03	0.86	1.17
	weighted n (in 1,000s)	248.00	242.00	224.00	290.00	422.00
Mid-level (2.0 to 3.5)	s.e.	0.40	0.42	0.48	0.42	0.40
	weighted n (in 1,000s)	1,775	1,775	1,606	1,557	1,921

See notes at end of table.

Table A9. Standard errors for table 9: Percentage of vocational/technical credits earned by public high school graduates that were earned in the 11th grade, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

		1982	1990	1992	1994	1998
Low (less than 2.0)	s.e.	0.61	0.64	1.12	0.48	0.74
	weighted n (in 1,000s)	530	437	292	303	183
Academic coursework completed						
All high	s.e.	3.36	0.95	1.11	0.76	1.19
	weighted n (in 1,000s)	30	257	293	303	356
Mid-level or mixed	s.e.	0.36	0.42	0.44	0.40	0.48
	weighted n (in 1,000s)	2,433	2,064	1,746	1,775	2,084
All low	s.e.	1.22	1.11	1.84	0.96	1.15
	weighted n (in 1,000s)	86	117	74	55	57
Grade 9 mathematics						
High (geometry or higher)	s.e.	1.41	0.84	1.07	1.05	0.80
	weighted n (in 1,000s)	195	253	267	308	504
Mid-level (prealgebra or algebra 1)	s.e.	0.50	0.43	0.49	0.40	0.58
	weighted n (in 1,000s)	1,346	1,514	1,337	1,345	1,583
Low (no or low mathematics)	s.e.	0.43	0.71	0.96	0.53	0.42
	weighted n (in 1,000s)	1,014	687	519	497	439
School urbanicity						
Urban	s.e.	0.83	—	1.02	—	1.05
	weighted n (in 1,000s)	488	—	470	—	706
Suburban	s.e.	0.51	—	0.71	—	0.63
	weighted n (in 1,000s)	1,235	—	938	—	988
Rural	s.e.	0.62	—	0.54	—	0.82
	weighted n (in 1,000s)	832	—	714	—	832
School poverty level						
High (greater than 50 percent in NSLP)	s.e.	—	—	—	1.43	0.82
	weighted n (in 1,000s)	—	—	—	182	237
Middle (greater than 5 to 50 percent in NSLP)	s.e.	—	—	—	0.54	0.59
	weighted n (in 1,000s)	—	—	—	1,268	1,514
Low (5 percent or less in NSLP)	s.e.	—	—	—	0.79	1.53
	weighted n (in 1,000s)	—	—	—	330	401
Not reported	s.e.	—	—	—	0.75	0.84
	weighted n (in 1,000s)	—	—	—	370	374

—Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table A10. Standard errors for table 10: Percentage of vocational/technical credits earned by public high school graduates that were earned in the 12th grade, by selected characteristics, including special and protected populations status: Various years, 1982–98

		1982	1990	1992	1994	1998
Total	s.e.	0.41	0.57	0.52	0.48	0.61
	weighted n (in 1,000s)	2,554	2,454	2,123	2,150	2,526
Race/ethnicity						
American Indian/Alaska Native	s.e.	1.97	2.31	2.63	2.50	2.25
	weighted n (in 1,000s)	29	11	21	17	12
Asian/Pacific Islander	s.e.	1.81	2.19	1.51	1.23	1.40
	weighted n (in 1,000s)	37	84	86	72	87
Black, non-Hispanic	s.e.	1.08	1.11	1.57	1.00	0.79
	weighted n (in 1,000s)	290	343	246	258	351
Hispanic	s.e.	0.78	1.21	1.52	0.85	0.97
	weighted n (in 1,000s)	305	191	204	165	292
White, non-Hispanic	s.e.	0.49	0.66	0.60	0.60	0.73
	weighted n (in 1,000s)	1,868	1,737	1,558	1,516	1,780
Sex						
Male	s.e.	0.55	0.60	0.64	0.56	0.64
	weighted n (in 1,000s)	1,228	1,172	1,051	1,056	1,195
Female	s.e.	0.49	0.65	0.70	0.53	0.68
	weighted n (in 1,000s)	1,327	1,279	1,072	1,090	1,293
Disability status (grade 12)						
Has disability	s.e.	1.08	1.25	—	0.79	1.13
	weighted n (in 1,000s)	223	64	—	82	73
No indicated disability	s.e.	0.43	0.58	—	0.49	0.61
	weighted n (in 1,000s)	2,311	2,390	—	2,068	2,453
English proficiency (grade 12)						
Limited	s.e.	—	2.46	—	3.08	2.02
	weighted n (in 1,000s)	—	12	—	18	18
Proficient	s.e.	—	0.57	—	0.49	0.61
	weighted n (in 1,000s)	—	2,442	—	2,132	2,508
Grade-point average (GPA)						
High (greater than 3.5)	s.e.	1.23	1.38	1.25	1.20	0.75
	weighted n (in 1,000s)	248	242	224	290	422
Mid-level (2.0 to 3.5)	s.e.	0.44	0.62	0.58	0.50	0.61
	weighted n (in 1,000s)	1,775	1,775	1,606	1,557	1,921

See notes at end of table.

Table A10. Standard errors for table 10: Percentage of vocational/technical credits earned by public high school graduates that were earned in the 12th grade, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

		1982	1990	1992	1994	1998
Low (less than 2.0)	s.e.	0.87	0.86	1.25	0.69	0.97
	weighted n (in 1,000s)	530	437	292	303	183
Academic coursework completed						
All high	s.e.	3.77	1.48	1.10	1.17	1.04
	weighted n (in 1,000s)	30	257	293	303	356
Mid-level or mixed	s.e.	0.42	0.56	0.58	0.48	0.62
	weighted n (in 1,000s)	2,433	2,064	1,746	1,775	2,084
All low	s.e.	1.49	1.00	1.70	1.11	1.75
	weighted n (in 1,000s)	86	117	74	55	57
Grade 9 mathematics						
High (geometry or higher)	s.e.	1.63	1.25	1.09	1.21	1.04
	weighted n (in 1,000s)	195	253	267	308	504
Mid-level (prealgebra or algebra 1)	s.e.	0.53	0.65	0.62	0.54	0.71
	weighted n (in 1,000s)	1,346	1,514	1,337	1,345	1,583
Low (no or low mathematics)	s.e.	0.54	0.82	1.00	0.73	0.82
	weighted n (in 1,000s)	1,014	687	519	497	439
School urbanicity						
Urban	s.e.	1.11	—	1.11	—	1.17
	weighted n (in 1,000s)	488	—	470	—	706
Suburban	s.e.	0.55	—	0.88	—	0.99
	weighted n (in 1,000s)	1,235	—	938	—	988
Rural	s.e.	0.73	—	0.66	—	1.15
	weighted n (in 1,000s)	832	—	714	—	832
School poverty level						
High (greater than 50 percent in NSLP)	s.e.	—	—	—	2.04	1.20
	weighted n (in 1,000s)	—	—	—	182	237
Middle (greater than 5 to 50 percent in NSLP)	s.e.	—	—	—	0.65	0.79
	weighted n (in 1,000s)	—	—	—	1,268	1,514
Low (5 percent or less in NSLP)	s.e.	—	—	—	1.73	1.95
	weighted n (in 1,000s)	—	—	—	330	401
Not reported	s.e.	—	—	—	1.19	1.49
	weighted n (in 1,000s)	—	—	—	370	374

—Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table A11. Standard errors for table 11: Percentage of public high school graduates earning 3.0 or more vocational/technical credits, by selected characteristics, including special and protected populations status: Various years, 1982–98

		1982	1990	1992	1994	1998
Total	s.e.	0.79	1.29	1.12	1.19	1.48
	weighted n (in 1,000s)	2,607	2,505	2,174	2,213	2,617
Race/ethnicity						
American Indian/Alaska Native	s.e.	4.31	4.83	5.43	4.72	3.90
	weighted n (in 1,000s)	30	12	22	17	12
Asian/Pacific Islander	s.e.	4.02	7.83	3.31	4.55	5.21
	weighted n (in 1,000s)	38	86	88	74	92
Black, non-Hispanic	s.e.	2.17	2.63	2.89	2.00	2.45
	weighted n (in 1,000s)	293	347	254	263	356
Hispanic	s.e.	1.30	2.99	3.09	2.42	1.90
	weighted n (in 1,000s)	307	194	207	168	299
White, non-Hispanic	s.e.	0.93	1.30	1.33	1.35	1.72
	weighted n (in 1,000s)	1,913	1,778	1,596	1,564	1,852
Sex						
Male	s.e.	0.94	1.40	1.49	1.24	1.40
	weighted n (in 1,000s)	1,257	1,194	1,074	1,083	1,232
Female	s.e.	1.02	1.37	1.37	1.27	1.75
	weighted n (in 1,000s)	1,350	1,309	1,100	1,126	1,347
Disability status (grade 12)						
Has disability	s.e.	2.03	2.99	—	1.92	2.51
	weighted n (in 1,000s)	226	64	—	82	74
No indicated disability	s.e.	0.83	1.28	—	1.20	1.50
	weighted n (in 1,000s)	2,361	2,441	—	2,130	2,543
English proficiency (grade 12)						
Limited	s.e.	—	8.39	—	7.01	3.92
	weighted n (in 1,000s)	—	13	—	19	19
Proficient	s.e.	—	1.30	—	1.19	1.49
	weighted n (in 1,000s)	—	2,492	—	2,194	2,598
Grade-point average (GPA)						
High (greater than 3.5)	s.e.	2.44	2.39	2.10	2.22	2.43
	weighted n (in 1,000s)	260	258	233	307	456
Mid-level (2.0 to 3.5)	s.e.	0.88	1.35	1.29	1.19	1.58
	weighted n (in 1,000s)	1,812	1,809	1,644	1,600	1,975

See notes at end of table.

Table A11. Standard errors for table 11: Percentage of public high school graduates earning 3.0 or more vocational/technical credits, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

		1982	1990	1992	1994	1998
Low (less than 2.0)	s.e.	1.57	1.14	1.66	1.30	2.28
	weighted n (in 1,000s)	534	438	295	306	186
Academic coursework completed						
All high	s.e.	5.66	2.53	2.02	1.91	2.96
	weighted n (in 1,000s)	31	273	308	330	386
Mid-level or mixed	s.e.	0.81	1.22	1.23	1.22	1.48
	weighted n (in 1,000s)	2,485	2,098	1,781	1,810	2,141
All low	s.e.	2.60	1.03	2.21	1.81	2.38
	weighted n (in 1,000s)	86	117	75	55	58
Grade 9 mathematics						
High (geometry or higher)	s.e.	2.51	2.69	2.23	2.33	2.45
	weighted n (in 1,000s)	205	266	280	329	534
Mid-level (prealgebra or algebra 1)	s.e.	1.08	1.45	1.42	1.39	1.71
	weighted n (in 1,000s)	1,374	1,546	1,369	1,380	1,635
Low (no or low mathematics)	s.e.	0.98	1.42	1.47	1.50	1.75
	weighted n (in 1,000s)	1,028	692	526	504	447
School urbanicity						
Urban	s.e.	2.21	—	2.25	—	2.87
	weighted n (in 1,000s)	501	—	484	—	743
Suburban	s.e.	1.12	—	1.81	—	2.44
	weighted n (in 1,000s)	1,261	—	961	—	1,028
Rural	s.e.	1.19	—	1.33	—	2.55
	weighted n (in 1,000s)	845	—	729	—	846
School poverty level						
High (greater than 50 percent in NSLP)	s.e.	—	—	—	2.61	3.50
	weighted n (in 1,000s)	—	—	—	185	240
Middle (greater than 5 to 50 percent in NSLP)	s.e.	—	—	—	1.38	1.96
	weighted n (in 1,000s)	—	—	—	1,296	1,565
Low (5 percent or less in NSLP)	s.e.	—	—	—	3.46	3.91
	weighted n (in 1,000s)	—	—	—	351	425
Not reported	s.e.	—	—	—	2.58	2.46
	weighted n (in 1,000s)	—	—	—	380	386

—Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table A12. Standard errors for table 12: Percentage of public high school graduates earning 3.0 or more occupational credits, by selected characteristics, including special and protected populations status: Various years, 1982–98

		1982	1990	1992	1994	1998
Total	s.e.	0.85	1.25	1.02	1.06	1.24
	weighted n (in 1,000s)	2,607	2,505	2,174	2,213	2,617
Race/ethnicity						
American Indian/Alaska Native	s.e.	6.10	3.89	5.07	4.78	4.09
	weighted n (in 1,000s)	30	12	22	17	12
Asian/Pacific Islander	s.e.	3.56	6.43	3.69	3.55	3.01
	weighted n (in 1,000s)	38	86	88	74	92
Black, non-Hispanic	s.e.	2.33	2.87	2.50	2.04	2.21
	weighted n (in 1,000s)	293	347	254	263	356
Hispanic	s.e.	1.69	2.51	3.01	2.95	2.07
	weighted n (in 1,000s)	307	194	207	168	299
White, non-Hispanic	s.e.	0.99	1.38	1.19	1.23	1.43
	weighted n (in 1,000s)	1,913	1,778	1,596	1,564	1,852
Sex						
Male	s.e.	1.12	1.44	1.47	1.12	1.38
	weighted n (in 1,000s)	1,257	1,194	1,074	1,083	1,232
Female	s.e.	1.08	1.42	1.22	1.19	1.41
	weighted n (in 1,000s)	1,350	1,309	1,100	1,126	1,347
Disability status (grade 12)						
Has disability	s.e.	2.20	3.66	—	2.73	3.23
	weighted n (in 1,000s)	226	64	—	82	74
No indicated disability	s.e.	0.88	1.24	—	1.06	1.24
	weighted n (in 1,000s)	2,361	2,441	—	2,130	2,543
English proficiency (grade 12)						
Limited	s.e.	—	5.60	—	5.04	4.32
	weighted n (in 1,000s)	—	13	—	19	19
Proficient	s.e.	—	1.26	—	1.07	1.24
	weighted n (in 1,000s)	—	2,492	—	2,194	2,598
Grade-point average (GPA)						
High (greater than 3.5)	s.e.	2.01	1.80	1.60	1.92	1.92
	weighted n (in 1,000s)	260	258	233	307	456
Mid-level (2.0 to 3.5)	s.e.	0.96	1.28	1.14	1.07	1.28
	weighted n (in 1,000s)	1,812	1,809	1,644	1,600	1,975

See notes at end of table.

Table A12. Standard errors for table 12: Percentage of public high school graduates earning 3.0 or more occupational credits, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

		1982	1990	1992	1994	1998
Low (less than 2.0)	s.e.	1.76	1.86	2.48	1.34	1.86
	weighted n (in 1,000s)	534	438	295	306	186
Academic coursework completed						
All high	s.e.	4.48	1.88	1.63	1.20	2.38
	weighted n (in 1,000s)	31	273	308	330	386
Mid-level or mixed	s.e.	0.87	1.24	1.13	1.20	1.34
	weighted n (in 1,000s)	2,485	2,098	1,781	1,810	2,141
All low	s.e.	3.60	2.89	3.55	2.85	4.30
	weighted n (in 1,000s)	86	117	75	55	58
Grade 9 mathematics						
High (geometry or higher)	s.e.	2.36	2.00	1.77	1.44	2.24
	weighted n (in 1,000s)	205	266	280	329	534
Mid-level (prealgebra or algebra 1)	s.e.	1.14	1.34	1.27	1.26	1.48
	weighted n (in 1,000s)	1,374	1,546	1,369	1,380	1,635
Low (no or low mathematics)	s.e.	1.21	1.69	1.81	1.48	1.73
	weighted n (in 1,000s)	1,028	692	526	504	447
School urbanicity						
Urban	s.e.	1.95	—	2.13	—	2.56
	weighted n (in 1,000s)	501	—	484	—	743
Suburban	s.e.	1.24	—	1.55	—	1.93
	weighted n (in 1,000s)	1,261	—	961	—	1,028
Rural	s.e.	1.45	—	1.48	—	1.55
	weighted n (in 1,000s)	845	—	729	—	846
School poverty level						
High (greater than 50 percent in NSLP)	s.e.	—	—	—	3.54	3.36
	weighted n (in 1,000s)	—	—	—	185	240
Middle (greater than 5 to 50 percent in NSLP)	s.e.	—	—	—	1.28	1.51
	weighted n (in 1,000s)	—	—	—	1,296	1,565
Low (5 percent or less in NSLP)	s.e.	—	—	—	2.72	3.40
	weighted n (in 1,000s)	—	—	—	351	425
Not reported	s.e.	—	—	—	2.11	2.73
	weighted n (in 1,000s)	—	—	—	380	386

—Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table A13. Standard errors for table 13: Percentage of public high school graduates concentrating in occupational education, by selected characteristics, including special and protected populations status: Various years, 1982–98

		1982	1990	1992	1994	1998
Total	s.e.	0.83	1.01	0.79	0.95	0.87
	weighted n (in 1,000s)	2,607	2,505	2,174	2,213	2,617
Race/ethnicity						
American Indian/Alaska Native	s.e.	7.63	3.96	5.32	3.38	4.19
	weighted n (in 1,000s)	30	12	22	17	12
Asian/Pacific Islander	s.e.	2.74	4.55	3.65	2.44	2.64
	weighted n (in 1,000s)	38	86	88	74	92
Black, non-Hispanic	s.e.	2.21	2.31	2.14	1.79	1.52
	weighted n (in 1,000s)	293	347	254	263	356
Hispanic	s.e.	1.75	2.30	2.13	2.84	1.80
	weighted n (in 1,000s)	307	194	207	168	299
White, non-Hispanic	s.e.	0.96	1.12	0.92	1.14	0.97
	weighted n (in 1,000s)	1,913	1,778	1,596	1,564	1,852
Sex						
Male	s.e.	1.17	1.21	1.17	1.09	1.16
	weighted n (in 1,000s)	1,257	1,194	1,074	1,083	1,232
Female	s.e.	1.00	1.20	0.96	1.04	1.07
	weighted n (in 1,000s)	1,350	1,309	1,100	1,126	1,347
Disability status (grade 12)						
Has disability	s.e.	2.04	4.33	—	2.89	2.23
	weighted n (in 1,000s)	226	64	—	82	74
No indicated disability	s.e.	0.84	0.98	—	0.93	0.86
	weighted n (in 1,000s)	2,361	2,441	—	2,130	2,543
English proficiency (grade 12)						
Limited	s.e.	—	5.03	—	4.99	1.93
	weighted n (in 1,000s)	—	13	—	19	19
Proficient	s.e.	—	1.01	—	0.95	0.87
	weighted n (in 1,000s)	—	2,492	—	2,194	2,598
Grade-point average (GPA)						
High (greater than 3.5)	s.e.	1.72	1.03	1.05	1.31	1.23
	weighted n (in 1,000s)	260	258	233	307	456
Mid-level (2.0 to 3.5)	s.e.	0.92	1.02	0.88	0.96	0.90
	weighted n (in 1,000s)	1,812	1,809	1,644	1,600	1,975

See notes at end of table.

Table A13. Standard errors for table 13: Percentage of public high school graduates concentrating in occupational education, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

		1982	1990	1992	1994	1998
Low (less than 2.0)	s.e.	1.76	1.85	2.18	1.64	1.72
	weighted n (in 1,000s)	534	438	295	306	186
Academic coursework completed						
All high	s.e.	4.07	1.07	0.86	0.77	1.52
	weighted n (in 1,000s)	31	273	308	330	386
Mid-level or mixed	s.e.	0.85	0.97	0.88	1.10	0.90
	weighted n (in 1,000s)	2,485	2,098	1,781	1,810	2,141
All low	s.e.	3.72	3.27	4.16	3.36	4.31
	weighted n (in 1,000s)	86	117	75	55	58
Grade 9 mathematics						
High (geometry or higher)	s.e.	1.98	1.40	1.20	0.93	2.10
	weighted n (in 1,000s)	205	266	280	329	534
Mid-level (prealgebra or algebra 1)	s.e.	1.07	1.04	0.93	0.99	1.03
	weighted n (in 1,000s)	1,374	1,546	1,369	1,380	1,635
Low (no or low mathematics)	s.e.	1.19	1.89	1.59	1.72	1.34
	weighted n (in 1,000s)	1,028	692	526	504	447
School urbanicity						
Urban	s.e.	1.96	—	1.53	—	2.03
	weighted n (in 1,000s)	501	—	484	—	743
Suburban	s.e.	1.17	—	1.18	—	1.36
	weighted n (in 1,000s)	1,261	—	961	—	1,028
Rural	s.e.	1.44	—	1.25	—	1.08
	weighted n (in 1,000s)	845	—	729	—	846
School poverty level						
High (greater than 50 percent in NSLP)	s.e.	—	—	—	2.72	2.33
	weighted n (in 1,000s)	—	—	—	185	240
Middle (greater than 5 to 50 percent in NSLP)	s.e.	—	—	—	1.15	1.07
	weighted n (in 1,000s)	—	—	—	1,296	1,565
Low (5 percent or less in NSLP)	s.e.	—	—	—	1.92	2.62
	weighted n (in 1,000s)	—	—	—	351	425
Not reported	s.e.	—	—	—	1.93	2.29
	weighted n (in 1,000s)	—	—	—	380	386

—Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table A14. Standard errors for table 14: Percentage of public high school graduates earning 3.0 or more occupational credits who concentrated in occupational education, by selected characteristics, including special and protected populations status: Various years, 1982–98

		1982	1990	1992	1994	1998
Total	s.e.	1.03	1.35	1.20	1.48	1.10
	weighted n (in 1,000s)	1,205	1,076	918	928	1,147
Race/ethnicity						
American Indian/Alaska Native	s.e.	6.88	4.79	7.20	8.21	6.43
	weighted n (in 1,000s)	18	6	13	7	5
Asian/Pacific Islander	s.e.	7.70	5.33	6.49	3.33	3.92
	weighted n (in 1,000s)	12	27	34	23	31
Black, non-Hispanic	s.e.	2.61	2.88	3.43	1.86	2.18
	weighted n (in 1,000s)	130	151	106	121	168
Hispanic	s.e.	2.32	3.06	3.68	3.04	2.28
	weighted n (in 1,000s)	160	83	91	71	132
White, non-Hispanic	s.e.	1.21	1.55	1.40	1.90	1.27
	weighted n (in 1,000s)	872	774	671	655	809
Sex						
Male	s.e.	1.32	1.24	1.66	1.48	1.31
	weighted n (in 1,000s)	662	589	515	503	619
Female	s.e.	1.50	1.96	1.68	1.88	1.73
	weighted n (in 1,000s)	543	487	403	424	514
Disability status (grade 12)						
Has disability	s.e.	3.32	4.28	—	2.99	3.07
	weighted n (in 1,000s)	99	38	—	47	43
No indicated disability	s.e.	1.05	1.37	—	1.46	1.10
	weighted n (in 1,000s)	1,097	1,038	—	881	1,104
English proficiency (grade 12)						
Limited	s.e.	—	—	—	8.37	6.83
	weighted n (in 1,000s)	—	—	—	6	5
Proficient	s.e.	—	1.34	—	1.49	1.11
	weighted n (in 1,000s)	—	1,074	—	922	1,142
Grade-point average (GPA)						
High (greater than 3.5)	s.e.	3.97	3.62	3.19	2.94	2.25
	weighted n (in 1,000s)	71	56	53	73	131
Mid-level (2.0 to 3.5)	s.e.	1.17	1.35	1.32	1.52	1.15
	weighted n (in 1,000s)	847	778	701	689	911

See notes at end of table.

**Table A14. Standard errors for table 14: Percentage of public high school graduates earning 3.0 or more occupational credits who concentrated in occupational education, by selected characteristics, including special and protected populations status: Various years, 1982–98
—Continued**

		1982	1990	1992	1994	1998
Low (less than 2.0)	s.e.	1.99	2.15	3.33	2.06	2.19
	weighted n (in 1,000s)	287	242	164	166	105
Academic coursework completed						
All high	s.e.	8.96	5.01	4.26	2.31	2.85
	weighted n (in 1,000s)	7	43	56	61	102
Mid-level or mixed	s.e.	1.05	1.23	1.30	1.58	1.11
	weighted n (in 1,000s)	1,142	944	798	821	992
All low	s.e.	3.67	3.29	4.87	3.70	4.74
	weighted n (in 1,000s)	53	78	55	36	38
Grade 9 mathematics						
High (geometry or higher)	s.e.	4.55	3.10	4.15	2.44	3.45
	weighted n (in 1,000s)	60	59	68	76	177
Mid-level (prealgebra or algebra 1)	s.e.	1.40	1.52	1.54	1.42	1.20
	weighted n (in 1,000s)	591	632	560	576	748
Low (no or low mathematics)	s.e.	1.36	1.89	1.86	2.19	1.66
	weighted n (in 1,000s)	554	384	290	276	222
School urbanicity						
Urban	s.e.	2.75	—	2.65	—	2.47
	weighted n (in 1,000s)	213	—	189	—	284
Suburban	s.e.	1.46	—	1.93	—	1.47
	weighted n (in 1,000s)	556	—	358	—	407
Rural	s.e.	1.62	—	1.89	—	2.12
	weighted n (in 1,000s)	436	—	371	—	456
School poverty level						
High (greater than 50 percent in NSLP)	s.e.	—	—	—	3.13	3.33
	weighted n (in 1,000s)	—	—	—	84	129
Middle (greater than 5 to 50 percent in NSLP)	s.e.	—	—	—	1.75	1.62
	weighted n (in 1,000s)	—	—	—	572	716
Low (5 percent or less in NSLP)	s.e.	—	—	—	2.63	4.34
	weighted n (in 1,000s)	—	—	—	105	127
Not reported	s.e.	—	—	—	3.20	2.52
	weighted n (in 1,000s)	—	—	—	168	174

—Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table A15. Standard errors for table 15: Percentage of public high school graduates completing an advanced concentration in occupational education, by selected characteristics, including special and protected populations status: Various years, 1982–98

		1982	1990	1992	1994	1998
Total	s.e.	0.71	0.64	0.63	0.72	0.81
	weighted n (in 1,000s)	2,607	2,505	2,174	2,213	2,617
Race/ethnicity						
American Indian/Alaska Native	s.e.	9.13	3.59	4.95	2.94	3.13
	weighted n (in 1,000s)	30	12	22	17	12
Asian/Pacific Islander	s.e.	2.29	2.33	3.50	1.95	2.16
	weighted n (in 1,000s)	38	86	88	74	92
Black, non-Hispanic	s.e.	1.86	1.67	1.36	1.28	1.62
	weighted n (in 1,000s)	293	347	254	263	356
Hispanic	s.e.	1.53	1.59	1.68	1.81	1.36
	weighted n (in 1,000s)	307	194	207	168	299
White, non-Hispanic	s.e.	0.83	0.72	0.76	0.89	0.89
	weighted n (in 1,000s)	1,913	1,778	1,596	1,564	1,852
Sex						
Male	s.e.	1.05	0.87	0.94	0.90	1.17
	weighted n (in 1,000s)	1,257	1,194	1,074	1,083	1,232
Female	s.e.	0.87	0.91	0.78	0.81	0.87
	weighted n (in 1,000s)	1,350	1,309	1,100	1,126	1,347
Disability status (grade 12)						
Has disability	s.e.	1.74	3.46	—	2.16	2.19
	weighted n (in 1,000s)	226	64	—	82	74
No indicated disability	s.e.	0.73	0.64	—	0.71	0.82
	weighted n (in 1,000s)	2,361	2,441	—	2,130	2,543
English proficiency (grade 12)						
Limited	s.e.	—	4.50	—	2.55	1.96
	weighted n (in 1,000s)	—	13	—	19	19
Proficient	s.e.	—	0.65	—	0.73	0.82
	weighted n (in 1,000s)	—	2,492	—	2,194	2,598
Grade-point average (GPA)						
High (greater than 3.5)	s.e.	1.63	0.80	0.74	0.95	0.77
	weighted n (in 1,000s)	260	258	233	307	456
Mid-level (2.0 to 3.5)	s.e.	0.81	0.65	0.72	0.71	0.87
	weighted n (in 1,000s)	1,812	1,809	1,644	1,600	1,975

See notes at end of table.

Table A15. Standard errors for table 15: Percentage of public high school graduates completing an advanced concentration in occupational education, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

		1982	1990	1992	1994	1998
Low (less than 2.0)	s.e.	1.46	1.19	1.69	1.39	1.60
	weighted n (in 1,000s)	534	438	295	306	186
Academic coursework completed						
All high	s.e.	3.20	0.78	0.68	0.63	1.24
	weighted n (in 1,000s)	31	273	308	330	386
Mid-level or mixed	s.e.	0.74	0.64	0.71	0.84	0.88
	weighted n (in 1,000s)	2,485	2,098	1,781	1,810	2,141
All low	s.e.	3.08	2.97	3.93	2.60	3.62
	weighted n (in 1,000s)	86	117	75	55	58
Grade 9 mathematics						
High (geometry or higher)	s.e.	1.65	1.10	0.92	0.72	2.07
	weighted n (in 1,000s)	205	266	280	329	534
Mid-level (prealgebra or algebra 1)	s.e.	0.91	0.66	0.76	0.72	0.98
	weighted n (in 1,000s)	1,374	1,546	1,369	1,380	1,635
Low (no or low mathematics)	s.e.	1.09	1.23	1.35	1.29	1.20
	weighted n (in 1,000s)	1,028	692	526	504	447
School urbanicity						
Urban	s.e.	1.53	—	1.33	—	1.73
	weighted n (in 1,000s)	501	—	484	—	743
Suburban	s.e.	1.04	—	0.87	—	0.94
	weighted n (in 1,000s)	1,261	—	961	—	1,028
Rural	s.e.	1.28	—	1.07	—	1.55
	weighted n (in 1,000s)	845	—	729	—	846
School poverty level						
High (greater than 50 percent in NSLP)	s.e.	—	—	—	2.53	2.18
	weighted n (in 1,000s)	—	—	—	185	240
Middle (greater than 5 to 50 percent in NSLP)	s.e.	—	—	—	0.86	1.14
	weighted n (in 1,000s)	—	—	—	1,296	1,565
Low (5 percent or less in NSLP)	s.e.	—	—	—	1.91	1.30
	weighted n (in 1,000s)	—	—	—	351	425
Not reported	s.e.	—	—	—	1.60	1.66
	weighted n (in 1,000s)	—	—	—	380	386

—Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table A16. Standard errors for table 16: Percentage of public high school graduates concentrating in agriculture, by selected characteristics, including special and protected populations status: Various years, 1982–98

		1982	1990	1992	1994	1998
Total	s.e.	0.29	0.35	0.26	0.37	0.54
	weighted n (in 1,000s)	2,607	2,505	2,174	2,213	2,617
Race/ethnicity						
American Indian/Alaska Native	s.e.	0.90	2.04	1.98	2.09	0.87
	weighted n (in 1,000s)	30	12	22	17	12
Asian/Pacific Islander	s.e.	0.36	—	0.31	0.81	0.32
	weighted n (in 1,000s)	38	86	88	74	92
Black, non-Hispanic	s.e.	0.35	0.16	0.38	0.40	0.24
	weighted n (in 1,000s)	293	347	254	263	356
Hispanic	s.e.	0.58	0.67	0.24	0.30	0.57
	weighted n (in 1,000s)	307	194	207	168	299
White, non-Hispanic	s.e.	0.35	0.44	0.34	0.51	0.68
	weighted n (in 1,000s)	1,913	1,778	1,596	1,564	1,852
Sex						
Male	s.e.	0.54	0.65	0.49	0.57	0.68
	weighted n (in 1,000s)	1,257	1,194	1,074	1,083	1,232
Female	s.e.	0.16	0.23	0.16	0.25	0.46
	weighted n (in 1,000s)	1,350	1,309	1,100	1,126	1,347
Disability status (grade 12)						
Has disability	s.e.	0.58	1.68	—	1.36	1.87
	weighted n (in 1,000s)	226	64	—	82	74
No indicated disability	s.e.	0.30	0.33	—	0.37	0.51
	weighted n (in 1,000s)	2,361	2,441	—	2,130	2,543
English proficiency (grade 12)						
Limited	s.e.	—	—	—	1.26	—
	weighted n (in 1,000s)	—	13	—	19	19
Proficient	s.e.	—	0.35	—	0.37	0.54
	weighted n (in 1,000s)	—	2,492	—	2,194	2,598
Grade-point average (GPA)						
High (greater than 3.5)	s.e.	0.84	0.29	0.32	0.62	0.89
	weighted n (in 1,000s)	260	258	233	307	456
Mid-level (2.0 to 3.5)	s.e.	0.30	0.39	0.31	0.42	0.52
	weighted n (in 1,000s)	1,812	1,809	1,644	1,600	1,975

See notes at end of table.

Table A16. Standard errors for table 16: Percentage of public high school graduates concentrating in agriculture, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

		1982	1990	1992	1994	1998
Low (less than 2.0)	s.e.	0.56	0.45	0.43	0.35	0.33
	weighted n (in 1,000s)	534	438	295	306	186
Academic coursework completed						
All high	s.e.	0.59	0.15	0.14	0.21	0.10
	weighted n (in 1,000s)	31	273	308	330	386
Mid-level or mixed	s.e.	0.29	0.36	0.30	0.45	0.64
	weighted n (in 1,000s)	2,485	2,098	1,781	1,810	2,141
All low	s.e.	1.22	1.46	1.27	0.92	0.88
	weighted n (in 1,000s)	86	117	75	55	58
Grade 9 mathematics						
High (geometry or higher)	s.e.	0.48	0.17	0.26	0.33	0.26
	weighted n (in 1,000s)	205	266	280	329	534
Mid-level (prealgebra or algebra 1)	s.e.	0.38	0.31	0.28	0.43	0.71
	weighted n (in 1,000s)	1,374	1,546	1,369	1,380	1,635
Low (no or low mathematics)	s.e.	0.47	0.68	0.61	0.54	0.53
	weighted n (in 1,000s)	1,028	692	526	504	447
School urbanicity						
Urban	s.e.	0.20	—	0.08	—	0.12
	weighted n (in 1,000s)	501	—	484	—	743
Suburban	s.e.	0.35	—	0.27	—	0.24
	weighted n (in 1,000s)	1,261	—	961	—	1,028
Rural	s.e.	0.69	—	0.67	—	1.66
	weighted n (in 1,000s)	845	—	729	—	846
School poverty level						
High (greater than 50 percent in NSLP)	s.e.	—	—	—	1.70	1.00
	weighted n (in 1,000s)	—	—	—	185	240
Middle (greater than 5 to 50 percent in NSLP)	s.e.	—	—	—	0.41	0.80
	weighted n (in 1,000s)	—	—	—	1,296	1,565
Low (5 percent or less in NSLP)	s.e.	—	—	—	0.40	0.35
	weighted n (in 1,000s)	—	—	—	351	425
Not reported	s.e.	—	—	—	0.94	0.49
	weighted n (in 1,000s)	—	—	—	380	386

—Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table A17. Standard errors for table 17: Percentage of public high school graduates concentrating in business, by selected characteristics, including special and protected populations status: Various years, 1982–98

		1982	1990	1992	1994	1998
Total	s.e.	0.46	0.60	0.42	0.45	0.43
	weighted n (in 1,000s)	2,607	2,505	2,174	2,213	2,617
Race/ethnicity						
American Indian/Alaska Native	s.e.	2.15	2.00	1.39	3.17	1.17
	weighted n (in 1,000s)	30	12	22	17	12
Asian/Pacific Islander	s.e.	1.41	1.60	2.35	1.11	0.56
	weighted n (in 1,000s)	38	86	88	74	92
Black, non-Hispanic	s.e.	1.33	1.72	0.99	1.02	1.04
	weighted n (in 1,000s)	293	347	254	263	356
Hispanic	s.e.	0.96	2.01	1.41	1.31	0.77
	weighted n (in 1,000s)	307	194	207	168	299
White, non-Hispanic	s.e.	0.56	0.50	0.49	0.49	0.50
	weighted n (in 1,000s)	1,913	1,778	1,596	1,564	1,852
Sex						
Male	s.e.	0.28	0.39	0.42	0.36	0.36
	weighted n (in 1,000s)	1,257	1,194	1,074	1,083	1,232
Female	s.e.	0.82	0.93	0.69	0.67	0.59
	weighted n (in 1,000s)	1,350	1,309	1,100	1,126	1,347
Disability status (grade 12)						
Has disability	s.e.	1.04	0.69	—	0.99	0.64
	weighted n (in 1,000s)	226	64	—	82	74
No indicated disability	s.e.	0.48	0.60	—	0.46	0.45
	weighted n (in 1,000s)	2,361	2,441	—	2,130	2,543
English proficiency (grade 12)						
Limited	s.e.	—	—	—	3.10	0.96
	weighted n (in 1,000s)	—	13	—	19	19
Proficient	s.e.	—	0.59	—	0.45	0.44
	weighted n (in 1,000s)	—	2,492	—	2,194	2,598
Grade-point average (GPA)						
High (greater than 3.5)	s.e.	1.25	0.63	0.70	0.69	0.59
	weighted n (in 1,000s)	260	258	233	307	456
Mid-level (2.0 to 3.5)	s.e.	0.57	0.60	0.48	0.47	0.50
	weighted n (in 1,000s)	1,812	1,809	1,644	1,600	1,975

See notes at end of table.

Table A17. Standard errors for table 17: Percentage of public high school graduates concentrating in business, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

		1982	1990	1992	1994	1998
Low (less than 2.0)	s.e.	0.86	1.09	1.16	0.81	0.67
	weighted n (in 1,000s)	534	438	295	306	186
Academic coursework completed						
All high	s.e.	2.65	0.59	0.51	0.49	0.73
	weighted n (in 1,000s)	31	273	308	330	386
Mid-level or mixed	s.e.	0.48	0.61	0.50	0.49	0.46
	weighted n (in 1,000s)	2,485	2,098	1,781	1,810	2,141
All low	s.e.	2.05	1.55	1.09	1.60	1.15
	weighted n (in 1,000s)	86	117	75	55	58
Grade 9 mathematics						
High (geometry or higher)	s.e.	1.39	0.70	0.70	0.54	0.40
	weighted n (in 1,000s)	205	266	280	329	534
Mid-level (prealgebra or algebra 1)	s.e.	0.61	0.58	0.59	0.53	0.54
	weighted n (in 1,000s)	1,374	1,546	1,369	1,380	1,635
Low (no or low mathematics)	s.e.	0.75	1.22	0.61	0.60	0.64
	weighted n (in 1,000s)	1,028	692	526	504	447
School urbanicity						
Urban	s.e.	0.98	3.14	0.92	1.09	0.88
	weighted n (in 1,000s)	501	312	484	303	743
Suburban	s.e.	0.63	0.58	0.55	0.77	0.52
	weighted n (in 1,000s)	1,261	949	961	918	1,028
Rural	s.e.	0.91	0.70	0.79	0.57	0.77
	weighted n (in 1,000s)	845	1,245	729	991	846
School poverty level						
High (greater than 50 percent in NSLP)	s.e.	—	—	0.75	0.97	1.49
	weighted n (in 1,000s)	—	—	516	185	240
Middle (greater than 5 to 50 percent in NSLP)	s.e.	—	—	0.55	0.50	0.53
	weighted n (in 1,000s)	—	—	1,339	1,296	1,565
Low (5 percent or less in NSLP)	s.e.	—	—	1.71	1.03	0.72
	weighted n (in 1,000s)	—	—	210	351	425
Not reported	s.e.	—	—	1.48	1.39	1.15
	weighted n (in 1,000s)	—	—	109	380	386

—Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table A18. Standard errors for table 18: Percentage of public high school graduates concentrating in business services, by selected characteristics, including special and protected populations status: Various years, 1982–98

		1982	1990	1992	1994	1998
Total	s.e.	0.41	0.52	0.32	0.35	0.35
	weighted n (in 1,000s)	2,607	2,505	2,174	2,213	2,617
Race/ethnicity						
American Indian/Alaska Native	s.e.	1.86	1.71	0.94	2.73	0.67
	weighted n (in 1,000s)	30	12	22	17	12
Asian/Pacific Islander	s.e.	1.15	0.94	1.95	0.89	0.61
	weighted n (in 1,000s)	38	86	88	74	92
Black, non-Hispanic	s.e.	1.23	1.43	0.84	1.02	0.67
	weighted n (in 1,000s)	293	347	254	263	356
Hispanic	s.e.	0.91	1.81	1.34	1.44	0.66
	weighted n (in 1,000s)	307	194	207	168	299
White, non-Hispanic	s.e.	0.48	0.41	0.36	0.34	0.42
	weighted n (in 1,000s)	1,913	1,778	1,596	1,564	1,852
Sex						
Male	s.e.	0.19	0.27	0.21	0.27	0.30
	weighted n (in 1,000s)	1,257	1,194	1,074	1,083	1,232
Female	s.e.	0.76	0.81	0.58	0.59	0.46
	weighted n (in 1,000s)	1,350	1,309	1,100	1,126	1,347
Disability status (grade 12)						
Has disability	s.e.	0.94	0.65	—	0.83	0.66
	weighted n (in 1,000s)	226	64	—	82	74
No indicated disability	s.e.	0.43	0.53	—	0.35	0.36
	weighted n (in 1,000s)	2,361	2,441	—	2,130	2,543
English proficiency (grade 12)						
Limited	s.e.	—	—	—	2.70	0.97
	weighted n (in 1,000s)	—	13	—	19	19
Proficient	s.e.	—	0.51	—	0.35	0.35
	weighted n (in 1,000s)	—	2,492	—	2,194	2,598
Grade-point average (GPA)						
High (greater than 3.5)	s.e.	1.11	0.61	0.52	0.52	0.55
	weighted n (in 1,000s)	260	258	233	307	456
Mid-level (2.0 to 3.5)	s.e.	0.52	0.51	0.39	0.36	0.39
	weighted n (in 1,000s)	1,812	1,809	1,644	1,600	1,975

See notes at end of table.

Table A18. Standard errors for table 18: Percentage of public high school graduates concentrating in business services, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

		1982	1990	1992	1994	1998
Low (less than 2.0)	s.e.	0.66	0.90	0.66	0.70	0.59
	weighted n (in 1,000s)	534	438	295	306	186
Academic coursework completed						
All high	s.e.	2.58	0.51	0.36	0.42	0.63
	weighted n (in 1,000s)	31	273	308	330	386
Mid-level or mixed	s.e.	0.42	0.54	0.39	0.39	0.37
	weighted n (in 1,000s)	2,485	2,098	1,781	1,810	2,141
All low	s.e.	1.99	1.31	0.81	1.19	1.01
	weighted n (in 1,000s)	86	117	75	55	58
Grade 9 mathematics						
High (geometry or higher)	s.e.	1.32	0.49	0.50	0.45	0.37
	weighted n (in 1,000s)	205	266	280	329	534
Mid-level (prealgebra or algebra 1)	s.e.	0.54	0.49	0.45	0.41	0.40
	weighted n (in 1,000s)	1,374	1,546	1,369	1,380	1,635
Low (no or low mathematics)	s.e.	0.68	1.09	0.53	0.50	0.61
	weighted n (in 1,000s)	1,028	692	526	504	447
School urbanicity						
Urban	s.e.	0.84	—	0.83	—	0.68
	weighted n (in 1,000s)	501	—	484	—	743
Suburban	s.e.	0.60	—	0.41	—	0.34
	weighted n (in 1,000s)	1,261	—	961	—	1,028
Rural	s.e.	0.74	—	0.58	—	0.71
	weighted n (in 1,000s)	845	—	729	—	846
School poverty level						
High (greater than 50 percent in NSLP)	s.e.	—	—	—	0.99	1.08
	weighted n (in 1,000s)	—	—	—	185	240
Middle (greater than 5 to 50 percent in NSLP)	s.e.	—	—	—	0.34	0.47
	weighted n (in 1,000s)	—	—	—	1,296	1,565
Low (5 percent or less in NSLP)	s.e.	—	—	—	0.90	0.51
	weighted n (in 1,000s)	—	—	—	351	425
Not reported	s.e.	—	—	—	1.16	0.88
	weighted n (in 1,000s)	—	—	—	380	386

—Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table A19. Standard errors for table 19: Percentage of public high school graduates concentrating in business management, by selected characteristics, including special and protected populations status: Various years, 1982–98

		1982	1990	1992	1994	1998
Total	s.e.	0.06	0.06	0.07	0.10	0.13
	weighted n (in 1,000s)	2,607	2,505	2,174	2,213	2,617
Race/ethnicity						
American Indian/Alaska Native	s.e.	—	—	—	—	—
	weighted n (in 1,000s)	30	12	22	17	12
Asian/Pacific Islander	s.e.	0.35	—	0.06	—	—
	weighted n (in 1,000s)	38	86	88	74	92
Black, non-Hispanic	s.e.	0.17	—	0.07	0.26	0.15
	weighted n (in 1,000s)	293	347	254	263	356
Hispanic	s.e.	0.02	—	0.21	0.15	0.27
	weighted n (in 1,000s)	307	194	207	168	299
White, non-Hispanic	s.e.	0.08	0.08	0.08	0.12	0.15
	weighted n (in 1,000s)	1,913	1,778	1,596	1,564	1,852
Sex						
Male	s.e.	0.03	0.05	0.03	0.06	0.05
	weighted n (in 1,000s)	1,257	1,194	1,074	1,083	1,232
Female	s.e.	0.12	0.09	0.12	0.15	0.22
	weighted n (in 1,000s)	1,350	1,309	1,100	1,126	1,347
Disability status (grade 12)						
Has disability	s.e.	0.09	—	—	0.41	0.20
	weighted n (in 1,000s)	226	64	—	82	74
No indicated disability	s.e.	0.07	0.06	—	0.09	0.13
	weighted n (in 1,000s)	2,361	2,441	—	2,130	2,543
English proficiency (grade 12)						
Limited	s.e.	—	—	—	—	—
	weighted n (in 1,000s)	—	13	—	19	19
Proficient	s.e.	—	0.06	—	0.10	0.13
	weighted n (in 1,000s)	—	2,492	—	2,194	2,598
Grade-point average (GPA)						
High (greater than 3.5)	s.e.	0.26	—	0.02	0.08	0.13
	weighted n (in 1,000s)	260	258	233	307	456
Mid-level (2.0 to 3.5)	s.e.	0.05	0.07	0.08	0.10	0.15
	weighted n (in 1,000s)	1,812	1,809	1,644	1,600	1,975

See notes at end of table.

Table A19. Standard errors for table 19: Percentage of public high school graduates concentrating in business management, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

		1982	1990	1992	1994	1998
Low (less than 2.0)	s.e.	0.15	0.09	0.13	0.18	0.12
	weighted n (in 1,000s)	534	438	295	306	186
Academic coursework completed						
All high	s.e.	—	—	0.08	0.05	0.09
	weighted n (in 1,000s)	31	273	308	330	386
Mid-level or mixed	s.e.	0.07	0.07	0.07	0.10	0.14
	weighted n (in 1,000s)	2,485	2,098	1,781	1,810	2,141
All low	s.e.	0.00	—	0.25	0.39	0.44
	weighted n (in 1,000s)	86	117	75	55	58
Grade 9 mathematics						
High (geometry or higher)	s.e.	0.06	—	0.11	0.05	0.13
	weighted n (in 1,000s)	205	266	280	329	534
Mid-level (prealgebra or algebra 1)	s.e.	0.03	0.05	0.09	0.08	0.17
	weighted n (in 1,000s)	1,374	1,546	1,369	1,380	1,635
Low (no or low mathematics)	s.e.	0.15	0.17	0.09	0.20	0.12
	weighted n (in 1,000s)	1,028	692	526	504	447
School urbanicity						
Urban	s.e.	0.11	—	0.12	—	0.10
	weighted n (in 1,000s)	501	—	484	—	743
Suburban	s.e.	0.01	—	0.08	—	0.14
	weighted n (in 1,000s)	1,261	—	961	—	1,028
Rural	s.e.	0.18	—	0.14	—	0.37
	weighted n (in 1,000s)	845	—	729	—	846
School poverty level						
High (greater than 50 percent in NSLP)	s.e.	—	—	—	—	0.42
	weighted n (in 1,000s)	—	—	—	185	240
Middle (greater than 5 to 50 percent in NSLP)	s.e.	—	—	—	0.09	0.08
	weighted n (in 1,000s)	—	—	—	1,296	1,565
Low (5 percent or less in NSLP)	s.e.	—	—	—	0.20	0.18
	weighted n (in 1,000s)	—	—	—	351	425
Not reported	s.e.	—	—	—	0.41	0.64
	weighted n (in 1,000s)	—	—	—	380	386

—Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table A20. Standard errors for table 20: Percentage of public high school graduates concentrating in marketing, by selected characteristics, including special and protected populations status: Various years, 1982–98

		1982	1990	1992	1994	1998
Total	s.e.	0.19	0.29	0.18	0.23	0.22
	weighted n (in 1,000s)	2,607	2,505	2,174	2,213	2,617
Race/ethnicity						
American Indian/Alaska Native	s.e.	0.74	—	—	—	—
	weighted n (in 1,000s)	30	12	22	17	12
Asian/Pacific Islander	s.e.	0.41	—	0.11	0.27	0.24
	weighted n (in 1,000s)	38	86	88	74	92
Black, non-Hispanic	s.e.	0.56	0.42	0.53	0.61	0.56
	weighted n (in 1,000s)	293	347	254	263	356
Hispanic	s.e.	0.34	0.71	0.24	0.49	0.59
	weighted n (in 1,000s)	307	194	207	168	299
White, non-Hispanic	s.e.	0.23	0.33	0.22	0.28	0.26
	weighted n (in 1,000s)	1,913	1,778	1,596	1,564	1,852
Sex						
Male	s.e.	0.25	0.29	0.18	0.20	0.20
	weighted n (in 1,000s)	1,257	1,194	1,074	1,083	1,232
Female	s.e.	0.28	0.35	0.28	0.30	0.30
	weighted n (in 1,000s)	1,350	1,309	1,100	1,126	1,347
Disability status (grade 12)						
Has disability	s.e.	0.58	0.71	—	0.47	0.58
	weighted n (in 1,000s)	226	64	—	82	74
No indicated disability	s.e.	0.20	0.29	—	0.24	0.23
	weighted n (in 1,000s)	2,361	2,441	—	2,130	2,543
English proficiency (grade 12)						
Limited	s.e.	—	—	—	0.78	—
	weighted n (in 1,000s)	—	13	—	19	19
Proficient	s.e.	—	0.29	—	0.23	0.23
	weighted n (in 1,000s)	—	2,492	—	2,194	2,598
Grade-point average (GPA)						
High (greater than 3.5)	s.e.	0.17	0.32	0.06	0.21	0.13
	weighted n (in 1,000s)	260	258	233	307	456
Mid-level (2.0 to 3.5)	s.e.	0.21	0.31	0.16	0.27	0.24
	weighted n (in 1,000s)	1,812	1,809	1,644	1,600	1,975

See notes at end of table.

Table A20. Standard errors for table 20: Percentage of public high school graduates concentrating in marketing, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

		1982	1990	1992	1994	1998
Low (less than 2.0)	s.e.	0.51	0.56	0.86	0.47	0.67
	weighted n (in 1,000s)	534	438	295	306	186
Academic coursework completed						
All high	s.e.	0.82	0.12	0.12	0.18	0.16
	weighted n (in 1,000s)	31	273	308	330	386
Mid-level or mixed	s.e.	0.20	0.33	0.21	0.27	0.27
	weighted n (in 1,000s)	2,485	2,098	1,781	1,810	2,141
All low	s.e.	0.71	0.58	0.59	0.69	0.65
	weighted n (in 1,000s)	86	117	75	55	58
Grade 9 mathematics						
High (geometry or higher)	s.e.	0.14	0.31	0.14	0.27	0.29
	weighted n (in 1,000s)	205	266	280	329	534
Mid-level (prealgebra or algebra 1)	s.e.	0.29	0.31	0.15	0.26	0.24
	weighted n (in 1,000s)	1,374	1,546	1,369	1,380	1,635
Low (no or low mathematics)	s.e.	0.28	0.57	0.54	0.42	0.34
	weighted n (in 1,000s)	1,028	692	526	504	447
School urbanicity						
Urban	s.e.	0.52	—	0.57	—	0.42
	weighted n (in 1,000s)	501	—	484	—	743
Suburban	s.e.	0.28	—	0.19	—	0.47
	weighted n (in 1,000s)	1261	—	961	—	1028
Rural	s.e.	0.28	—	0.23	—	0.40
	weighted n (in 1,000s)	845	—	729	—	846
School poverty level						
High (greater than 50 percent in NSLP)	s.e.	—	—	—	0.77	0.64
	weighted n (in 1,000s)	—	—	—	185	240
Middle (greater than 5 to 50 percent in NSLP)	s.e.	—	—	—	0.31	0.31
	weighted n (in 1,000s)	—	—	—	1296	1565
Low (5 percent or less in NSLP)	s.e.	—	—	—	0.63	0.31
	weighted n (in 1,000s)	—	—	—	351	425
Not reported	s.e.	—	—	—	0.42	0.76
	weighted n (in 1,000s)	—	—	—	380	386

—Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table A21. Standard errors for table 21: Percentage of public high school graduates concentrating in health care, by selected characteristics, including special and protected populations status: Various years, 1982–98

		1982	1990	1992	1994	1998
Total	s.e.	0.10	0.09	0.10	0.11	0.46
	weighted n (in 1,000s)	2,607	2,505	2,174	2,213	2,617
Race/ethnicity						
American Indian/Alaska Native	s.e.	0.60	—	0.45	—	—
	weighted n (in 1,000s)	30	12	22	17	12
Asian/Pacific Islander	s.e.	—	—	0.85	0.38	1.39
	weighted n (in 1,000s)	38	86	88	74	92
Black, non-Hispanic	s.e.	0.42	0.21	0.35	0.34	1.65
	weighted n (in 1,000s)	293	347	254	263	356
Hispanic	s.e.	0.55	0.10	0.24	0.11	1.12
	weighted n (in 1,000s)	307	194	207	168	299
White, non-Hispanic	s.e.	0.08	0.12	0.09	0.14	0.17
	weighted n (in 1,000s)	1,913	1,778	1,596	1,564	1,852
Sex						
Male	s.e.	0.06	0.06	0.08	0.05	0.32
	weighted n (in 1,000s)	1,257	1,194	1,074	1,083	1,232
Female	s.e.	0.19	0.16	0.16	0.20	0.64
	weighted n (in 1,000s)	1,350	1,309	1,100	1,126	1,347
Disability status (grade 12)						
Has disability	s.e.	0.27	1.16	—	0.28	0.65
	weighted n (in 1,000s)	226	64	—	82	74
No indicated disability	s.e.	0.11	0.09	—	0.12	0.48
	weighted n (in 1,000s)	2,361	2,441	—	2,130	2,543
English proficiency (grade 12)						
Limited	s.e.	—	—	—	—	—
	weighted n (in 1,000s)	—	13	—	19	19
Proficient	s.e.	—	0.09	—	0.11	0.47
	weighted n (in 1,000s)	—	2,492	—	2,194	2,598
Grade-point average (GPA)						
High (greater than 3.5)	s.e.	0.06	0.11	0.12	0.14	0.50
	weighted n (in 1,000s)	260	258	233	307	456
Mid-level (2.0 to 3.5)	s.e.	0.14	0.10	0.12	0.13	0.50
	weighted n (in 1,000s)	1,812	1,809	1,644	1,600	1,975

See notes at end of table.

Table A21. Standard errors for table 21: Percentage of public high school graduates concentrating in health care, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

		1982	1990	1992	1994	1998
Low (less than 2.0)	s.e.	0.18	0.22	0.19	0.23	0.47
	weighted n (in 1,000s)	534	438	295	306	186
Academic coursework completed						
All high	s.e.	0.88	—	0.09	0.15	0.93
	weighted n (in 1,000s)	31	273	308	330	386
Mid-level or mixed	s.e.	0.11	0.11	0.10	0.12	0.41
	weighted n (in 1,000s)	2,485	2,098	1,781	1,810	2,141
All low	s.e.	0.62	0.76	0.64	0.68	0.40
	weighted n (in 1,000s)	86	117	75	55	58
Grade 9 mathematics						
High (geometry or higher)	s.e.	0.07	0.14	0.00	0.16	2.06
	weighted n (in 1,000s)	205	266	280	329	534
Mid-level (prealgebra or algebra 1)	s.e.	0.09	0.12	0.08	0.14	0.21
	weighted n (in 1,000s)	1,374	1,546	1,369	1,380	1,635
Low (no or low mathematics)	s.e.	0.24	0.17	0.33	0.19	0.22
	weighted n (in 1,000s)	1,028	692	526	504	447
School urbanicity						
Urban	s.e.	0.16	—	0.19	—	1.58
	weighted n (in 1,000s)	501	—	484	—	743
Suburban	s.e.	0.12	—	0.13	—	0.24
	weighted n (in 1,000s)	1,261	—	961	—	1,028
Rural	s.e.	0.25	—	0.20	—	0.28
	weighted n (in 1,000s)	845	—	729	—	846
School poverty level						
High (greater than 50 percent in NSLP)	s.e.	—	—	—	0.48	1.00
	weighted n (in 1,000s)	—	—	—	185	240
Middle (greater than 5 to 50 percent in NSLP)	s.e.	—	—	—	0.16	0.74
	weighted n (in 1,000s)	—	—	—	1,296	1,565
Low (5 percent or less in NSLP)	s.e.	—	—	—	0.18	0.50
	weighted n (in 1,000s)	—	—	—	351	425
Not reported	s.e.	—	—	—	0.24	0.47
	weighted n (in 1,000s)	—	—	—	380	386

—Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table A22. Standard errors for table 22: Percentage of public high school graduates concentrating in protective services, by selected characteristics, including special and protected populations status: Various years, 1982–98

		1982	1990	1992	1994	1998
Total	s.e.	0.02	—	0.04	0.02	0.03
	weighted n (in 1,000s)	2,607	2,505	2,174	2,213	2,617
Race/ethnicity						
American Indian/Alaska Native	s.e.	—	—	—	—	—
	weighted n (in 1,000s)	30	12	22	17	12
Asian/Pacific Islander	s.e.	—	—	0.05	—	—
	weighted n (in 1,000s)	38	86	88	74	92
Black, non-Hispanic	s.e.	0.07	—	0.13	0.04	0.08
	weighted n (in 1,000s)	293	347	254	263	356
Hispanic	s.e.	—	—	—	—	—
	weighted n (in 1,000s)	307	194	207	168	299
White, non-Hispanic	s.e.	0.03	—	0.04	0.02	0.03
	weighted n (in 1,000s)	1,913	1,778	1,596	1,564	1,852
Sex						
Male	s.e.	—	—	0.04	0.04	0.05
	weighted n (in 1,000s)	1,257	1,194	1,074	1,083	1,232
Female	s.e.	0.04	—	0.06	0.01	0.01
	weighted n (in 1,000s)	1,350	1,309	1,100	1,126	1,347
Disability status (grade 12)						
Has disability	s.e.	0.07	—	—	0.23	—
	weighted n (in 1,000s)	226	64	—	82	74
No indicated disability	s.e.	0.02	—	—	0.02	0.03
	weighted n (in 1,000s)	2,361	2,441	—	2,130	2,543
English proficiency (grade 12)						
Limited	s.e.	—	—	—	—	—
	weighted n (in 1,000s)	—	13	—	19	19
Proficient	s.e.	—	—	—	0.02	0.03
	weighted n (in 1,000s)	—	2,492	—	2,194	2,598
Grade-point average (GPA)						
High (greater than 3.5)	s.e.	—	—	—	—	—
	weighted n (in 1,000s)	260	258	233	307	456
Mid-level (2.0 to 3.5)	s.e.	0.03	—	0.05	0.02	0.04
	weighted n (in 1,000s)	1,812	1,809	1,644	1,600	1,975

See notes at end of table.

Table A22. Standard errors for table 22: Percentage of public high school graduates concentrating in protective services, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

		1982	1990	1992	1994	1998
Low (less than 2.0)	s.e.	—	—	—	0.09	—
	weighted n (in 1,000s)	534	438	295	306	186
Academic coursework completed						
All high	s.e.	—	—	—	—	—
	weighted n (in 1,000s)	31	273	308	330	386
Mid-level or mixed	s.e.	0.02	—	0.04	0.02	0.03
	weighted n (in 1,000s)	2,485	2,098	1,781	1,810	2,141
All low	s.e.	—	—	—	—	0.47
	weighted n (in 1,000s)	86	117	75	55	58
Grade 9 mathematics						
High (geometry or higher)	s.e.	—	—	0.12	—	—
	weighted n (in 1,000s)	205	266	280	329	534
Mid-level (prealgebra or algebra 1)	s.e.	0.03	—	0.05	0.02	0.03
	weighted n (in 1,000s)	1,374	1,546	1,369	1,380	1,635
Low (no or low mathematics)	s.e.	0.02	—	0.03	0.09	0.08
	weighted n (in 1,000s)	1,028	692	526	504	447
School urbanicity						
Urban	s.e.	—	—	0.07	—	0.08
	weighted n (in 1,000s)	501	—	484	—	743
Suburban	s.e.	0.02	—	0.02	—	0.05
	weighted n (in 1,000s)	1,261	—	961	—	1,028
Rural	s.e.	0.05	—	0.09	—	—
	weighted n (in 1,000s)	845	—	729	—	846
School poverty level						
High (greater than 50 percent in NSLP)	s.e.	—	—	—	0.15	0.07
	weighted n (in 1,000s)	—	—	—	185	240
Middle (greater than 5 to 50 percent in NSLP)	s.e.	—	—	—	0.03	0.03
	weighted n (in 1,000s)	—	—	—	1,296	1,565
Low (5 percent or less in NSLP)	s.e.	—	—	—	—	0.11
	weighted n (in 1,000s)	—	—	—	351	425
Not reported	s.e.	—	—	—	—	—
	weighted n (in 1,000s)	—	—	—	380	386

—Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table A23. Standard errors for table 23: Percentage of public high school graduates concentrating in trade and industry program areas, by selected characteristics, including special and protected populations status: Various years, 1982–98

		1982	1990	1992	1994	1998
Total	s.e.	0.58	0.65	0.48	0.44	0.72
	weighted n (in 1,000s)	2,607	2,505	2,174	2,213	2,617
Race/ethnicity						
American Indian/Alaska Native	s.e.	9.27	3.42	4.72	2.03	3.01
	weighted n (in 1,000s)	30	12	22	17	12
Asian/Pacific Islander	s.e.	2.11	3.52	3.21	1.01	1.86
	weighted n (in 1,000s)	38	86	88	74	92
Black, non-Hispanic	s.e.	1.53	0.94	1.03	1.02	0.72
	weighted n (in 1,000s)	293	347	254	263	356
Hispanic	s.e.	1.39	1.11	1.42	1.51	0.81
	weighted n (in 1,000s)	307	194	207	168	299
White, non-Hispanic	s.e.	0.64	0.72	0.56	0.51	0.90
	weighted n (in 1,000s)	1,913	1,778	1,596	1,564	1,852
Sex						
Male	s.e.	1.10	1.11	0.90	0.86	1.38
	weighted n (in 1,000s)	1,257	1,194	1,074	1,083	1,232
Female	s.e.	0.23	0.30	0.40	0.14	0.17
	weighted n (in 1,000s)	1,350	1,309	1,100	1,126	1,347
Disability status (grade 12)						
Has disability	s.e.	1.62	3.63	—	1.94	2.09
	weighted n (in 1,000s)	226	64	—	82	74
No indicated disability	s.e.	0.60	0.61	—	0.44	0.70
	weighted n (in 1,000s)	2,361	2,441	—	2,130	2,543
English proficiency (grade 12)						
Limited	s.e.	—	1.25	—	0.77	1.57
	weighted n (in 1,000s)	—	13	—	19	19
Proficient	s.e.	—	0.65	—	0.44	0.72
	weighted n (in 1,000s)	—	2,492	—	2,194	2,598
Grade-point average (GPA)						
High (greater than 3.5)	s.e.	0.75	0.52	0.47	0.37	0.70
	weighted n (in 1,000s)	260	258	233	307	456
Mid-level (2.0 to 3.5)	s.e.	0.63	0.62	0.53	0.45	0.68
	weighted n (in 1,000s)	1,812	1,809	1,644	1,600	1,975
Low (less than 2.0)	s.e.	1.45	1.38	1.51	1.17	1.84
	weighted n (in 1,000s)	534	438	295	306	186

See notes at end of table.

Table A23. Standard errors for table 23: Percentage of public high school graduates concentrating in trade and industry program areas, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

		1982	1990	1992	1994	1998
Academic coursework completed						
All high	s.e.	3.14	0.55	0.44	0.30	0.51
	weighted n (in 1,000s)	31	273	308	330	386
Mid-level or mixed	s.e.	0.59	0.62	0.53	0.50	0.74
	weighted n (in 1,000s)	2,485	2,098	1,781	1,810	2,141
All low	s.e.	3.54	3.39	3.78	2.27	3.93
	weighted n (in 1,000s)	86	117	75	55	58
Grade 9 mathematics						
High (geometry or higher)	s.e.	1.29	0.64	0.58	0.39	0.55
	weighted n (in 1,000s)	205	266	280	329	534
Mid-level (prealgebra or algebra 1)	s.e.	0.70	0.61	0.56	0.43	0.80
	weighted n (in 1,000s)	1,374	1,546	1,369	1,380	1,635
Low (no or low mathematics)	s.e.	0.96	1.30	1.17	0.95	1.25
	weighted n (in 1,000s)	1,028	692	526	504	447
School urbanicity						
Urban	s.e.	1.39	—	1.06	—	0.78
	weighted n (in 1,000s)	501	—	484	—	743
Suburban	s.e.	0.81	—	0.62	—	1.06
	weighted n (in 1,000s)	1,261	—	961	—	1,028
Rural	s.e.	1.04	—	0.91	—	1.61
	weighted n (in 1,000s)	845	—	729	—	846
School poverty level						
High (greater than 50 percent in NSLP)	s.e.	—	—	—	1.64	1.52
	weighted n (in 1,000s)	—	—	—	185	240
Middle (greater than 5 to 50 percent in NSLP)	s.e.	—	—	—	0.56	0.89
	weighted n (in 1,000s)	—	—	—	1,296	1,565
Low (5 percent or less in NSLP)	s.e.	—	—	—	0.97	0.85
	weighted n (in 1,000s)	—	—	—	351	425
Not reported	s.e.	—	—	—	0.88	1.59
	weighted n (in 1,000s)	—	—	—	380	386

—Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table A24. Standard errors for table 24: Percentage of public high school graduates concentrating in construction, by selected characteristics, including special and protected populations status: Various years, 1982–98

		1982	1990	1992	1994	1998
Total	s.e.	0.16	0.14	0.18	0.13	0.16
	weighted n (in 1,000s)	2,607	2,505	2,174	2,213	2,617
Race/ethnicity						
American Indian/Alaska Native	s.e.	2.24	—	0.89	—	—
	weighted n (in 1,000s)	30	12	22	17	12
Asian/Pacific Islander	s.e.	0.34	—	0.28	0.22	0.16
	weighted n (in 1,000s)	38	86	88	74	92
Black, non-Hispanic	s.e.	0.69	0.59	0.59	0.38	0.24
	weighted n (in 1,000s)	293	347	254	263	356
Hispanic	s.e.	0.45	0.20	0.28	0.32	0.21
	weighted n (in 1,000s)	307	194	207	168	299
White, non-Hispanic	s.e.	0.17	0.14	0.21	0.17	0.20
	weighted n (in 1,000s)	1,913	1,778	1,596	1,564	1,852
Sex						
Male	s.e.	0.33	0.29	0.30	0.28	0.32
	weighted n (in 1,000s)	1,257	1,194	1,074	1,083	1,232
Female	s.e.	0.07	0.03	0.19	0.05	0.04
	weighted n (in 1,000s)	1,350	1,309	1,100	1,126	1,347
Disability status (grade 12)						
Has disability	s.e.	0.57	0.86	—	0.60	1.22
	weighted n (in 1,000s)	226	64	—	82	74
No indicated disability	s.e.	0.17	0.14	—	0.13	0.15
	weighted n (in 1,000s)	2,361	2,441	—	2,130	2,543
English proficiency (grade 12)						
Limited	s.e.	—	—	—	—	—
	weighted n (in 1,000s)	—	13	—	19	19
Proficient	s.e.	—	0.14	—	0.14	0.16
	weighted n (in 1,000s)	—	2,492	—	2,194	2,598
Grade-point average (GPA)						
High (greater than 3.5)	s.e.	0.07	—	0.10	0.10	0.10
	weighted n (in 1,000s)	260	258	233	307	456
Mid-level (2.0 to 3.5)	s.e.	0.19	0.14	0.20	0.14	0.19
	weighted n (in 1,000s)	1,812	1,809	1,644	1,600	1,975
Low (less than 2.0)	s.e.	0.43	0.39	0.55	0.37	0.54
	weighted n (in 1,000s)	534	438	295	306	186

See notes at end of table.

Table A24. Standard errors for table 24: Percentage of public high school graduates concentrating in construction, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

		1982	1990	1992	1994	1998
Academic coursework completed						
All high	s.e.	—	—	0.04	—	0.12
	weighted n (in 1,000s)	31	273	308	330	386
Mid-level or mixed	s.e.	0.16	0.15	0.19	0.15	0.17
	weighted n (in 1,000s)	2,485	2,098	1,781	1,810	2,141
All low	s.e.	1.24	0.66	1.55	0.76	2.01
	weighted n (in 1,000s)	86	117	75	55	58
Grade 9 mathematics						
High (geometry or higher)	s.e.	0.14	—	0.05	0.06	0.16
	weighted n (in 1,000s)	205	266	280	329	534
Mid-level (prealgebra or algebra 1)	s.e.	0.16	0.11	0.22	0.12	0.16
	weighted n (in 1,000s)	1,374	1,546	1,369	1,380	1,635
Low (no or low mathematics)	s.e.	0.33	0.35	0.38	0.33	0.39
	weighted n (in 1,000s)	1,028	692	526	504	447
School urbanicity						
Urban	s.e.	0.34	—	0.45	—	0.16
	weighted n (in 1,000s)	501	—	484	—	743
Suburban	s.e.	0.16	—	0.21	—	0.17
	weighted n (in 1,000s)	1,261	—	961	—	1,028
Rural	s.e.	0.39	—	0.33	—	0.39
	weighted n (in 1,000s)	845	—	729	—	846
School poverty level						
High (greater than 50 percent in NSLP)	s.e.	—	—	—	0.46	0.56
	weighted n (in 1,000s)	—	—	—	185	240
Middle (greater than 5 to 50 percent in NSLP)	s.e.	—	—	—	0.15	0.18
	weighted n (in 1,000s)	—	—	—	1,296	1,565
Low (5 percent or less in NSLP)	s.e.	—	—	—	0.27	0.55
	weighted n (in 1,000s)	—	—	—	351	425
Not reported	s.e.	—	—	—	0.53	0.33
	weighted n (in 1,000s)	—	—	—	380	386

—Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table A25. Standard errors for table 25: Percentage of public high school graduates concentrating in mechanics and repair, by selected characteristics, including special and protected populations status: Various years, 1982–98

		1982	1990	1992	1994	1998
Total	s.e.	0.26	0.25	0.20	0.16	0.18
	weighted n (in 1,000s)	2,607	2,505	2,174	2,213	2,617
Race/ethnicity						
American Indian/Alaska Native	s.e.	0.78	—	2.91	—	1.37
	weighted n (in 1,000s)	30	12	22	17	12
Asian/Pacific Islander	s.e.	1.44	0.65	0.64	0.37	0.32
	weighted n (in 1,000s)	38	86	88	74	92
Black, non-Hispanic	s.e.	0.64	0.36	0.42	0.35	0.31
	weighted n (in 1,000s)	293	347	254	263	356
Hispanic	s.e.	0.82	0.72	0.36	0.44	0.61
	weighted n (in 1,000s)	307	194	207	168	299
White, non-Hispanic	s.e.	0.30	0.33	0.25	0.18	0.21
	weighted n (in 1,000s)	1,913	1,778	1,596	1,564	1,852
Sex						
Male	s.e.	0.53	0.48	0.41	0.32	0.35
	weighted n (in 1,000s)	1,257	1,194	1,074	1,083	1,232
Female	s.e.	0.06	0.07	0.02	0.04	0.04
	weighted n (in 1,000s)	1,350	1,309	1,100	1,126	1,347
Disability status (grade 12)						
Has disability	s.e.	0.68	1.69	—	0.83	0.88
	weighted n (in 1,000s)	226	64	—	82	74
No indicated disability	s.e.	0.27	0.24	—	0.16	0.18
	weighted n (in 1,000s)	2,361	2,441	—	2,130	2,543
English proficiency (grade 12)						
Limited	s.e.	—	—	—	—	0.38
	weighted n (in 1,000s)	—	13	—	19	19
Proficient	s.e.	—	0.25	—	0.16	0.18
	weighted n (in 1,000s)	—	2,492	—	2,194	2,598
Grade-point average (GPA)						
High (greater than 3.5)	s.e.	0.26	0.14	0.07	0.04	0.04
	weighted n (in 1,000s)	260	258	233	307	456
Mid-level (2.0 to 3.5)	s.e.	0.27	0.25	0.22	0.16	0.22
	weighted n (in 1,000s)	1,812	1,809	1,644	1,600	1,975

See notes at end of table.

Table A25. Standard errors for table 25: Percentage of public high school graduates concentrating in mechanics and repair, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

		1982	1990	1992	1994	1998
Low (less than 2.0)	s.e.	0.83	0.58	0.69	0.44	0.73
	weighted n (in 1,000s)	534	438	295	306	186
Academic coursework completed						
All high	s.e.	2.43	—	—	0.06	0.13
	weighted n (in 1,000s)	31	273	308	330	386
Mid-level or mixed	s.e.	0.27	0.27	0.22	0.18	0.20
	weighted n (in 1,000s)	2,485	2,098	1,781	1,810	2,141
All low	s.e.	1.47	1.59	2.45	1.04	2.08
	weighted n (in 1,000s)	86	117	75	55	58
Grade 9 mathematics						
High (geometry or higher)	s.e.	0.25	0.14	0.31	0.12	0.14
	weighted n (in 1,000s)	205	266	280	329	534
Mid-level (prealgebra or algebra 1)	s.e.	0.31	0.25	0.19	0.15	0.23
	weighted n (in 1,000s)	1,374	1,546	1,369	1,380	1,635
Low (no or low mathematics)	s.e.	0.50	0.59	0.55	0.41	0.37
	weighted n (in 1,000s)	1,028	692	526	504	447
School urbanicity						
Urban	s.e.	0.52	—	0.19	—	0.33
	weighted n (in 1,000s)	501	—	484	—	743
Suburban	s.e.	0.41	—	0.25	—	0.23
	weighted n (in 1,000s)	1,261	—	961	—	1,028
Rural	s.e.	0.43	—	0.46	—	0.36
	weighted n (in 1,000s)	845	—	729	—	846
School poverty level						
High (greater than 50 percent in NSLP)	s.e.	—	—	—	0.46	0.47
	weighted n (in 1,000s)	—	—	—	185	240
Middle (greater than 5 to 50 percent in NSLP)	s.e.	—	—	—	0.21	0.23
	weighted n (in 1,000s)	—	—	—	1,296	1,565
Low (5 percent or less in NSLP)	s.e.	—	—	—	0.22	0.50
	weighted n (in 1,000s)	—	—	—	351	425
Not reported	s.e.	—	—	—	0.32	0.40
	weighted n (in 1,000s)	—	—	—	380	386

—Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table A26. Standard errors for table 26: Percentage of public high school graduates concentrating in precision production, by selected characteristics, including special and protected populations status: Various years, 1982–98

		1982	1990	1992	1994	1998
Total	s.e.	0.45	0.46	0.35	0.28	0.58
	weighted n (in 1,000s)	2,607	2,505	2,174	2,213	2,617
Race/ethnicity						
American Indian/Alaska Native	s.e.	10.57	4.25	4.22	1.03	2.07
	weighted n (in 1,000s)	30	12	22	17	12
Asian/Pacific Islander	s.e.	1.49	1.66	2.86	0.37	0.72
	weighted n (in 1,000s)	38	86	88	74	92
Black, non-Hispanic	s.e.	1.09	0.72	0.68	0.41	0.53
	weighted n (in 1,000s)	293	347	254	263	356
Hispanic	s.e.	0.98	0.84	0.80	0.94	0.86
	weighted n (in 1,000s)	307	194	207	168	299
White, non-Hispanic	s.e.	0.48	0.52	0.41	0.35	0.75
	weighted n (in 1,000s)	1,913	1,778	1,596	1,564	1,852
Sex						
Male	s.e.	0.86	0.78	0.62	0.55	1.13
	weighted n (in 1,000s)	1,257	1,194	1,074	1,083	1,232
Female	s.e.	0.21	0.28	0.35	0.10	0.15
	weighted n (in 1,000s)	1,350	1,309	1,100	1,126	1,347
Disability status (grade 12)						
Has disability	s.e.	1.15	2.65	—	1.34	1.04
	weighted n (in 1,000s)	226	64	—	82	74
No indicated disability	s.e.	0.47	0.42	—	0.27	0.59
	weighted n (in 1,000s)	2,361	2,441	—	2,130	2,543
English proficiency (grade 12)						
Limited	s.e.	—	—	—	0.49	1.02
	weighted n (in 1,000s)	—	13	—	19	19
Proficient	s.e.	—	0.46	—	0.28	0.59
	weighted n (in 1,000s)	—	2,492	—	2,194	2,598
Grade-point average (GPA)						
High (greater than 3.5)	s.e.	0.53	0.34	0.43	0.30	0.66
	weighted n (in 1,000s)	260	258	233	307	456
Mid-level (2.0 to 3.5)	s.e.	0.52	0.42	0.38	0.30	0.54
	weighted n (in 1,000s)	1,812	1,809	1,644	1,600	1,975

See notes at end of table.

Table A26. Standard errors for table 26: Percentage of public high school graduates concentrating in precision production, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

		1982	1990	1992	1994	1998
Low (less than 2.0)	s.e.	0.90	1.10	1.12	0.56	1.53
	weighted n (in 1,000s)	534	438	295	306	186
Academic coursework completed						
All high	s.e.	2.24	0.33	0.41	0.26	0.45
	weighted n (in 1,000s)	31	273	308	330	386
Mid-level or mixed	s.e.	0.45	0.39	0.40	0.32	0.65
	weighted n (in 1,000s)	2,485	2,098	1,781	1,810	2,141
All low	s.e.	2.82	3.53	2.53	1.57	1.56
	weighted n (in 1,000s)	86	117	75	55	58
Grade 9 mathematics						
High (geometry or higher)	s.e.	0.95	0.51	0.49	0.32	0.42
	weighted n (in 1,000s)	205	266	280	329	534
Mid-level (prealgebra or algebra 1)	s.e.	0.55	0.36	0.42	0.34	0.65
	weighted n (in 1,000s)	1,374	1,546	1,369	1,380	1,635
Low (no or low mathematics)	s.e.	0.73	1.07	0.89	0.49	0.97
	weighted n (in 1,000s)	1,028	692	526	504	447
School urbanicity						
Urban	s.e.	1.10	0.97	0.78	0.55	0.66
	weighted n (in 1,000s)	501	312	484	303	743
Suburban	s.e.	0.67	0.83	0.46	0.31	0.83
	weighted n (in 1,000s)	1,261	949	961	918	1,028
Rural	s.e.	0.74	0.68	0.69	0.54	1.40
	weighted n (in 1,000s)	845	1,245	729	991	846
School poverty level						
High (greater than 50 percent in NSLP)	s.e.	—	—	0.69	1.25	1.28
	weighted n (in 1,000s)	—	—	516	185	240
Middle (greater than 5 to 50 percent in NSLP)	s.e.	—	—	0.47	0.37	0.71
	weighted n (in 1,000s)	—	—	1,339	1,296	1,565
Low (5 percent or less in NSLP)	s.e.	—	—	0.82	0.74	0.42
	weighted n (in 1,000s)	—	—	210	351	425
Not reported	s.e.	—	—	1.68	0.68	1.47
	weighted n (in 1,000s)	—	—	109	380	386

—Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table A27. Standard errors for table 27: Percentage of public high school graduates concentrating in print production, by selected characteristics, including special and protected populations status: Various years, 1982–98

		1982	1990	1992	1994	1998
Total	s.e.	0.21	0.19	0.26	0.17	0.27
	weighted n (in 1,000s)	2,607	2,505	2,174	2,213	2,617
Race/ethnicity						
American Indian/Alaska Native	s.e.	5.95	3.16	1.86	—	0.68
	weighted n (in 1,000s)	30	12	22	17	12
Asian/Pacific Islander	s.e.	1.24	0.73	2.79	0.31	0.47
	weighted n (in 1,000s)	38	86	88	74	92
Black, non-Hispanic	s.e.	0.69	0.26	0.48	0.25	0.27
	weighted n (in 1,000s)	293	347	254	263	356
Hispanic	s.e.	0.35	0.40	0.51	0.28	0.21
	weighted n (in 1,000s)	307	194	207	168	299
White, non-Hispanic	s.e.	0.22	0.26	0.30	0.22	0.36
	weighted n (in 1,000s)	1,913	1,778	1,596	1,564	1,852
Sex						
Male	s.e.	0.36	0.32	0.40	0.31	0.48
	weighted n (in 1,000s)	1,257	1,194	1,074	1,083	1,232
Female	s.e.	0.16	0.12	0.33	0.09	0.12
	weighted n (in 1,000s)	1,350	1,309	1,100	1,126	1,347
Disability status (grade 12)						
Has disability	s.e.	0.51	0.84	—	0.77	0.53
	weighted n (in 1,000s)	226	64	—	82	74
No indicated disability	s.e.	0.22	0.19	—	0.18	0.27
	weighted n (in 1,000s)	2,361	2,441	—	2,130	2,543
English proficiency (grade 12)						
Limited	s.e.	—	—	—	0.44	0.60
	weighted n (in 1,000s)	—	13	—	19	19
Proficient	s.e.	—	0.19	—	0.17	0.27
	weighted n (in 1,000s)	—	2,492	—	2,194	2,598
Grade-point average (GPA)						
High (greater than 3.5)	s.e.	0.36	0.29	0.26	0.18	0.44
	weighted n (in 1,000s)	260	258	233	307	456
Mid-level (2.0 to 3.5)	s.e.	0.25	0.22	0.30	0.21	0.26
	weighted n (in 1,000s)	1,812	1,809	1,644	1,600	1,975

See notes at end of table.

Table A27. Standard errors for table 27: Percentage of public high school graduates concentrating in print production, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

		1982	1990	1992	1994	1998
Low (less than 2.0)	s.e.	0.36	0.18	0.89	0.27	0.52
	weighted n (in 1,000s)	534	438	295	306	186
Academic coursework completed						
All high	s.e.	0.10	0.28	0.38	0.25	0.43
	weighted n (in 1,000s)	31	273	308	330	386
Mid-level or mixed	s.e.	0.22	0.21	0.31	0.20	0.27
	weighted n (in 1,000s)	2,485	2,098	1,781	1,810	2,141
All low	s.e.	—	0.71	0.63	0.57	0.67
	weighted n (in 1,000s)	86	117	75	55	58
Grade 9 mathematics						
High (geometry or higher)	s.e.	0.41	0.25	0.31	0.20	0.31
	weighted n (in 1,000s)	205	266	280	329	534
Mid-level (prealgebra or algebra 1)	s.e.	0.31	0.26	0.34	0.23	0.31
	weighted n (in 1,000s)	1,374	1,546	1,369	1,380	1,635
Low (no or low mathematics)	s.e.	0.26	0.27	0.59	0.20	0.27
	weighted n (in 1,000s)	1,028	692	526	504	447
School urbanicity						
Urban	s.e.	0.57	—	0.62	—	0.35
	weighted n (in 1,000s)	501	—	484	—	743
Suburban	s.e.	0.29	—	0.30	—	0.35
	weighted n (in 1,000s)	1,261	—	961	—	1,028
Rural	s.e.	0.32	—	0.54	—	0.64
	weighted n (in 1,000s)	845	—	729	—	846
School poverty level						
High (greater than 50 percent in NSLP)	s.e.	—	—	—	0.31	0.88
	weighted n (in 1,000s)	—	—	—	185	240
Middle (greater than 5 to 50 percent in NSLP)	s.e.	—	—	—	0.22	0.29
	weighted n (in 1,000s)	—	—	—	1,296	1,565
Low (5 percent or less in NSLP)	s.e.	—	—	—	0.68	0.17
	weighted n (in 1,000s)	—	—	—	351	425
Not reported	s.e.	—	—	—	0.31	0.66
	weighted n (in 1,000s)	—	—	—	380	386

—Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table A28. Standard errors for table 28: Percentage of public high school graduates concentrating in materials production, by selected characteristics, including special and protected populations status: Various years, 1982–98

		1982	1990	1992	1994	1998
Total	s.e.	0.26	0.24	0.16	0.14	0.22
	weighted n (in 1,000s)	2,607	2,505	2,174	2,213	2,617
Race/ethnicity						
American Indian/Alaska Native	s.e.	1.44	—	2.91	—	1.75
	weighted n (in 1,000s)	30	12	22	17	12
Asian/Pacific Islander	s.e.	0.68	0.47	0.50	0.18	0.33
	weighted n (in 1,000s)	38	86	88	74	92
Black, non-Hispanic	s.e.	0.35	0.40	0.33	0.22	0.08
	weighted n (in 1,000s)	293	347	254	263	356
Hispanic	s.e.	0.71	0.36	0.37	0.41	0.32
	weighted n (in 1,000s)	307	194	207	168	299
White, non-Hispanic	s.e.	0.31	0.29	0.20	0.20	0.30
	weighted n (in 1,000s)	1,913	1,778	1,596	1,564	1,852
Sex						
Male	s.e.	0.54	0.51	0.32	0.29	0.47
	weighted n (in 1,000s)	1,257	1,194	1,074	1,083	1,232
Female	s.e.	0.04	0.06	0.06	0.02	0.02
	weighted n (in 1,000s)	1,350	1,309	1,100	1,126	1,347
Disability status (grade 12)						
Has disability	s.e.	0.76	1.59	—	0.74	0.55
	weighted n (in 1,000s)	226	64	—	82	74
No indicated disability	s.e.	0.28	0.24	—	0.14	0.23
	weighted n (in 1,000s)	2,361	2,441	—	2,130	2,543
English proficiency (grade 12)						
Limited	s.e.	—	—	—	—	—
	weighted n (in 1,000s)	—	13	—	19	19
Proficient	s.e.	—	0.24	—	0.15	0.23
	weighted n (in 1,000s)	—	2,492	—	2,194	2,598
Grade-point average (GPA)						
High (greater than 3.5)	s.e.	0.29	—	0.29	0.07	0.08
	weighted n (in 1,000s)	260	258	233	307	456
Mid-level (2.0 to 3.5)	s.e.	0.31	0.23	0.20	0.15	0.23
	weighted n (in 1,000s)	1,812	1,809	1,644	1,600	1,975

See notes at end of table.

Table A28. Standard errors for table 28: Percentage of public high school graduates concentrating in materials production, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

		1982	1990	1992	1994	1998
Low (less than 2.0)	s.e.	0.58	0.60	0.38	0.38	0.91
	weighted n (in 1,000s)	534	438	295	306	186
Academic coursework completed						
All high	s.e.	1.37	—	0.06	—	0.17
	weighted n (in 1,000s)	31	273	308	330	386
Mid-level or mixed	s.e.	0.26	0.21	0.18	0.16	0.26
	weighted n (in 1,000s)	2,485	2,098	1,781	1,810	2,141
All low	s.e.	2.31	1.97	1.81	0.98	1.41
	weighted n (in 1,000s)	86	117	75	55	58
Grade 9 mathematics						
High (geometry or higher)	s.e.	0.42	0.29	0.17	0.11	0.13
	weighted n (in 1,000s)	205	266	280	329	534
Mid-level (prealgebra or algebra 1)	s.e.	0.30	0.21	0.15	0.15	0.26
	weighted n (in 1,000s)	1,374	1,546	1,369	1,380	1,635
Low (no or low mathematics)	s.e.	0.50	0.55	0.51	0.33	0.47
	weighted n (in 1,000s)	1,028	692	526	504	447
School urbanicity						
Urban	s.e.	0.58	—	0.34	—	0.39
	weighted n (in 1,000s)	501	—	484	—	743
Suburban	s.e.	0.37	—	0.21	—	0.21
	weighted n (in 1,000s)	1,261	—	961	—	1,028
Rural	s.e.	0.47	—	0.31	—	0.56
	weighted n (in 1,000s)	845	—	729	—	846
School poverty level						
High (greater than 50 percent in NSLP)	s.e.	—	—	—	0.61	0.44
	weighted n (in 1,000s)	—	—	—	185	240
Middle (greater than 5 to 50 percent in NSLP)	s.e.	—	—	—	0.19	0.32
	weighted n (in 1,000s)	—	—	—	1,296	1,565
Low (5 percent or less in NSLP)	s.e.	—	—	—	0.15	0.26
	weighted n (in 1,000s)	—	—	—	351	425
Not reported	s.e.	—	—	—	0.34	0.65
	weighted n (in 1,000s)	—	—	—	380	386

—Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table A29. Standard errors for table 29: Percentage of public high school graduates concentrating in other precision production, by selected characteristics, including special and protected populations status: Various years, 1982–98

		1982	1990	1992	1994	1998
Total	s.e.	0.08	0.15	0.05	0.04	0.07
	weighted n (in 1,000s)	2,607	2,505	2,174	2,213	2,617
Race/ethnicity						
American Indian/Alaska Native	s.e.	0.13	—	1.53	—	—
	weighted n (in 1,000s)	30	12	22	17	12
Asian/Pacific Islander	s.e.	0.55	—	0.13	—	0.07
	weighted n (in 1,000s)	38	86	88	74	92
Black, non-Hispanic	s.e.	0.41	0.21	0.07	0.10	0.18
	weighted n (in 1,000s)	293	347	254	263	356
Hispanic	s.e.	0.29	—	0.12	0.09	—
	weighted n (in 1,000s)	307	194	207	168	299
White, non-Hispanic	s.e.	0.07	0.18	0.05	0.05	0.10
	weighted n (in 1,000s)	1,913	1,778	1,596	1,564	1,852
Sex						
Male	s.e.	0.15	0.19	0.10	0.08	0.14
	weighted n (in 1,000s)	1,257	1,194	1,074	1,083	1,232
Female	s.e.	0.05	0.17	0.03	0.01	0.03
	weighted n (in 1,000s)	1,350	1,309	1,100	1,126	1,347
Disability status (grade 12)						
Has disability	s.e.	0.12	—	—	0.36	—
	weighted n (in 1,000s)	226	64	—	82	74
No indicated disability	s.e.	0.08	0.14	—	0.04	0.08
	weighted n (in 1,000s)	2,361	2,441	—	2,130	2,543
English proficiency (grade 12)						
Limited	s.e.	—	—	—	—	—
	weighted n (in 1,000s)	—	13	—	19	19
Proficient	s.e.	—	0.15	—	0.04	0.07
	weighted n (in 1,000s)	—	2,492	—	2,194	2,598
Grade-point average (GPA)						
High (greater than 3.5)	s.e.	0.04	—	0.07	—	0.15
	weighted n (in 1,000s)	260	258	233	307	456
Mid-level (2.0 to 3.5)	s.e.	0.09	0.16	0.05	0.04	0.06
	weighted n (in 1,000s)	1,812	1,809	1,644	1,600	1,975

See notes at end of table.

Table A29. Standard errors for table 29: Percentage of public high school graduates concentrating in other precision production, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

		1982	1990	1992	1994	1998
Low (less than 2.0)	s.e.	0.19	0.21	0.22	0.11	0.17
	weighted n (in 1,000s)	534	438	295	306	186
Academic coursework completed						
All high	s.e.	—	—	0.07	—	0.14
	weighted n (in 1,000s)	31	273	308	330	386
Mid-level or mixed	s.e.	0.08	0.10	0.06	0.04	0.08
	weighted n (in 1,000s)	2,485	2,098	1,781	1,810	2,141
All low	s.e.	0.61	1.96	0.00	0.23	—
	weighted n (in 1,000s)	86	117	75	55	58
Grade 9 mathematics						
High (geometry or higher)	s.e.	0.04	—	0.13	—	0.08
	weighted n (in 1,000s)	205	266	280	329	534
Mid-level (prealgebra or algebra 1)	s.e.	0.09	0.10	0.05	0.04	0.09
	weighted n (in 1,000s)	1,374	1,546	1,369	1,380	1,635
Low (no or low mathematics)	s.e.	0.16	0.31	0.12	0.09	0.16
	weighted n (in 1,000s)	1,028	692	526	504	447
School urbanicity						
Urban	s.e.	0.14	—	0.09	—	0.09
	weighted n (in 1,000s)	501	—	484	—	743
Suburban	s.e.	0.14	—	0.03	—	0.13
	weighted n (in 1,000s)	1,261	—	961	—	1,028
Rural	s.e.	0.06	—	0.13	—	0.14
	weighted n (in 1,000s)	845	—	729	—	846
School poverty level						
High (greater than 50 percent in NSLP)	s.e.	—	—	—	—	—
	weighted n (in 1,000s)	—	—	—	185	240
Middle (greater than 5 to 50 percent in NSLP)	s.e.	—	—	—	0.06	0.12
	weighted n (in 1,000s)	—	—	—	1,296	1,565
Low (5 percent or less in NSLP)	s.e.	—	—	—	0.06	—
	weighted n (in 1,000s)	—	—	—	351	425
Not reported	s.e.	—	—	—	0.05	0.18
	weighted n (in 1,000s)	—	—	—	380	386

—Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table A30. Standard errors for table 30: Percentage of public high school graduates concentrating in transportation, by selected characteristics, including special and protected populations status: Various years, 1982–98

		1982	1990	1992	1994	1998
Total	s.e.	0.02	0.05	0.01	0.04	0.04
	weighted n (in 1,000s)	2,607	2,505	2,174	2,213	2,617
Race/ethnicity						
American Indian/Alaska Native	s.e.	—	—	—	—	—
	weighted n (in 1,000s)	30	12	22	17	12
Asian/Pacific Islander	s.e.	0.41	—	—	—	—
	weighted n (in 1,000s)	38	86	88	74	92
Black, non-Hispanic	s.e.	0.14	—	—	0.13	—
	weighted n (in 1,000s)	293	347	254	263	356
Hispanic	s.e.	0.02	—	—	0.06	0.11
	weighted n (in 1,000s)	307	194	207	168	299
White, non-Hispanic	s.e.	0.01	0.07	0.02	0.04	0.04
	weighted n (in 1,000s)	1,913	1,778	1,596	1,564	1,852
Sex						
Male	s.e.	0.04	0.10	0.02	0.09	0.07
	weighted n (in 1,000s)	1,257	1,194	1,074	1,083	1,232
Female	s.e.	—	—	0.01	—	—
	weighted n (in 1,000s)	1,350	1,309	1,100	1,126	1,347
Disability status (grade 12)						
Has disability	s.e.	—	—	—	—	—
	weighted n (in 1,000s)	226	64	—	82	74
No indicated disability	s.e.	0.02	0.05	—	0.04	0.04
	weighted n (in 1,000s)	2,361	2,441	—	2,130	2,543
English proficiency (grade 12)						
Limited	s.e.	—	—	—	—	—
	weighted n (in 1,000s)	—	13	—	19	19
Proficient	s.e.	—	0.05	—	0.04	0.04
	weighted n (in 1,000s)	—	2,492	—	2,194	2,598
Grade-point average (GPA)						
High (greater than 3.5)	s.e.	0.06	—	—	—	—
	weighted n (in 1,000s)	260	258	233	307	456
Mid-level (2.0 to 3.5)	s.e.	0.02	0.08	0.02	0.04	0.04
	weighted n (in 1,000s)	1,812	1,809	1,644	1,600	1,975

See notes at end of table.

Table A30. Standard errors for table 30: Percentage of public high school graduates concentrating in transportation, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

		1982	1990	1992	1994	1998
Low (less than 2.0)	s.e.	0.04	—	—	0.10	—
	weighted n (in 1,000s)	534	438	295	306	186
Academic coursework completed						
All high	s.e.	0.50	—	—	—	—
	weighted n (in 1,000s)	31	273	308	330	386
Mid-level or mixed	s.e.	0.02	0.06	0.02	0.04	0.05
	weighted n (in 1,000s)	2,485	2,098	1,781	1,810	2,141
All low	s.e.	—	—	—	0.49	—
	weighted n (in 1,000s)	86	117	75	55	58
Grade 9 mathematics						
High (geometry or higher)	s.e.	—	—	—	—	—
	weighted n (in 1,000s)	205	266	280	329	534
Mid-level (prealgebra or algebra 1)	s.e.	0.01	0.07	0.01	0.03	0.05
	weighted n (in 1,000s)	1,374	1,546	1,369	1,380	1,635
Low (no or low mathematics)	s.e.	0.05	0.03	0.04	0.11	0.07
	weighted n (in 1,000s)	1,028	692	526	504	447
School urbanicity						
Urban	s.e.	0.06	—	0.02	—	—
	weighted n (in 1,000s)	501	—	484	—	743
Suburban	s.e.	0.00	—	0.02	—	0.06
	weighted n (in 1,000s)	1,261	—	961	—	1,028
Rural	s.e.	0.05	—	0.02	—	0.08
	weighted n (in 1,000s)	845	—	729	—	846
School poverty level						
High (greater than 50 percent in NSLP)	s.e.	—	—	—	0.24	—
	weighted n (in 1,000s)	—	—	—	185	240
Middle (greater than 5 to 50 percent in NSLP)	s.e.	—	—	—	0.04	0.06
	weighted n (in 1,000s)	—	—	—	1,296	1,565
Low (5 percent or less in NSLP)	s.e.	—	—	—	—	—
	weighted n (in 1,000s)	—	—	—	351	425
Not reported	s.e.	—	—	—	0.04	—
	weighted n (in 1,000s)	—	—	—	380	386

—Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table A31. Standard errors for table 31: Percentage of public high school graduates concentrating in technology program areas, by selected characteristics, including special and protected populations status: Various years, 1982–98

		1982	1990	1992	1994	1998
Total	s.e.	0.09	0.12	0.15	0.10	0.29
	weighted n (in 1,000s)	2,607	2,505	2,174	2,213	2,617
Race/ethnicity						
American Indian/Alaska Native	s.e.	—	2.27	—	—	1.17
	weighted n (in 1,000s)	30	12	22	17	12
Asian/Pacific Islander	s.e.	1.13	0.38	0.13	0.27	0.36
	weighted n (in 1,000s)	38	86	88	74	92
Black, non-Hispanic	s.e.	0.14	0.22	0.26	0.18	0.49
	weighted n (in 1,000s)	293	347	254	263	356
Hispanic	s.e.	0.09	0.27	0.38	0.16	0.42
	weighted n (in 1,000s)	307	194	207	168	299
White, non-Hispanic	s.e.	0.11	0.14	0.19	0.12	0.35
	weighted n (in 1,000s)	1,913	1,778	1,596	1,564	1,852
Sex						
Male	s.e.	0.25	0.17	0.21	0.13	0.34
	weighted n (in 1,000s)	226	1,194	1,074	1,083	1,232
Female	s.e.	0.09	0.14	0.17	0.11	0.32
	weighted n (in 1,000s)	2,361	1,309	1,100	1,126	1,347
Disability status (grade 12)						
Has disability	s.e.	0.25	—	—	0.41	0.40
	weighted n (in 1,000s)	226	64	—	82	74
No indicated disability	s.e.	0.09	0.12	—	0.10	0.30
	weighted n (in 1,000s)	2,361	2,441	—	2,130	2,543
English proficiency (grade 12)						
Limited	s.e.	—	—	—	—	—
	weighted n (in 1,000s)	—	13	—	19	19
Proficient	s.e.	—	0.12	—	0.10	0.29
	weighted n (in 1,000s)	—	2,492	—	2,194	2,598
Grade-point average (GPA)						
High (greater than 3.5)	s.e.	0.07	0.39	0.48	0.28	0.49
	weighted n (in 1,000s)	260	258	233	307	456
Mid-level (2.0 to 3.5)	s.e.	0.10	0.12	0.13	0.10	0.29
	weighted n (in 1,000s)	1,812	1,809	1,644	1,600	1,975
Low (less than 2.0)	s.e.	0.19	0.17	0.46	0.16	0.32
	weighted n (in 1,000s)	534	438	295	306	186

See notes at end of table.

Table A31. Standard errors for table 31: Percentage of public high school graduates concentrating in technology program areas, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

		1982	1990	1992	1994	1998
Academic coursework completed						
All high	s.e.	0.00	0.44	0.46	0.24	0.51
	weighted n (in 1,000s)	31	273	308	330	386
Mid-level or mixed	s.e.	0.09	0.12	0.16	0.10	0.31
	weighted n (in 1,000s)	2,485	2,098	1,781	1,810	2,141
All low	s.e.	0.48	—	0.20	0.37	—
	weighted n (in 1,000s)	86	117	75	55	58
Grade 9 mathematics						
High (geometry or higher)	s.e.	0.22	0.37	0.42	0.29	0.52
	weighted n (in 1,000s)	205	266	280	329	534
Mid-level (prealgebra or algebra 1)	s.e.	0.10	0.14	0.19	0.12	0.28
	weighted n (in 1,000s)	1,374	1,546	1,369	1,380	1,635
Low (no or low mathematics)	s.e.	0.15	0.14	0.19	0.12	0.31
	weighted n (in 1,000s)	1,028	692	526	504	447
School urbanicity						
Urban	s.e.	0.12	—	0.41	—	0.37
	weighted n (in 1,000s)	501	—	484	—	743
Suburban	s.e.	0.16	—	0.21	—	0.44
	weighted n (in 1,000s)	1,261	—	961	—	1,028
Rural	s.e.	0.10	—	0.19	—	0.54
	weighted n (in 1,000s)	845	—	729	—	846
School poverty level						
High (greater than 50 percent in NSLP)	s.e.	—	—	—	0.31	0.62
	weighted n (in 1,000s)	—	—	—	185	240
Middle (greater than 5 to 50 percent in NSLP)	s.e.	—	—	—	0.10	0.34
	weighted n (in 1,000s)	—	—	—	1,296	1,565
Low (5 percent or less in NSLP)	s.e.	—	—	—	0.32	0.85
	weighted n (in 1,000s)	—	—	—	351	425
Not reported	s.e.	—	—	—	0.16	0.41
	weighted n (in 1,000s)	—	—	—	380	386

—Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table A32. Standard errors for table 32: Percentage of public high school graduates concentrating in computer technology, by selected characteristics, including special and protected populations status: Various years, 1982–98

		1982	1990	1992	1994	1998
Total	s.e.	0.07	0.06	0.08	0.06	0.18
	weighted n (in 1,000s)	2,607	2,505	2,174	2,213	2,617
Race/ethnicity						
American Indian/Alaska Native	s.e.	—	—	—	—	0.76
	weighted n (in 1,000s)	30	12	22	17	12
Asian/Pacific Islander	s.e.	1.13	0.36	0.11	—	0.23
	weighted n (in 1,000s)	38	86	88	74	92
Black, non-Hispanic	s.e.	0.13	0.17	0.26	0.09	0.23
	weighted n (in 1,000s)	293	347	254	263	356
Hispanic	s.e.	0.03	—	0.35	0.04	0.17
	weighted n (in 1,000s)	307	194	207	168	299
White, non-Hispanic	s.e.	0.08	0.08	0.08	0.08	0.25
	weighted n (in 1,000s)	1,913	1,778	1,596	1,564	1,852
Sex						
Male	s.e.	0.12	0.10	0.12	0.09	0.14
	weighted n (in 1,000s)	1,257	1,194	1,074	1,083	1,232
Female	s.e.	0.07	0.06	0.09	0.05	0.24
	weighted n (in 1,000s)	1,350	1,309	1,100	1,126	1,347
Disability status (grade 12)						
Has disability	s.e.	0.13	—	—	0.27	0.35
	weighted n (in 1,000s)	226	64	—	82	74
No indicated disability	s.e.	0.07	0.06	—	0.06	0.18
	weighted n (in 1,000s)	2,361	2,441	—	2,130	2,543
English proficiency (grade 12)						
Limited	s.e.	—	—	—	—	—
	weighted n (in 1,000s)	—	13	—	19	19
Proficient	s.e.	—	0.06	—	0.06	0.18
	weighted n (in 1,000s)	—	2,492	—	2,194	2,598
Grade-point average (GPA)						
High (greater than 3.5)	s.e.	0.05	0.13	0.22	0.11	0.27
	weighted n (in 1,000s)	260	258	233	307	456
Mid-level (2.0 to 3.5)	s.e.	0.07	0.07	0.08	0.08	0.18
	weighted n (in 1,000s)	1,812	1,809	1,644	1,600	1,975

See notes at end of table.

Table A32. Standard errors for table 32: Percentage of public high school graduates concentrating in computer technology, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

		1982	1990	1992	1994	1998
Low (less than 2.0)	s.e.	0.14	0.11	0.17	0.10	0.22
	weighted n (in 1,000s)	534	438	295	306	186
Academic coursework completed						
All high	s.e.	0.00	0.15	0.15	0.10	0.22
	weighted n (in 1,000s)	31	273	308	330	386
Mid-level or mixed	s.e.	0.07	0.07	0.09	0.07	0.21
	weighted n (in 1,000s)	2,485	2,098	1,781	1,810	2,141
All low	s.e.	0.14	—	0.11	—	—
	weighted n (in 1,000s)	86	117	75	55	58
Grade 9 mathematics						
High (geometry or higher)	s.e.	0.19	0.29	0.26	0.14	0.38
	weighted n (in 1,000s)	205	266	280	329	534
Mid-level (prealgebra or algebra 1)	s.e.	0.08	0.07	0.09	0.09	0.13
	weighted n (in 1,000s)	1,374	1,546	1,369	1,380	1,635
Low (no or low mathematics)	s.e.	0.10	0.09	0.15	0.06	0.23
	weighted n (in 1,000s)	1,028	692	526	504	447
School urbanicity						
Urban	s.e.	0.06	—	0.17	—	0.09
	weighted n (in 1,000s)	501	—	484	—	743
Suburban	s.e.	0.12	—	0.11	—	0.17
	weighted n (in 1,000s)	1,261	—	961	—	1,028
Rural	s.e.	0.09	—	0.13	—	0.49
	weighted n (in 1,000s)	845	—	729	—	846
School poverty level						
High (greater than 50 percent in NSLP)	s.e.	—	—	—	0.11	0.30
	weighted n (in 1,000s)	—	—	—	185	240
Middle (greater than 5 to 50 percent in NSLP)	s.e.	—	—	—	0.04	0.30
	weighted n (in 1,000s)	—	—	—	1,296	1,565
Low (5 percent or less in NSLP)	s.e.	—	—	—	0.31	0.09
	weighted n (in 1,000s)	—	—	—	351	425
Not reported	s.e.	—	—	—	0.08	0.13
	weighted n (in 1,000s)	—	—	—	380	386

—Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table A33. Standard errors for table 33: Percentage of public high school graduates concentrating in communications technology, by selected characteristics, including special and protected populations status: Various years, 1982–98

		1982	1990	1992	1994	1998
Total	s.e.	0.04	0.05	0.05	0.06	0.12
	weighted n (in 1,000s)	2,607	2,505	2,174	2,213	2,617
Race/ethnicity						
American Indian/Alaska Native	s.e.	—	—	—	—	—
	weighted n (in 1,000s)	30	12	22	17	12
Asian/Pacific Islander	s.e.	—	—	0.04	0.15	0.22
	weighted n (in 1,000s)	38	86	88	74	92
Black, non-Hispanic	s.e.	0.04	0.09	0.07	0.10	0.14
	weighted n (in 1,000s)	293	347	254	263	356
Hispanic	s.e.	0.07	0.12	0.06	0.10	0.12
	weighted n (in 1,000s)	307	194	207	168	299
White, non-Hispanic	s.e.	0.05	0.06	0.06	0.07	0.16
	weighted n (in 1,000s)	1,913	1,778	1,596	1,564	1,852
Sex						
Male	s.e.	0.07	0.06	0.06	0.06	0.14
	weighted n (in 1,000s)	1,257	1,194	1,074	1,083	1,232
Female	s.e.	0.03	0.06	0.07	0.09	0.15
	weighted n (in 1,000s)	1,350	1,309	1,100	1,126	1,347
Disability status (grade 12)						
Has disability	s.e.	—	—	—	0.21	0.24
	weighted n (in 1,000s)	226	64	—	82	74
No indicated disability	s.e.	0.04	0.05	—	0.06	0.12
	weighted n (in 1,000s)	2,361	2,441	—	2,130	2,543
English proficiency (grade 12)						
Limited	s.e.	—	—	—	—	—
	weighted n (in 1,000s)	—	13	—	19	19
Proficient	s.e.	—	0.05	—	0.06	0.12
	weighted n (in 1,000s)	—	2,492	—	2,194	2,598
Grade-point average (GPA)						
High (greater than 3.5)	s.e.	0.05	0.12	0.15	0.20	0.29
	weighted n (in 1,000s)	260	258	233	307	456
Mid-level (2.0 to 3.5)	s.e.	0.05	0.07	0.06	0.06	0.12
	weighted n (in 1,000s)	1,812	1,809	1,644	1,600	1,975

See notes at end of table.

Table A33. Standard errors for table 33: Percentage of public high school graduates concentrating in communications technology, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

		1982	1990	1992	1994	1998
Low (less than 2.0)	s.e.	0.05	—	0	0.06	—
	weighted n (in 1,000s)	534	438	295	306	186
Academic coursework completed						
All high	s.e.	—	0.13	0.16	0.21	0.31
	weighted n (in 1,000s)	31	273	308	330	386
Mid-level or mixed	s.e.	0.04	0.05	0.05	0.05	0.11
	weighted n (in 1,000s)	2,485	2,098	1,781	1,810	2,141
All low	s.e.	0.46	—	0.17	—	—
	weighted n (in 1,000s)	86	117	75	55	58
Grade 9 mathematics						
High (geometry or higher)	s.e.	0.10	0.17	0.14	0.20	0.25
	weighted n (in 1,000s)	205	266	280	329	534
Mid-level (prealgebra or algebra 1)	s.e.	0.06	0.06	0.06	0.06	0.13
	weighted n (in 1,000s)	1,374	1,546	1,369	1,380	1,635
Low (no or low mathematics)	s.e.	0.06	0.06	0.07	0.09	0.13
	weighted n (in 1,000s)	1,028	692	526	504	447
School urbanicity						
Urban	s.e.	0.06	—	0.11	—	0.19
	weighted n (in 1,000s)	501	—	484	—	743
Suburban	s.e.	0.07	—	0.07	—	0.25
	weighted n (in 1,000s)	1,261	—	961	—	1,028
Rural	s.e.	0.04	—	0.07	—	0.19
	weighted n (in 1,000s)	845	—	729	—	846
School poverty level						
High (greater than 50 percent in NSLP)	s.e.	—	—	—	0.10	0.30
	weighted n (in 1,000s)	—	—	—	185	240
Middle (greater than 5 to 50 percent in NSLP)	s.e.	—	—	—	0.09	0.11
	weighted n (in 1,000s)	—	—	—	1,296	1,565
Low (5 percent or less in NSLP)	s.e.	—	—	—	0.13	0.51
	weighted n (in 1,000s)	—	—	—	351	425
Not reported	s.e.	—	—	—	0.10	0.21
	weighted n (in 1,000s)	—	—	—	380	386

—Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table A34. Standard errors for table 34: Percentage of public high school graduates concentrating in other technologies, by selected characteristics, including special and protected populations status: Various years, 1982–98

		1982	1990	1992	1994	1998
Total	s.e.	0.03	0.02	0.06	0.02	0.06
	weighted n (in 1,000s)	2,607	2,505	2,174	2,213	2,617
Race/ethnicity						
American Indian/Alaska Native	s.e.	—	—	—	—	—
	weighted n (in 1,000s)	30	12	22	17	12
Asian/Pacific Islander	s.e.	—	—	—	—	0.25
	weighted n (in 1,000s)	38	86	88	74	92
Black, non-Hispanic	s.e.	—	—	—	0.10	—
	weighted n (in 1,000s)	293	347	254	263	356
Hispanic	s.e.	0.05	—	0.14	—	0.14
	weighted n (in 1,000s)	307	194	207	168	299
White, non-Hispanic	s.e.	0.04	0.03	0.08	0.02	0.07
	weighted n (in 1,000s)	1,913	1,778	1,596	1,564	1,852
Sex						
Male	s.e.	0.06	0.04	0.10	0.03	0.13
	weighted n (in 1,000s)	1,257	1,194	1,074	1,083	1,232
Female	s.e.	—	—	0.04	0.02	—
	weighted n (in 1,000s)	1,350	1,309	1,100	1,126	1,347
Disability status (grade 12)						
Has disability	s.e.	0.22	—	—	—	—
	weighted n (in 1,000s)	226	64	—	82	74
No indicated disability	s.e.	0.03	0.02	—	0.02	0.06
	weighted n (in 1,000s)	2,361	2,441	—	2,130	2,543
English proficiency (grade 12)						
Limited	s.e.	—	—	—	—	—
	weighted n (in 1,000s)	—	13	—	19	19
Proficient	s.e.	—	0.02	—	0.02	0.06
	weighted n (in 1,000s)	—	2,492	—	2,194	2,598
Grade-point average (GPA)						
High (greater than 3.5)	s.e.	—	—	0.27	—	—
	weighted n (in 1,000s)	260	258	233	307	456
Mid-level (2.0 to 3.5)	s.e.	0.03	0.02	0.04	0.03	0.08
	weighted n (in 1,000s)	1,812	1,809	1,644	1,600	1,975

See notes at end of table.

Table A34. Standard errors for table 34: Percentage of public high school graduates concentrating in other technologies, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

		1982	1990	1992	1994	1998
Low (less than 2.0)	s.e.	0.12	—	0.12	—	—
	weighted n (in 1,000s)	534	438	295	306	186
Academic coursework completed						
All high	s.e.	—	—	0.37	—	—
	weighted n (in 1,000s)	31	273	308	330	386
Mid-level or mixed	s.e.	0.03	0.03	0.04	0.02	0.07
	weighted n (in 1,000s)	2,485	2,098	1,781	1,810	2,141
All low	s.e.	—	—	—	—	—
	weighted n (in 1,000s)	86	117	75	55	58
Grade 9 mathematics						
High (geometry or higher)	s.e.	—	—	0.25	—	0.04
	weighted n (in 1,000s)	205	266	280	329	534
Mid-level (prealgebra or algebra 1)	s.e.	0.03	0.04	0.08	0.03	0.08
	weighted n (in 1,000s)	1,374	1,546	1,369	1,380	1,635
Low (no or low mathematics)	s.e.	0.07	—	0.05	—	—
	weighted n (in 1,000s)	1,028	692	526	504	447
School urbanicity						
Urban	s.e.	0.03	—	0.15	—	0.12
	weighted n (in 1,000s)	501	—	484	—	743
Suburban	s.e.	0.05	—	0.11	—	0.13
	weighted n (in 1,000s)	1,261	—	961	—	1,028
Rural	s.e.	0.05	—	0.01	—	—
	weighted n (in 1,000s)	845	—	729	—	846
School poverty level						
High (greater than 50 percent in NSLP)	s.e.	—	—	—	0.23	—
	weighted n (in 1,000s)	—	—	—	185	240
Middle (greater than 5 to 50 percent in NSLP)	s.e.	—	—	—	0.02	0.05
	weighted n (in 1,000s)	—	—	—	1,296	1,565
Low (5 percent or less in NSLP)	s.e.	—	—	—	—	0.28
	weighted n (in 1,000s)	—	—	—	351	425
Not reported	s.e.	—	—	—	—	0.17
	weighted n (in 1,000s)	—	—	—	380	386

—Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table A35. Standard errors for table 35: Percentage of public high school graduates concentrating in food service and hospitality, by selected characteristics, including special and protected populations status: Various years, 1982–98

		1982	1990	1992	1994	1998
Total	s.e.	0.06	0.12	0.10	0.07	0.10
	weighted n (in 1,000s)	2,607	2,505	2,174	2,213	2,617
Race/ethnicity						
American Indian/Alaska Native	s.e.	0.81	—	2.07	—	—
	weighted n (in 1,000s)	30	12	22	17	12
Asian/Pacific Islander	s.e.	—	—	0.05	—	0.12
	weighted n (in 1,000s)	38	86	88	74	92
Black, non-Hispanic	s.e.	0.22	0.59	0.64	0.24	0.47
	weighted n (in 1,000s)	293	347	254	263	356
Hispanic	s.e.	0.16	0.23	0.46	0.23	0.09
	weighted n (in 1,000s)	307	194	207	168	299
White, non-Hispanic	s.e.	0.06	0.08	0.05	0.06	0.08
	weighted n (in 1,000s)	1,913	1,778	1,596	1,564	1,852
Sex						
Male	s.e.	0.08	0.19	0.14	0.09	0.10
	weighted n (in 1,000s)	1,257	1,194	1,074	1,083	1,232
Female	s.e.	0.09	0.08	0.13	0.08	0.13
	weighted n (in 1,000s)	1,350	1,309	1,100	1,126	1,347
Disability status (grade 12)						
Has disability	s.e.	0.39	1.17	—	0.58	0.46
	weighted n (in 1,000s)	226	64	—	82	74
No indicated disability	s.e.	0.05	0.11	—	0.06	0.10
	weighted n (in 1,000s)	2,361	2,441	—	2,130	2,543
English proficiency (grade 12)						
Limited	s.e.	—	—	—	—	—
	weighted n (in 1,000s)	—	13	—	19	19
Proficient	s.e.	—	0.12	—	0.07	0.10
	weighted n (in 1,000s)	—	2,492	—	2,194	2,598
Grade-point average (GPA)						
High (greater than 3.5)	s.e.	—	—	—	0.05	—
	weighted n (in 1,000s)	260	258	233	307	456
Mid-level (2.0 to 3.5)	s.e.	0.08	0.09	0.10	0.08	0.10
	weighted n (in 1,000s)	1,812	1,809	1,644	1,600	1,975

See notes at end of table.

Table A35. Standard errors for table 35: Percentage of public high school graduates concentrating in food service and hospitality, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

		1982	1990	1992	1994	1998
Low (less than 2.0)	s.e.	0.09	0.43	0.45	0.22	0.44
	weighted n (in 1,000s)	534	438	295	306	186
Academic coursework completed						
All high	s.e.	—	—	—	—	0.09
	weighted n (in 1,000s)	31	273	308	330	386
Mid-level or mixed	s.e.	0.06	0.09	0.10	0.06	0.11
	weighted n (in 1,000s)	2,485	2,098	1,781	1,810	2,141
All low	s.e.	0.81	1.13	0.82	0.88	1.14
	weighted n (in 1,000s)	86	117	75	55	58
Grade 9 mathematics						
High (geometry or higher)	s.e.	—	—	—	—	0.10
	weighted n (in 1,000s)	205	266	280	329	534
Mid-level (prealgebra or algebra 1)	s.e.	0.07	0.05	0.06	0.05	0.12
	weighted n (in 1,000s)	1,374	1,546	1,369	1,380	1,635
Low (no or low mathematics)	s.e.	0.12	0.37	0.36	0.23	0.18
	weighted n (in 1,000s)	1,028	692	526	504	447
School urbanicity						
Urban	s.e.	0.20	—	0.20	—	0.21
	weighted n (in 1,000s)	501	—	484	—	743
Suburban	s.e.	0.07	—	0.18	—	0.16
	weighted n (in 1,000s)	1,261	—	961	—	1,028
Rural	s.e.	0.09	—	0.12	—	0.10
	weighted n (in 1,000s)	845	—	729	—	846
School poverty level						
High (greater than 50 percent in NSLP)	s.e.	—	—	—	0.12	0.06
	weighted n (in 1,000s)	—	—	—	185	240
Middle (greater than 5 to 50 percent in NSLP)	s.e.	—	—	—	0.10	0.13
	weighted n (in 1,000s)	—	—	—	1,296	1,565
Low (5 percent or less in NSLP)	s.e.	—	—	—	0.21	0.20
	weighted n (in 1,000s)	—	—	—	351	425
Not reported	s.e.	—	—	—	0.20	0.29
	weighted n (in 1,000s)	—	—	—	380	386

—Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table A36. Standard errors for table 36: Percentage of public high school graduates concentrating in child care and education, by selected characteristics, including special and protected populations status: Various years, 1982–98

		1982	1990	1992	1994	1998
Total	s.e.	0.05	0.05	0.07	0.11	0.10
	weighted n (in 1,000s)	2,607	2,505	2,174	2,213	2,617
Race/ethnicity						
American Indian/Alaska Native	s.e.	0.48	—	—	—	—
	weighted n (in 1,000s)	30	12	22	17	12
Asian/Pacific Islander	s.e.	—	—	—	—	0.05
	weighted n (in 1,000s)	38	86	88	74	92
Black, non-Hispanic	s.e.	0.16	0.18	0.21	0.45	0.13
	weighted n (in 1,000s)	293	347	254	263	356
Hispanic	s.e.	0.09	—	0.10	0.20	0.16
	weighted n (in 1,000s)	307	194	207	168	299
White, non-Hispanic	s.e.	0.06	0.06	0.09	0.10	0.12
	weighted n (in 1,000s)	1,913	1,778	1,596	1,564	1,852
Sex						
Male	s.e.	0.03	—	0.05	0.02	0.03
	weighted n (in 1,000s)	1,257	1,194	1,074	1,083	1,232
Female	s.e.	0.09	0.10	0.11	0.20	0.19
	weighted n (in 1,000s)	1,350	1,309	1,100	1,126	1,347
Disability status (grade 12)						
Has disability	s.e.	0.27	0.45	—	0.34	0.43
	weighted n (in 1,000s)	226	64	—	82	74
No indicated disability	s.e.	0.05	0.05	—	0.11	0.10
	weighted n (in 1,000s)	2,361	2,441	—	2,130	2,543
English proficiency (grade 12)						
Limited	s.e.	—	—	—	—	—
	weighted n (in 1,000s)	—	13	—	19	19
Proficient	s.e.	—	0.05	—	0.11	0.10
	weighted n (in 1,000s)	—	2,492	—	2,194	2,598
Grade-point average (GPA)						
High (greater than 3.5)	s.e.	0.02	—	0.13	0.07	0.06
	weighted n (in 1,000s)	260	258	233	307	456
Mid-level (2.0 to 3.5)	s.e.	0.06	0.06	0.08	0.11	0.12
	weighted n (in 1,000s)	1,812	1,809	1,644	1,600	1,975

See notes at end of table.

Table A36. Standard errors for table 36: Percentage of public high school graduates concentrating in child care and education, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

		1982	1990	1992	1994	1998
Low (less than 2.0)	s.e.	0.12	0.10	0.20	0.29	0.23
	weighted n (in 1,000s)	534	438	295	306	186
Academic coursework completed						
All high	s.e.	—	—	—	0.05	0.09
	weighted n (in 1,000s)	31	273	308	330	386
Mid-level or mixed	s.e.	0.05	0.06	0.08	0.13	0.12
	weighted n (in 1,000s)	2,485	2,098	1,781	1,810	2,141
All low	s.e.	0.64	0.16	0.77	0.79	—
	weighted n (in 1,000s)	86	117	75	55	58
Grade 9 mathematics						
High (geometry or higher)	s.e.	—	0.07	0.06	0.05	0.13
	weighted n (in 1,000s)	205	266	280	329	534
Mid-level (prealgebra or algebra 1)	s.e.	0.07	0.06	0.09	0.13	0.15
	weighted n (in 1,000s)	1,374	1,546	1,369	1,380	1,635
Low (no or low mathematics)	s.e.	0.09	0.12	0.15	0.20	0.16
	weighted n (in 1,000s)	1,028	692	526	504	447
School urbanicity						
Urban	s.e.	0.17	—	0.10	—	0.20
	weighted n (in 1,000s)	501	—	484	—	743
Suburban	s.e.	0.06	—	0.12	—	0.13
	weighted n (in 1,000s)	1,261	—	961	—	1,028
Rural	s.e.	0.09	—	0.11	—	0.17
	weighted n (in 1,000s)	845	—	729	—	846
School poverty level						
High (greater than 50 percent in NSLP)	s.e.	—	—	—	0.69	0.16
	weighted n (in 1,000s)	—	—	—	185	240
Middle (greater than 5 to 50 percent in NSLP)	s.e.	—	—	—	0.12	0.12
	weighted n (in 1,000s)	—	—	—	1,296	1,565
Low (5 percent or less in NSLP)	s.e.	—	—	—	0.25	0.25
	weighted n (in 1,000s)	—	—	—	351	425
Not reported	s.e.	—	—	—	0.24	0.36
	weighted n (in 1,000s)	—	—	—	380	386

—Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table A37. Standard errors for table 37: Percentage of public high school graduates concentrating in personal and other services, by selected characteristics, including special and protected populations status: Various years, 1982–98

		1982	1990	1992	1994	1998
Total	s.e.	0.20	0.17	0.25	0.15	0.11
	weighted n (in 1,000s)	2,607	2,505	2,174	2,213	2,617
Race/ethnicity						
American Indian/Alaska Native	s.e.	0.44	—	1.28	—	—
	weighted n (in 1,000s)	30	12	22	17	12
Asian/Pacific Islander	s.e.	0.23	—	0.05	0.14	—
	weighted n (in 1,000s)	38	86	88	74	92
Black, non-Hispanic	s.e.	0.47	0.47	1.12	0.34	0.33
	weighted n (in 1,000s)	293	347	254	263	356
Hispanic	s.e.	0.37	0.74	0.86	0.51	0.39
	weighted n (in 1,000s)	307	194	207	168	299
White, non-Hispanic	s.e.	0.26	0.19	0.26	0.18	0.12
	weighted n (in 1,000s)	1,913	1,778	1,596	1,564	1,852
Sex						
Male	s.e.	0.20	0.05	0.19	0.07	0.06
	weighted n (in 1,000s)	1,257	1,194	1,074	1,083	1,232
Female	s.e.	0.35	0.30	0.39	0.25	0.21
	weighted n (in 1,000s)	1,350	1,309	1,100	1,126	1,347
Disability status (grade 12)						
Has disability	s.e.	0.40	1.06	—	0.52	0.92
	weighted n (in 1,000s)	226	64	—	82	74
No indicated disability	s.e.	0.22	0.16	—	0.14	0.12
	weighted n (in 1,000s)	2,361	2,441	—	2,130	2,543
English proficiency (grade 12)						
Limited	s.e.	—	2.51	—	1.58	—
	weighted n (in 1,000s)	—	13	—	19	19
Proficient	s.e.	—	0.16	—	0.15	0.11
	weighted n (in 1,000s)	—	2,492	—	2,194	2,598
Grade-point average (GPA)						
High (greater than 3.5)	s.e.	0.17	0.11	—	0.06	0.15
	weighted n (in 1,000s)	260	258	233	307	456
Mid-level (2.0 to 3.5)	s.e.	0.22	0.19	0.31	0.17	0.12
	weighted n (in 1,000s)	1,812	1,809	1,644	1,600	1,975

See notes at end of table.

Table A37. Standard errors for table 37: Percentage of public high school graduates concentrating in personal and other services, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

		1982	1990	1992	1994	1998
Low (less than 2.0)	s.e.	0.69	0.34	0.47	0.29	0.31
	weighted n (in 1,000s)	534	438	295	306	186
Academic coursework completed						
All high	s.e.	—	—	—	0.12	0.31
	weighted n (in 1,000s)	31	273	308	330	386
Mid-level or mixed	s.e.	0.21	0.19	0.29	0.18	0.11
	weighted n (in 1,000s)	2,485	2,098	1,781	1,810	2,141
All low	s.e.	0.69	0.78	1.63	0.48	1.12
	weighted n (in 1,000s)	86	117	75	55	58
Grade 9 mathematics						
High (geometry or higher)	s.e.	0.32	0.13	0.29	0.14	0.09
	weighted n (in 1,000s)	205	266	280	329	534
Mid-level (prealgebra or algebra 1)	s.e.	0.35	0.21	0.33	0.11	0.15
	weighted n (in 1,000s)	1,374	1,546	1,369	1,380	1,635
Low (no or low mathematics)	s.e.	0.23	0.31	0.37	0.48	0.32
	weighted n (in 1,000s)	1,028	692	526	504	447
School urbanicity						
Urban	s.e.	0.76	—	0.29	—	0.24
	weighted n (in 1,000s)	501	—	484	—	743
Suburban	s.e.	0.26	—	0.45	—	0.20
	weighted n (in 1,000s)	1,261	—	961	—	1,028
Rural	s.e.	0.21	—	0.40	—	0.11
	weighted n (in 1,000s)	845	—	729	—	846
School poverty level						
High (greater than 50 percent in NSLP)	s.e.	—	—	—	0.49	0.69
	weighted n (in 1,000s)	—	—	—	185	240
Middle (greater than 5 to 50 percent in NSLP)	s.e.	—	—	—	0.23	0.13
	weighted n (in 1,000s)	—	—	—	1,296	1,565
Low (5 percent or less in NSLP)	s.e.	—	—	—	0.16	0.34
	weighted n (in 1,000s)	—	—	—	351	425
Not reported	s.e.	—	—	—	0.33	0.34
	weighted n (in 1,000s)	—	—	—	380	386

—Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table A38. Standard errors for table 38: Percentage distribution of public high school graduates, by selected characteristics, including special and protected populations status: Various years, 1982–98

		1982	1990	1992	1994	1998
Total	s.e. weighted n (in 1,000s)	† 2,607	† 2,505	† 2,174	† 2,213	† 2,617
Race/ethnicity						
American Indian/Alaska Native	s.e. weighted n (in 1,000s)	0.21 2,581	0.17 2,415	0.20 2,167	0.25 2,085	0.12 2,617
Asian/Pacific Islander	s.e. weighted n (in 1,000s)	0.16 2,581	0.21 2,415	0.32 2,167	0.19 2,085	0.23 2,617
Black, non-Hispanic	s.e. weighted n (in 1,000s)	0.65 2,581	0.40 2,415	0.87 2,167	0.37 2,085	0.34 2,617
Hispanic	s.e. weighted n (in 1,000s)	0.43 2,581	0.24 2,415	0.83 2,167	0.58 2,085	0.30 2,617
White, non-Hispanic	s.e. weighted n (in 1,000s)	0.84 2,581	0.51 2,415	1.24 2,167	0.63 2,085	0.50 2,617
Other	s.e. weighted n (in 1,000s)	— —	— —	— —	— —	0.10 2,617
Sex						
Male	s.e. weighted n (in 1,000s)	0.53 2,607	0.53 2,503	0.89 2,174	0.42 2,209	0.44 2,579
Female	s.e. weighted n (in 1,000s)	0.53 2,607	0.53 2,503	0.89 2,174	0.42 2,209	0.44 2,579
Disability status (grade 12)						
Has disability	s.e. weighted n (in 1,000s)	0.39 2,587	0.25 2,505	— —	0.22 2,213	0.21 2,617
No indicated disability	s.e. weighted n (in 1,000s)	0.39 2,587	0.25 2,505	— —	0.22 2,213	0.21 2,617
English proficiency (grade 12)						
Limited	s.e. weighted n (in 1,000s)	— —	0.11 2,505	— —	0.20 2,213	0.10 2,617
Proficient	s.e. weighted n (in 1,000s)	— —	0.11 2,505	— —	0.20 2,213	0.10 2,617
Grade-point average (GPA)						
High (greater than 3.5)	s.e. weighted n (in 1,000s)	0.45 2,606	0.36 2,505	0.49 2,173	0.56 2,213	0.52 2,617
Mid-level (2.0 to 3.5)	s.e. weighted n (in 1,000s)	0.69 2,606	0.47 2,505	0.72 2,173	0.51 2,213	0.93 2,617
Low (less than 2.0)	s.e. weighted n (in 1,000s)	0.65 2,606	0.58 2,505	0.65 2,173	0.52 2,213	0.97 2,617

See notes at end of table.

Table A38. Standard errors for table 38: Percentage distribution of public high school graduates, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

		1982	1990	1992	1994	1998
Academic coursework completed						
All high	s.e.	0.32	0.75	0.68	0.76	0.93
	weighted n (in 1,000s)	2,602	2,489	2,164	2,195	2,585
Mid-level or mixed	s.e.	0.42	0.84	0.72	0.77	0.93
	weighted n (in 1,000s)	2,602	2,489	2,164	2,195	2,585
All low	s.e.	0.29	0.56	0.31	0.19	0.36
	weighted n (in 1,000s)	2,602	2,489	2,164	2,195	2,585
Grade 9 mathematics						
High (geometry or higher)	s.e.	0.48	0.78	0.69	0.96	1.14
	weighted n (in 1,000s)	2,607	2,505	2,174	2,213	2,617
Mid-level (prealgebra or algebra 1)	s.e.	0.95	1.32	0.95	1.30	1.32
	weighted n (in 1,000s)	2,607	2,505	2,174	2,213	2,617
Low (no or low mathematics)	s.e.	0.93	1.42	0.85	0.94	0.96
	weighted n (in 1,000s)	2,607	2,505	2,174	2,213	2,617
School urbanicity						
Urban	s.e.	1.35	—	1.56	—	2.37
	weighted n (in 1,000s)	2,607	—	2,174	—	2,617
Suburban	s.e.	1.69	—	1.94	—	2.71
	weighted n (in 1,000s)	2,607	—	2,174	—	2,617
Rural	s.e.	1.45	—	1.86	—	2.23
	weighted n (in 1,000s)	2,607	—	2,174	—	2,617
School poverty level						
High (greater than 50 percent in NSLP)	s.e.	—	—	—	1.44	1.72
	weighted n (in 1,000s)	—	—	—	2,213	2,617
Middle (greater than 5 to 50 percent in NSLP)	s.e.	—	—	—	3.46	3.83
	weighted n (in 1,000s)	—	—	—	2,213	2,617
Low (5 percent or less in NSLP)	s.e.	—	—	—	2.88	2.75
	weighted n (in 1,000s)	—	—	—	2,213	2,617
Not reported	s.e.	—	—	—	2.68	2.57
	weighted n (in 1,000s)	—	—	—	2,213	2,617

—Not available.

†Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table A39. Standard errors for table 39: Percentage distribution of occupational concentrators, by selected characteristics, including special and protected populations status: Various years, 1982–98

		1982	1990	1992	1994	1998
Total	s.e. weighted n (in 1,000s)	† 878	† 696	† 542	† 562	† 654
Race/ethnicity						
American Indian/Alaska Native	s.e. weighted n (in 1,000s)	0.47 867	0.22 674	0.33 540	0.26 528	0.14 654
Asian/Pacific Islander	s.e. weighted n (in 1,000s)	0.16 867	0.55 674	0.72 540	0.41 528	0.29 654
Black, non-Hispanic	s.e. weighted n (in 1,000s)	0.91 867	1.32 674	1.09 540	1.01 528	0.80 654
Hispanic	s.e. weighted n (in 1,000s)	0.76 867	0.72 674	1.15 540	1.30 528	0.74 654
White, non-Hispanic	s.e. weighted n (in 1,000s)	1.24 867	1.63 674	1.70 540	1.60 528	1.27 654
Sex						
Male	s.e. weighted n (in 1,000s)	1.16 878	1.37 695	1.44 542	1.07 562	1.51 645
Female	s.e. weighted n (in 1,000s)	1.16 878	1.37 695	1.44 542	1.07 562	1.51 645
Disability status (grade 12)						
Has disability	s.e. weighted n (in 1,000s)	0.56 869	0.53 696	— —	0.51 562	0.33 654
No indicated disability	s.e. weighted n (in 1,000s)	0.56 869	0.53 696	— —	0.51 562	0.33 654
English proficiency (grade 12)						
Limited	s.e. weighted n (in 1,000s)	— —	0.10 696	— —	0.26 562	0.07 654
Proficient	s.e. weighted n (in 1,000s)	— —	0.10 696	— —	0.26 562	0.07 654
Grade-point average (GPA)						
High (greater than 3.5)	s.e. weighted n (in 1,000s)	0.55 878	0.37 696	0.44 542	1.02 562	0.85 654
Mid-level (2.0 to 3.5)	s.e. weighted n (in 1,000s)	1.13 878	0.95 696	1.17 542	0.98 562	1.00 654
Low (less than 2.0)	s.e. weighted n (in 1,000s)	1.07 878	1.05 696	1.18 542	0.75 562	0.87 654

See notes at end of table.

Table A39. Standard errors for table 39: Percentage distribution of occupational concentrators, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

		1982	1990	1992	1994	1998
Academic coursework completed						
All high	s.e.	0.18	0.46	0.50	0.52	1.03
	weighted n (in 1,000s)	875	688	535	554	644
Mid-level or mixed	s.e.	0.56	1.31	0.90	0.74	1.06
	weighted n (in 1,000s)	875	688	535	554	644
All low	s.e.	0.54	1.27	0.80	0.50	0.68
	weighted n (in 1,000s)	875	688	535	554	644
Grade 9 mathematics						
High (geometry or higher)	s.e.	0.52	0.69	0.64	0.62	1.78
	weighted n (in 1,000s)	878	696	542	562	654
Mid-level (prealgebra or algebra 1)	s.e.	1.37	1.84	1.46	1.63	1.77
	weighted n (in 1,000s)	878	696	542	562	654
Low (no or low mathematics)	s.e.	1.36	2.04	1.50	1.62	1.32
	weighted n (in 1,000s)	878	696	542	562	654
School urbanicity						
Urban	s.e.	1.59	—	1.76	—	3.02
	weighted n (in 1,000s)	878	—	542	—	654
Suburban	s.e.	2.07	—	2.39	—	3.23
	weighted n (in 1,000s)	878	—	542	—	654
Rural	s.e.	1.91	—	2.52	—	3.06
	weighted n (in 1,000s)	878	—	542	—	654
School poverty level						
High (greater than 50 percent in NSLP)	s.e.	—	—	—	1.85	2.26
	weighted n (in 1,000s)	—	—	—	562	654
Middle (greater than 5 to 50 percent in NSLP)	s.e.	—	—	—	3.73	4.51
	weighted n (in 1,000s)	—	—	—	562	654
Low (5 percent or less in NSLP)	s.e.	—	—	—	2.45	2.95
	weighted n (in 1,000s)	—	—	—	562	654
Not reported	s.e.	—	—	—	3.14	3.07
	weighted n (in 1,000s)	—	—	—	562	654

—Not available.

†Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table A40. Standard errors for table 40: Percentage distribution of public high school graduates earning 3.0 or more occupational credits, by selected characteristics, including special and protected populations status: Various years, 1982–98

		1982	1990	1992	1994	1998
Total	s.e. weighted n (in 1,000s)	† 1,205	† 1,076	† 918	† 928	† 1,147
Race/ethnicity						
American Indian/Alaska Native	s.e. weighted n (in 1,000s)	0.37 1,192	0.20 1,042	0.27 914	0.31 877	0.12 1,147
Asian/Pacific Islander	s.e. weighted n (in 1,000s)	0.18 1,192	0.51 1,042	0.53 914	0.39 877	0.17 1,147
Black, non-Hispanic	s.e. weighted n (in 1,000s)	0.82 1,192	1.15 1,042	0.90 914	0.80 877	0.72 1,147
Hispanic	s.e. weighted n (in 1,000s)	0.62 1,192	0.49 1,042	1.06 914	1.00 877	0.58 1,147
White, non-Hispanic	s.e. weighted n (in 1,000s)	1.11 1,192	1.26 1,042	1.54 914	1.17 877	0.99 1,147
Sex						
Male	s.e. weighted n (in 1,000s)	0.94 1,205	1.00 1,076	1.11 918	0.68 927	0.97 1,134
Female	s.e. weighted n (in 1,000s)	0.94 1,205	1.00 1,076	1.11 918	0.68 927	0.97 1,134
Disability status (grade 12)						
Has disability	s.e. weighted n (in 1,000s)	0.53 1,196	0.39 1,076	— —	0.37 928	0.31 1,147
No indicated disability	s.e. weighted n (in 1,000s)	0.53 1,196	0.39 1,076	— —	0.37 928	0.31 1,147
English proficiency (grade 12)						
Limited	s.e. weighted n (in 1,000s)	— —	0.08 1,076	— —	0.21 928	0.09 1,147
Proficient	s.e. weighted n (in 1,000s)	— —	0.08 1,076	— —	0.21 928	0.09 1,147
Grade-point average (GPA)						
High (greater than 3.5)	s.e. weighted n (in 1,000s)	0.50 1,205	0.42 1,076	0.40 917	0.84 928	0.68 1,147
Mid-level (2.0 to 3.5)	s.e. weighted n (in 1,000s)	0.96 1,205	0.78 1,076	0.97 917	0.74 928	0.95 1,147

See notes at end of table.

Table A40. Standard errors for table 40: Percentage distribution of public high school graduates earning 3.0 or more occupational credits, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

		1982	1990	1992	1994	1998
Low (less than 2.0)	s.e.	0.91	0.86	1.00	0.66	0.92
	weighted n (in 1,000s)	1,205	1,076	917	928	1,147
Academic coursework completed						
All high	s.e.	0.24	0.56	0.59	0.53	1.03
	weighted n (in 1,000s)	1,202	1,066	910	918	1,132
Mid-level or mixed	s.e.	0.53	1.10	0.80	0.63	1.07
	weighted n (in 1,000s)	1,202	1,066	910	918	1,132
All low	s.e.	0.47	1.00	0.59	0.38	0.55
	weighted n (in 1,000s)	1,202	1,066	910	918	1,132
Grade 9 mathematics						
High (geometry or higher)	s.e.	0.50	0.63	0.61	0.69	1.23
	weighted n (in 1,000s)	1,205	1,076	918	928	1,147
Mid-level (prealgebra or algebra 1)	s.e.	1.22	1.58	1.20	1.40	1.33
	weighted n (in 1,000s)	1,205	1,076	918	928	1,147
Low (no or low mathematics)	s.e.	1.21	1.71	1.17	1.30	1.17
	weighted n (in 1,000s)	1,205	1,076	918	928	1,147
School urbanicity						
Urban	s.e.	1.46	—	1.71	—	2.71
	weighted n (in 1,000s)	1,205	—	918	—	1,147
Suburban	s.e.	1.93	—	2.18	—	3.08
	weighted n (in 1,000s)	1,205	—	918	—	1,147
Rural	s.e.	1.76	—	2.27	—	2.93
	weighted n (in 1,000s)	1,205	—	918	—	1,147
School poverty level						
High (greater than 50 percent in NSLP)	s.e.	—	—	—	1.69	2.46
	weighted n (in 1,000s)	—	—	—	928	1,147
Middle (greater than 5 to 50 percent in NSLP)	s.e.	—	—	—	3.55	4.14
	weighted n (in 1,000s)	—	—	—	928	1,147
Low (5 percent or less in NSLP)	s.e.	—	—	—	2.49	2.70
	weighted n (in 1,000s)	—	—	—	928	1,147
Not reported	s.e.	—	—	—	3.07	2.91
	weighted n (in 1,000s)	—	—	—	928	1,147

—Not available.

†Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table A41. Standard errors for table 41: Average number of computer-related credits earned by public high school graduates in computer-related areas, by selected characteristics, including special and protected populations status: 1998

		Basic type-				Computer technology						
		Total	writing/key-boarding	Technology education	Business services	Total	Appli-cations	Program-ming	Data pro-cessing	Science/systems	Mathe-matics	Drafting/graphics
Total	s.e.	0.029	0.018	0.009	0.024	0.027	0.021	0.005	0.003	0.012	0.005	0.007
	weighted n (in 1,000s)	2,617	2,617	2,617	2,617	2,617	2,617	2,617	2,617	2,617	2,617	2,617
Race/ethnicity												
American Indian/ Alaska Native	s.e.	0.067	0.026	0.014	0.039	0.059	0.039	0.013	0.014	0.023	0.015	0.015
	weighted n (in 1,000s)	12	12	12	12	12	12	12	12	12	12	12
Asian/Pacific Islander	s.e.	0.041	0.048	0.007	0.026	0.059	0.029	0.014	0.013	0.021	0.009	0.009
	weighted n (in 1,000s)	92	92	92	92	92	92	92	92	92	92	92
Black, non-Hispanic	s.e.	0.064	0.033	0.017	0.056	0.032	0.021	0.008	0.005	0.014	0.009	0.009
	weighted n (in 1,000s)	356	356	356	356	356	356	356	356	356	356	356
Hispanic	s.e.	0.039	0.031	0.010	0.030	0.040	0.032	0.008	0.004	0.016	0.009	0.010
	weighted n (in 1,000s)	299	299	299	299	299	299	299	299	299	299	299
White, non-Hispanic	s.e.	0.033	0.019	0.010	0.025	0.033	0.026	0.006	0.003	0.015	0.005	0.009
	weighted n (in 1,000s)	1,852	1,852	1,852	1,852	1,852	1,852	1,852	1,852	1,852	1,852	1,852
Sex												
Male	s.e.	0.028	0.016	0.014	0.022	0.026	0.018	0.007	0.002	0.012	0.004	0.011
	weighted n (in 1,000s)	1,232	1,232	1,232	1,232	1,232	1,232	1,232	1,232	1,232	1,232	1,232
Female	s.e.	0.034	0.020	0.006	0.026	0.030	0.025	0.004	0.004	0.012	0.006	0.004
	weighted n (in 1,000s)	1,347	1,347	1,347	1,347	1,347	1,347	1,347	1,347	1,347	1,347	1,347
Disability status (grade 12)												
Has disability	s.e.	0.037	0.022	0.014	0.028	0.031	0.023	0.006	0.014	0.018	0.003	0.010
	weighted n (in 1,000s)	74	74	74	74	74	74	74	74	74	74	74
No indicated disability	s.e.	0.029	0.018	0.009	0.024	0.027	0.021	0.005	0.003	0.012	0.005	0.007
	weighted n (in 1,000s)	2,543	2,543	2,543	2,543	2,543	2,543	2,543	2,543	2,543	2,543	2,543

See notes at end of table.

Table A41. Standard errors for table 41: Average number of computer-related credits earned by public high school graduates in computer-related areas, by selected characteristics, including special and protected populations status: 1998—Continued

		Basic type-				Computer technology						
		Total	writing/key-boarding	Technology education	Business services	Total	Appli-cations	Program-ming	Data pro-cessing	Science/systems	Mathe-matics	Drafting/graphics
English proficiency (grade 12)												
Limited	s.e.	0.067	0.051	0.025	0.042	0.054	0.031	0.020	0.002	0.033	0.010	0.012
	weighted n (in 1,000s)	19	19	19	19	19	19	19	19	19	19	19
Proficient	s.e.	0.029	0.018	0.009	0.024	0.027	0.021	0.005	0.003	0.012	0.005	0.007
	weighted n (in 1,000s)	2,598	2,598	2,598	2,598	2,598	2,598	2,598	2,598	2,598	2,598	2,598
Grade-point average (GPA)												
High (greater than 3.5)	s.e.	0.048	0.022	0.009	0.031	0.038	0.031	0.006	0.003	0.015	0.007	0.008
	weighted n (in 1,000s)	456	456	456	456	456	456	456	456	456	456	456
Mid-level (2.0 to 3.5)	s.e.	0.029	0.019	0.009	0.024	0.027	0.019	0.005	0.004	0.012	0.005	0.007
	weighted n (in 1,000s)	1,975	1,975	1,975	1,975	1,975	1,975	1,975	1,975	1,975	1,975	1,975
Low (less than 2.0)	s.e.	0.039	0.022	0.013	0.034	0.029	0.018	0.008	0.005	0.020	0.004	0.024
	weighted n (in 1,000s)	186	186	186	186	186	186	186	186	186	186	186
Academic coursework completed												
All high	s.e.	0.055	0.023	0.005	0.042	0.031	0.022	0.012	0.002	0.014	0.015	0.008
	weighted n (in 1,000s)	386	386	386	386	386	386	386	386	386	386	386
Mid-level or mixed	s.e.	0.029	0.019	0.010	0.023	0.030	0.023	0.005	0.003	0.014	0.005	0.008
	weighted n (in 1,000s)	2,141	2,141	2,141	2,141	2,141	2,141	2,141	2,141	2,141	2,141	2,141
All low	s.e.	0.060	0.042	0.011	0.051	0.034	0.013	0.006	0.004	0.022	0.008	0.017
	weighted n (in 1,000s)	58	58	58	58	58	58	58	58	58	58	58
Grade 9 mathematics												
High (geometry or higher)	s.e.	0.045	0.021	0.007	0.033	0.043	0.033	0.008	0.002	0.013	0.013	0.009
	weighted n (in 1,000s)	534	534	534	534	534	534	534	534	534	534	534

See notes at end of table.

Table A41. Standard errors for table 41: Average number of computer-related credits earned by public high school graduates in computer-related areas, by selected characteristics, including special and protected populations status: 1998—Continued

		Basic type-				Computer technology						
		Total	writing/key-boarding	Technology education	Business services	Total	Appli-cations	Program-ming	Data pro-cessing	Science/systems	Mathe-matics	Drafting/graphics
Mid-level (prealgebra or algebra 1)	s.e.	0.031	0.020	0.009	0.026	0.026	0.020	0.005	0.004	0.012	0.004	0.007
	weighted n (in 1,000s)	1,635	1,635	1,635	1,635	1,635	1,635	1,635	1,635	1,635	1,635	1,635
Low (no or low mathematics)	s.e.	0.033	0.018	0.013	0.017	0.030	0.019	0.008	0.004	0.017	0.006	0.013
	weighted n (in 1,000s)	447	447	447	447	447	447	447	447	447	447	447
School urbanicity												
Urban	s.e.	0.053	0.028	0.018	0.051	0.041	0.024	0.007	0.010	0.020	0.013	0.012
	weighted n (in 1,000s)	743	743	743	743	743	743	743	743	743	743	743
Suburban	s.e.	0.044	0.025	0.009	0.028	0.023	0.017	0.009	0.002	0.014	0.005	0.014
	weighted n (in 1,000s)	1,028	1,028	1,028	1,028	1,028	1,028	1,028	1,028	1,028	1,028	1,028
Rural	s.e.	0.047	0.041	0.018	0.039	0.062	0.053	0.007	0.003	0.026	0.008	0.012
	weighted n (in 1,000s)	846	846	846	846	846	846	846	846	846	846	846
School poverty level												
High (greater than 50 percent in NSLP)	s.e.	0.083	0.041	0.032	0.059	0.058	0.042	0.012	0.027	0.027	0.005	0.012
	weighted n (in 1,000s)	240	240	240	240	240	240	240	240	240	240	240
Middle (greater than 5 to 50 percent in NSLP)	s.e.	0.039	0.025	0.010	0.029	0.037	0.032	0.006	0.002	0.017	0.008	0.009
	weighted n (in 1,000s)	1,565	1,565	1,565	1,565	1,565	1,565	1,565	1,565	1,565	1,565	1,565
Low (5 percent or less in NSLP)	s.e.	0.044	0.045	0.016	0.059	0.020	0.014	0.013	0.002	0.018	0.002	0.010
	weighted n (in 1,000s)	425	425	425	425	425	425	425	425	425	425	425
Not reported	s.e.	0.079	0.045	0.015	0.054	0.045	0.037	0.011	0.007	0.027	0.001	0.029
	weighted n (in 1,000s)	386	386	386	386	386	386	386	386	386	386	386

—Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Transcript Study (HSTS), 1998.

Table A42. Standard errors for table 42: Average number of computer-related credits earned by public high school graduates, by selected characteristics, including special and protected populations status: Various years, 1982–98

		1982	1990	1992	1994	1998
Total	s.e.	†	0.027	0.019	0.025	0.029
	weighted n (in 1,000s)	2,607	2,505	2,174	2,213	2,617
Race/ethnicity						
American Indian/Alaska Native	s.e.	†	0.111	0.082	0.172	0.067
	weighted n (in 1,000s)	30	12	22	17	12
Asian/Pacific Islander	s.e.	†	0.046	0.049	0.049	0.041
	weighted n (in 1,000s)	38	86	88	74	92
Black, non-Hispanic	s.e.	†	0.062	0.048	0.045	0.064
	weighted n (in 1,000s)	293	347	254	263	356
Hispanic	s.e.	†	0.060	0.067	0.050	0.039
	weighted n (in 1,000s)	307	194	207	168	299
White, non-Hispanic	s.e.	†	0.026	0.021	0.027	0.033
	weighted n (in 1,000s)	1,913	1,778	1,596	1,564	1,852
Sex						
Male	s.e.	†	0.024	0.024	0.030	0.028
	weighted n (in 1,000s)	1,257	1,194	1,074	1,083	1,232
Female	s.e.	†	0.035	0.024	0.026	0.034
	weighted n (in 1,000s)	1,350	1,309	1,100	1,126	1,347
Disability status (grade 12)						
Has disability	s.e.	†	0.048	—	0.055	0.037
	weighted n (in 1,000s)	226	64	—	82	74
No indicated disability	s.e.	†	0.027	—	0.025	0.029
	weighted n (in 1,000s)	2,361	2,441	—	2,130	2,543
English proficiency (grade 12)						
Limited	s.e.	—	0.156	—	0.108	0.067
	weighted n (in 1,000s)	—	13	—	19	19
Proficient	s.e.	—	0.027	—	0.025	0.029
	weighted n (in 1,000s)	—	2,492	—	2,194	2,598
Grade-point average (GPA)						
High (greater than 3.5)	s.e.	†	0.038	0.039	0.028	0.048
	weighted n (in 1,000s)	260	258	233	307	456
Mid-level (2.0 to 3.5)	s.e.	†	0.028	0.021	0.026	0.029
	weighted n (in 1,000s)	1,812	1,809	1,644	1,600	1,975

See notes at end of table.

Table A42. Standard errors for table 42: Average number of computer-related credits earned by public high school graduates, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

		1982	1990	1992	1994	1998
Low (less than 2.0)	s.e.	†	0.030	0.037	0.031	0.039
	weighted n (in 1,000s)	534	438	295	306	186
Academic coursework completed						
All high	s.e.	†	0.047	0.040	0.031	0.055
	weighted n (in 1,000s)	31	273	308	330	386
Mid-level or mixed	s.e.	†	0.027	0.020	0.027	0.029
	weighted n (in 1,000s)	2,485	2,098	1,781	1,810	2,141
All low	s.e.	†	0.044	0.055	0.060	0.060
	weighted n (in 1,000s)	86	117	75	55	58
Grade 9 mathematics						
High (geometry or higher)	s.e.	†	0.049	0.046	0.036	0.045
	weighted n (in 1,000s)	205	266	280	329	534
Mid-level (prealgebra or algebra 1)	s.e.	†	0.031	0.022	0.027	0.031
	weighted n (in 1,000s)	1,374	1,546	1,369	1,380	1,635
Low (no or low mathematics)	s.e.	†	0.029	0.030	0.028	0.033
	weighted n (in 1,000s)	1,028	692	526	504	447
School urbanicity						
Urban	s.e.	†	—	0.039	—	0.053
	weighted n (in 1,000s)	501	—	484	—	743
Suburban	s.e.	†	—	0.026	—	0.044
	weighted n (in 1,000s)	1,261	—	961	—	1,028
Rural	s.e.	†	—	0.031	—	0.047
	weighted n (in 1,000s)	845	—	729	—	846
School poverty level						
High (greater than 50 percent in NSLP)	s.e.	—	—	—	0.074	0.083
	weighted n (in 1,000s)	—	—	—	185	240
Middle (greater than 5 to 50 percent in NSLP)	s.e.	—	—	—	0.032	0.039
	weighted n (in 1,000s)	—	—	—	1,296	1,565
Low (5 percent or less in NSLP)	s.e.	—	—	—	0.074	0.044
	weighted n (in 1,000s)	—	—	—	351	425
Not reported	s.e.	—	—	—	0.049	0.079
	weighted n (in 1,000s)	—	—	—	380	386

—Not available.

†Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table A43. Standard errors for table 43: Average number of typewriting/keyboarding credits earned by public high school graduates, by selected characteristics, including special and protected populations status: Various years, 1982–98

		1982	1990	1992	1994	1998
Total	s.e.	†	0.016	0.011	0.016	0.018
	weighted n (in 1,000s)	2,607	2,505	2,174	2,213	2,617
Race/ethnicity						
American Indian/Alaska Native	s.e.	†	0.074	0.047	0.101	0.026
	weighted n (in 1,000s)	30	12	22	17	12
Asian/Pacific Islander	s.e.	†	0.019	0.024	0.032	0.048
	weighted n (in 1,000s)	38	86	88	74	92
Black, non-Hispanic	s.e.	†	0.029	0.024	0.039	0.033
	weighted n (in 1,000s)	293	347	254	263	356
Hispanic	s.e.	†	0.037	0.036	0.030	0.031
	weighted n (in 1,000s)	307	194	207	168	299
White, non-Hispanic	s.e.	†	0.018	0.013	0.018	0.019
	weighted n (in 1,000s)	1,913	1,778	1,596	1,564	1,852
Sex						
Male	s.e.	†	0.014	0.014	0.014	0.016
	weighted n (in 1,000s)	1,257	1,194	1,074	1,083	1,232
Female	s.e.	†	0.019	0.014	0.019	0.020
	weighted n (in 1,000s)	1,350	1,309	1,100	1,126	1,347
Disability status (grade 12)						
Has disability	s.e.	†	0.030	—	0.023	0.022
	weighted n (in 1,000s)	226	64	—	82	74
No indicated disability	s.e.	†	0.016	—	0.016	0.018
	weighted n (in 1,000s)	2,361	2,441	—	2,130	2,543
English proficiency (grade 12)						
Limited	s.e.	—	0.093	—	0.062	0.051
	weighted n (in 1,000s)	—	13	—	19	19
Proficient	s.e.	—	0.016	—	0.016	0.018
	weighted n (in 1,000s)	—	2,492	—	2,194	2,598
Grade-point average (GPA)						
High (greater than 3.5)	s.e.	†	0.023	0.021	0.018	0.022
	weighted n (in 1,000s)	260	258	233	307	456
Mid-level (2.0 to 3.5)	s.e.	†	0.017	0.012	0.017	0.019
	weighted n (in 1,000s)	1,812	1,809	1,644	1,600	1,975
Low (less than 2.0)	s.e.	†	0.016	0.019	0.019	0.022
	weighted n (in 1,000s)	534	438	295	306	186

See notes at end of table.

Table A43. Standard errors for table 43: Average number of typewriting/keyboarding credits earned by public high school graduates, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

		1982	1990	1992	1994	1998
Academic coursework completed						
All high	s.e.	†	0.022	0.021	0.020	0.023
	weighted n (in 1,000s)	31	273	308	330	386
Mid-level or mixed	s.e.	†	0.017	0.012	0.017	0.019
	weighted n (in 1,000s)	2,485	2,098	1,781	1,810	2,141
All low	s.e.	†	0.018	0.038	0.038	0.042
	weighted n (in 1,000s)	86	117	75	55	58
Grade 9 mathematics						
High (geometry or higher)	s.e.	†	0.022	0.023	0.022	0.021
	weighted n (in 1,000s)	205	266	280	329	534
Mid-level (prealgebra or algebra 1)	s.e.	†	0.018	0.014	0.018	0.020
	weighted n (in 1,000s)	1,374	1,546	1,369	1,380	1,635
Low (no or low mathematics)	s.e.	†	0.020	0.015	0.017	0.018
	weighted n (in 1,000s)	1,028	692	526	504	447
School urbanicity						
Urban	s.e.	†	—	0.021	—	0.028
	weighted n (in 1,000s)	501	—	484	—	743
Suburban	s.e.	†	—	0.018	—	0.025
	weighted n (in 1,000s)	1,261	—	961	—	1,028
Rural	s.e.	†	—	0.019	—	0.041
	weighted n (in 1,000s)	845	—	729	—	846
School poverty level						
High (greater than 50 percent in NSLP)	s.e.	—	—	—	0.067	0.041
	weighted n (in 1,000s)	—	—	—	185	240
Middle (greater than 5 to 50 percent in NSLP)	s.e.	—	—	—	0.023	0.025
	weighted n (in 1,000s)	—	—	—	1,296	1,565
Low (5 percent or less in NSLP)	s.e.	—	—	—	0.038	0.045
	weighted n (in 1,000s)	—	—	—	351	425
Not reported	s.e.	—	—	—	0.045	0.045
	weighted n (in 1,000s)	—	—	—	380	386

—Not available.

†Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table A44. Standard errors for table 44: Average number of computer-related business services credits earned by public high school graduates, by selected characteristics, including special and protected populations status: Various years, 1982–98

		1982	1990	1992	1994	1998
Total	s.e.	0.002	0.016	0.012	0.019	0.024
	weighted n (in 1,000s)	2,607	2,505	2,174	2,213	2,617
Race/ethnicity						
American Indian/Alaska Native	s.e.	0.007	0.093	0.050	0.149	0.039
	weighted n (in 1,000s)	30	12	22	17	12
Asian/Pacific Islander	s.e.	0.007	0.025	0.046	0.030	0.026
	weighted n (in 1,000s)	38	86	88	74	92
Black, non-Hispanic	s.e.	0.008	0.035	0.023	0.040	0.056
	weighted n (in 1,000s)	293	347	254	263	356
Hispanic	s.e.	0.003	0.040	0.038	0.046	0.030
	weighted n (in 1,000s)	307	194	207	168	299
White, non-Hispanic	s.e.	0.002	0.017	0.013	0.021	0.025
	weighted n (in 1,000s)	1,913	1,778	1,596	1,564	1,852
Sex						
Male	s.e.	0.003	0.015	0.013	0.016	0.022
	weighted n (in 1,000s)	1,257	1,194	1,074	1,083	1,232
Female	s.e.	0.003	0.021	0.016	0.024	0.026
	weighted n (in 1,000s)	1,350	1,309	1,100	1,126	1,347
Disability status (grade 12)						
Has disability	s.e.	0.005	0.019	—	0.025	0.028
	weighted n (in 1,000s)	226	64	—	82	74
No indicated disability	s.e.	0.002	0.016	—	0.019	0.024
	weighted n (in 1,000s)	2,361	2,441	—	2,130	2,543
English proficiency (grade 12)						
Limited	s.e.	—	0.102	—	0.038	0.042
	weighted n (in 1,000s)	—	13	—	19	19
Proficient	s.e.	—	0.016	—	0.019	0.024
	weighted n (in 1,000s)	—	2,492	—	2,194	2,598
Grade-point average (GPA)						
High (greater than 3.5)	s.e.	0.012	0.017	0.019	0.025	0.031
	weighted n (in 1,000s)	260	258	233	307	456
Mid-level (2.0 to 3.5)	s.e.	0.002	0.017	0.013	0.020	0.024
	weighted n (in 1,000s)	1,812	1,809	1,644	1,600	1,975
Low (less than 2.0)	s.e.	0.003	0.022	0.029	0.023	0.034
	weighted n (in 1,000s)	534	438	295	306	186

See notes at end of table.

Table A44. Standard errors for table 44: Average number of computer-related business services credits earned by public high school graduates, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

		1982	1990	1992	1994	1998
Academic coursework completed						
All high	s.e.	0.023	0.024	0.025	0.034	0.042
	weighted n (in 1,000s)	31	273	308	330	386
Mid-level or mixed	s.e.	0.002	0.017	0.012	0.018	0.023
	weighted n (in 1,000s)	2,485	2,098	1,781	1,810	2,141
All low	s.e.	0.009	0.037	0.026	0.037	0.051
	weighted n (in 1,000s)	86	117	75	55	58
Grade 9 mathematics						
High (geometry or higher)	s.e.	0.004	0.022	0.028	0.031	0.033
	weighted n (in 1,000s)	205	266	280	329	534
Mid-level (prealgebra or algebra 1)	s.e.	0.003	0.019	0.013	0.021	0.026
	weighted n (in 1,000s)	1,374	1,546	1,369	1,380	1,635
Low (no or low mathematics)	s.e.	0.003	0.021	0.021	0.020	0.017
	weighted n (in 1,000s)	1,028	692	526	504	447
School urbanicity						
Urban	s.e.	0.006	—	0.022	—	0.051
	weighted n (in 1,000s)	501	—	484	—	743
Suburban	s.e.	0.002	—	0.016	—	0.028
	weighted n (in 1,000s)	1,261	—	961	—	1,028
Rural	s.e.	0.004	—	0.021	—	0.039
	weighted n (in 1,000s)	845	—	729	—	846
School poverty level						
High (greater than 50 percent in NSLP)	s.e.	—	—	—	0.046	0.059
	weighted n (in 1,000s)	—	—	—	185	240
Middle (greater than 5 to 50 percent in NSLP)	s.e.	—	—	—	0.024	0.029
	weighted n (in 1,000s)	—	—	—	1,296	1,565
Low (5 percent or less in NSLP)	s.e.	—	—	—	0.071	0.059
	weighted n (in 1,000s)	—	—	—	351	425
Not reported	s.e.	—	—	—	0.050	0.054
	weighted n (in 1,000s)	—	—	—	380	386

—Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table A45. Standard errors for table 45: Average number of computer technology credits earned by public high school graduates, by selected characteristics, including special and protected populations status: Various years, 1982–98

		1982	1990	1992	1994	1998
Total	s.e.	0.007	0.013	0.011	0.013	0.027
	weighted n (in 1,000s)	2,607	2,505	2,174	2,213	2,617
Race/ethnicity						
American Indian/Alaska Native	s.e.	0.019	0.078	0.051	0.071	0.059
	weighted n (in 1,000s)	30	12	22	17	12
Asian/Pacific Islander	s.e.	0.050	0.035	0.037	0.033	0.059
	weighted n (in 1,000s)	38	86	88	74	92
Black, non-Hispanic	s.e.	0.013	0.035	0.037	0.020	0.032
	weighted n (in 1,000s)	293	347	254	263	356
Hispanic	s.e.	0.007	0.036	0.035	0.026	0.040
	weighted n (in 1,000s)	307	194	207	168	299
White, non-Hispanic	s.e.	0.009	0.014	0.012	0.016	0.033
	weighted n (in 1,000s)	1,913	1,778	1,596	1,564	1,852
Sex						
Male	s.e.	0.011	0.015	0.015	0.015	0.026
	weighted n (in 1,000s)	1,257	1,194	1,074	1,083	1,232
Female	s.e.	0.007	0.012	0.014	0.012	0.030
	weighted n (in 1,000s)	1,350	1,309	1,100	1,126	1,347
Disability status (grade 12)						
Has disability	s.e.	0.013	0.026	—	0.020	0.031
	weighted n (in 1,000s)	226	64	—	82	74
No indicated disability	s.e.	0.007	0.013	—	0.013	0.027
	weighted n (in 1,000s)	2,361	2,441	—	2,130	2,543
English proficiency (grade 12)						
Limited	s.e.	—	0.056	—	0.040	0.054
	weighted n (in 1,000s)	—	13	—	19	19
Proficient	s.e.	—	0.013	—	0.013	0.027
	weighted n (in 1,000s)	—	2,492	—	2,194	2,598
Grade-point average (GPA)						
High (greater than 3.5)	s.e.	0.023	0.027	0.025	0.018	0.038
	weighted n (in 1,000s)	260	258	233	307	456
Mid-level (2.0 to 3.5)	s.e.	0.008	0.014	0.012	0.013	0.027
	weighted n (in 1,000s)	1,812	1,809	1,644	1,600	1,975
Low (less than 2.0)	s.e.	0.010	0.012	0.023	0.015	0.029
	weighted n (in 1,000s)	534	438	295	306	186

See notes at end of table.

Table A45. Standard errors for table 45: Average number of computer technology credits earned by public high school graduates, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

		1982	1990	1992	1994	1998
Academic coursework completed						
All high	s.e.	0.013	0.031	0.027	0.019	0.031
	weighted n (in 1,000s)	31	273	308	330	386
Mid-level or mixed	s.e.	0.007	0.012	0.012	0.014	0.030
	weighted n (in 1,000s)	2,485	2,098	1,781	1,810	2,141
All low	s.e.	0.014	0.030	0.025	0.018	0.034
	weighted n (in 1,000s)	86	117	75	55	58
Grade 9 mathematics						
High (geometry or higher)	s.e.	0.024	0.028	0.031	0.023	0.043
	weighted n (in 1,000s)	205	266	280	329	534
Mid-level (prealgebra or algebra 1)	s.e.	0.010	0.015	0.013	0.015	0.026
	weighted n (in 1,000s)	1,374	1,546	1,369	1,380	1,635
Low (no or low mathematics)	s.e.	0.007	0.016	0.015	0.011	0.030
	weighted n (in 1,000s)	1,028	692	526	504	447
School urbanicity						
Urban	s.e.	0.014	0.041	0.024	0.023	0.041
	weighted n (in 1,000s)	501	312	484	303	743
Suburban	s.e.	0.010	0.024	0.016	0.021	0.023
	weighted n (in 1,000s)	1,261	949	961	918	1,028
Rural	s.e.	0.013	0.018	0.019	0.022	0.062
	weighted n (in 1,000s)	845	1,245	729	991	846
School poverty level						
High (greater than 50 percent in NSLP)	s.e.	—	—	—	0.033	0.058
	weighted n (in 1,000s)	—	—	—	185	240
Middle (greater than 5 to 50 percent in NSLP)	s.e.	—	—	—	0.019	0.037
	weighted n (in 1,000s)	—	—	—	1,296	1,565
Low (5 percent or less in NSLP)	s.e.	—	—	—	0.040	0.020
	weighted n (in 1,000s)	—	—	—	351	425
Not reported	s.e.	—	—	—	0.021	0.045
	weighted n (in 1,000s)	—	—	—	380	386

—Not available.

#Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table A46. Standard errors for table 46: Average number of total credits earned in high school by public high school graduates, by selected characteristics, including special and protected populations status: Various years, 1982–98

		1982	1990	1992	1994	1998
Total	s.e.	0.080	0.127	0.094	0.144	0.162
	weighted n (in 1,000s)	2,607	2,505	2,174	2,213	2,617
Race/ethnicity						
American Indian/Alaska Native	s.e.	0.302	0.267	0.341	0.541	0.350
	weighted n (in 1,000s)	30	12	22	17	12
Asian/Pacific Islander	s.e.	0.215	0.236	0.202	0.256	0.195
	weighted n (in 1,000s)	38	86	88	74	92
Black, non-Hispanic	s.e.	0.159	0.255	0.312	0.132	0.250
	weighted n (in 1,000s)	293	347	254	263	356
Hispanic	s.e.	0.121	0.210	0.229	0.131	0.222
	weighted n (in 1,000s)	307	194	207	168	299
White, non-Hispanic	s.e.	0.094	0.133	0.102	0.183	0.178
	weighted n (in 1,000s)	1,913	1,778	1,596	1,564	1,852
Sex						
Male	s.e.	0.098	0.130	0.121	0.146	0.163
	weighted n (in 1,000s)	1,257	1,194	1,074	1,083	1,232
Female	s.e.	0.089	0.132	0.100	0.147	0.166
	weighted n (in 1,000s)	1,350	1,309	1,100	1,126	1,347
Disability status (grade 12)						
Has disability	s.e.	0.130	0.228	—	0.265	0.269
	weighted n (in 1,000s)	226	64	—	82	74
No indicated disability	s.e.	0.083	0.128	—	0.143	0.162
	weighted n (in 1,000s)	2,361	2,441	—	2,130	2,543
English proficiency (grade 12)						
Limited	s.e.	—	0.400	—	0.452	0.344
	weighted n (in 1,000s)	—	13	—	19	19
Proficient	s.e.	—	0.127	—	0.145	0.162
	weighted n (in 1,000s)	—	2,492	—	2,194	2,598
Grade-point average (GPA)						
High (greater than 3.5)	s.e.	0.288	0.137	0.110	0.191	0.183
	weighted n (in 1,000s)	260	258	233	307	456
Mid-level (2.0 to 3.5)	s.e.	0.084	0.127	0.103	0.142	0.157
	weighted n (in 1,000s)	1,812	1,809	1,644	1,600	1,975

See notes at end of table.

Table A46. Standard errors for table 46: Average number of total credits earned in high school by public high school graduates, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

		1982	1990	1992	1994	1998
Low (less than 2.0)	s.e.	0.120	0.167	0.163	0.169	0.167
	weighted n (in 1,000s)	534	438	295	306	186
Academic coursework completed						
All high	s.e.	0.351	0.172	0.151	0.153	0.249
	weighted n (in 1,000s)	31	273	308	330	386
Mid-level or mixed	s.e.	0.081	0.121	0.093	0.156	0.161
	weighted n (in 1,000s)	2,485	2,098	1,781	1,810	2,141
All low	s.e.	0.188	0.267	0.466	0.203	0.362
	weighted n (in 1,000s)	86	117	75	55	58
Grade 9 mathematics						
High (geometry or higher)	s.e.	0.148	0.177	0.183	0.185	0.238
	weighted n (in 1,000s)	205	266	280	329	534
Mid-level (prealgebra or algebra 1)	s.e.	0.104	0.120	0.093	0.153	0.177
	weighted n (in 1,000s)	1,374	1,546	1,369	1,380	1,635
Low (no or low mathematics)	s.e.	0.106	0.218	0.154	0.171	0.175
	weighted n (in 1,000s)	1,028	692	526	504	447
School urbanicity						
Urban	s.e.	0.157	—	0.196	—	0.356
	weighted n (in 1,000s)	501	—	484	—	743
Suburban	s.e.	0.121	—	0.110	—	0.175
	weighted n (in 1,000s)	1,261	—	961	—	1,028
Rural	s.e.	0.158	—	0.206	—	0.327
	weighted n (in 1,000s)	845	—	729	—	846
School poverty level						
High (greater than 50 percent in NSLP)	s.e.	—	—	—	0.258	0.369
	weighted n (in 1,000s)	—	—	—	185	240
Middle (greater than 5 to 50 percent in NSLP)	s.e.	—	—	—	0.168	0.238
	weighted n (in 1,000s)	—	—	—	1,296	1,565
Low (5 percent or less in NSLP)	s.e.	—	—	—	0.435	0.454
	weighted n (in 1,000s)	—	—	—	351	425
Not reported	s.e.	—	—	—	0.348	0.359
	weighted n (in 1,000s)	—	—	—	380	386

—Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table A47. Standard errors for table 47: Average number of core academic credits earned by public high school graduates, by selected characteristics, including special and protected populations status: Various years, 1982–98

		1982	1990	1992	1994	1998
Total	s.e.	0.055	0.010	0.056	0.008	0.010
	weighted n (in 1,000s)	2,607	2,505	2,174	2,213	2,617
Race/ethnicity						
American Indian/Alaska Native	s.e.	0.218	0.335	0.424	0.193	0.144
	weighted n (in 1,000s)	30	12	22	17	12
Asian/Pacific Islander	s.e.	0.158	0.150	0.190	0.210	0.112
	weighted n (in 1,000s)	38	86	88	74	92
Black, non-Hispanic	s.e.	0.123	0.140	0.172	0.082	0.137
	weighted n (in 1,000s)	293	347	254	263	356
Hispanic	s.e.	0.089	0.212	0.099	0.132	0.140
	weighted n (in 1,000s)	307	194	207	168	299
White, non-Hispanic	s.e.	0.065	0.091	0.064	0.076	0.094
	weighted n (in 1,000s)	1,913	1,778	1,596	1,564	1,852
Sex						
Male	s.e.	0.072	0.083	0.069	0.062	0.081
	weighted n (in 1,000s)	1,257	1,194	1,074	1,083	1,232
Female	s.e.	0.062	0.081	0.065	0.069	0.082
	weighted n (in 1,000s)	1,350	1,309	1,100	1,126	1,347
Disability status (grade 12)						
Has disability	s.e.	0.124	0.201	—	0.123	0.193
	weighted n (in 1,000s)	226	64	—	82	74
No indicated disability	s.e.	0.058	0.076	—	0.064	0.080
	weighted n (in 1,000s)	2,361	2,441	—	2,130	2,543
English proficiency (grade 12)						
Limited	s.e.	—	0.422	—	0.293	0.261
	weighted n (in 1,000s)	—	13	—	19	19
Proficient	s.e.	—	0.078	—	0.063	0.080
	weighted n (in 1,000s)	—	2,492	—	2,194	2,598
Grade-point average (GPA)						
High (greater than 3.5)	s.e.	0.201	0.114	0.081	0.084	0.100
	weighted n (in 1,000s)	260	258	233	307	456
Mid-level (2.0 to 3.5)	s.e.	0.060	0.087	0.064	0.063	0.082
	weighted n (in 1,000s)	1,812	1,809	1,644	1,600	1,975

See notes at end of table.

Table A47. Standard errors for table 47: Average number of core academic credits earned by public high school graduates, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

		1982	1990	1992	1994	1998
Low (less than 2.0)	s.e.	0.098	0.078	0.098	0.095	0.128
	weighted n (in 1,000s)	534	438	295	306	186
Academic coursework completed						
All high	s.e.	0.241	0.094	0.100	0.072	0.099
	weighted n (in 1,000s)	31	273	308	330	386
Mid-level or mixed	s.e.	0.056	0.075	0.055	0.069	0.080
	weighted n (in 1,000s)	2,485	2,098	1,781	1,810	2,141
All low	s.e.	0.142	0.154	0.244	0.131	0.266
	weighted n (in 1,000s)	86	117	75	55	58
Grade 9 mathematics						
High (geometry or higher)	s.e.	0.133	0.110	0.118	0.094	0.121
	weighted n (in 1,000s)	205	266	280	329	534
Mid-level (prealgebra or algebra 1)	s.e.	0.074	0.063	0.059	0.066	0.079
	weighted n (in 1,000s)	1,374	1,546	1,369	1,380	1,635
Low (no or low mathematics)	s.e.	0.076	0.134	0.082	0.091	0.120
	weighted n (in 1,000s)	1,028	692	526	504	447
School urbanicity						
Urban	s.e.	0.132	—	0.112	—	0.147
	weighted n (in 1,000s)	501	—	484	—	743
Suburban	s.e.	0.081	—	0.079	—	0.087
	weighted n (in 1,000s)	1,261	—	961	—	1,028
Rural	s.e.	0.101	—	0.118	—	0.158
	weighted n (in 1,000s)	845	—	729	—	846
School poverty level						
High (greater than 50 percent in NSLP)	s.e.	—	—	—	0.123	0.182
	weighted n (in 1,000s)	—	—	—	185	240
Middle (greater than 5 to 50 percent in NSLP)	s.e.	—	—	—	0.092	0.099
	weighted n (in 1,000s)	—	—	—	1,296	1,565
Low (5 percent or less in NSLP)	s.e.	—	—	—	0.206	0.262
	weighted n (in 1,000s)	—	—	—	351	425
Not reported	s.e.	—	—	—	0.169	0.184
	weighted n (in 1,000s)	—	—	—	380	386

—Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table A48. Standard errors for table 48: Average number of core academic credits earned by occupational concentrators, by selected characteristics, including special and protected populations status: Various years, 1982–98

		1982	1990	1992	1994	1998
Total	s.e.	0.096	0.081	0.092	0.083	0.132
	weighted n (in 1,000s)	878	696	542	562	654
Race/ethnicity						
American Indian/Alaska Native	s.e.	0.253	0.270	0.346	0.355	0.239
	weighted n (in 1,000s)	14	4	7	4	3
Asian/Pacific Islander	s.e.	0.369	0.272	0.568	0.253	0.251
	weighted n (in 1,000s)	7	14	18	11	15
Black, non-Hispanic	s.e.	0.149	0.155	0.319	0.130	0.286
	weighted n (in 1,000s)	96	95	63	76	97
Hispanic	s.e.	0.139	0.180	0.165	0.213	0.211
	weighted n (in 1,000s)	116	54	50	42	68
White, non-Hispanic	s.e.	0.120	0.098	0.090	0.100	0.128
	weighted n (in 1,000s)	634	506	401	396	469
Sex						
Male	s.e.	0.128	0.096	0.133	0.084	0.112
	weighted n (in 1,000s)	490	386	313	312	378
Female	s.e.	0.116	0.087	0.091	0.107	0.178
	weighted n (in 1,000s)	388	309	230	251	267
Disability status (grade 12)						
Has disability	s.e.	0.176	0.198	—	0.170	0.272
	weighted n (in 1,000s)	71	27	—	34	28
No indicated disability	s.e.	0.103	0.080	—	0.083	0.132
	weighted n (in 1,000s)	798	669	—	528	626
English proficiency (grade 12)						
Limited	s.e.	—	—	—	0.292	—
	weighted n (in 1,000s)	—	2	—	3	2
Proficient	s.e.	—	0.081	—	0.083	0.132
	weighted n (in 1,000s)	—	694	—	559	652
Grade-point average (GPA)						
High (greater than 3.5)	s.e.	1.023	0.181	0.235	0.165	0.133
	weighted n (in 1,000s)	47	29	25	39	68
Mid-level (2.0 to 3.5)	s.e.	0.088	0.088	0.087	0.085	0.136
	weighted n (in 1,000s)	623	505	416	426	520

See notes at end of table.

Table A48. Standard errors for table 48: Average number of core academic credits earned by occupational concentrators, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

		1982	1990	1992	1994	1998
Low (less than 2.0)	s.e.	0.131	0.104	0.185	0.135	0.138
	weighted n (in 1,000s)	208	162	101	97	65
Academic coursework completed						
All high	s.e.	—	0.152	0.159	0.142	0.169
	weighted n (in 1,000s)	—	20	25	28	55
Mid-level or mixed	s.e.	0.098	0.076	0.081	0.086	0.117
	weighted n (in 1,000s)	828	609	470	502	565
All low	s.e.	0.183	0.205	0.404	0.164	0.280
	weighted n (in 1,000s)	40	59	41	24	24
Grade 9 mathematics						
High (geometry or higher)	s.e.	0.298	0.277	0.194	0.194	0.319
	weighted n (in 1,000s)	37	32	34	40	93
Mid-level (prealgebra or algebra 1)	s.e.	0.156	0.086	0.102	0.080	0.123
	weighted n (in 1,000s)	417	392	316	337	428
Low (no or low mathematics)	s.e.	0.102	0.108	0.114	0.117	0.177
	weighted n (in 1,000s)	423	272	193	186	132
School urbanicity						
Urban	s.e.	0.163	—	0.170	—	0.322
	weighted n (in 1,000s)	154	—	104	—	171
Suburban	s.e.	0.144	—	0.107	—	0.112
	weighted n (in 1,000s)	401	—	210	—	221
Rural	s.e.	0.179	—	0.185	—	0.185
	weighted n (in 1,000s)	323	—	228	—	262
School poverty level						
High (greater than 50 percent in NSLP)	s.e.	—	—	—	0.164	0.217
	weighted n (in 1,000s)	—	—	—	56	70
Middle (greater than 5 to 50 percent in NSLP)	s.e.	—	—	—	0.124	0.173
	weighted n (in 1,000s)	—	—	—	350	420
Low (5 percent or less in NSLP)	s.e.	—	—	—	0.243	0.496
	weighted n (in 1,000s)	—	—	—	60	67
Not reported	s.e.	—	—	—	0.157	0.181
	weighted n (in 1,000s)	—	—	—	97	97

—Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table A49. Standard errors for table 49: Percentage distribution of public high school graduates who completed both an occupational concentration and college-preparatory coursework, by selected characteristics, including special and protected populations status: Various years, 1982–98

		1982	1990	1992	1994	1998
Total	s.e. weighted n (in 1,000s)	† 2,607	† 2,505	† 2,174	† 2,213	† 2,617
Race/ethnicity						
American Indian/Alaska Native	s.e. weighted n (in 1,000s)	0.58 15	0.34 69	0.19 73	0.07 96	0.10 169
Asian/Pacific Islander	s.e. weighted n (in 1,000s)	2.37 15	1.97 69	2.99 73	0.57 96	0.59 169
Black, non-Hispanic	s.e. weighted n (in 1,000s)	6.80 15	2.27 69	2.81 73	1.73 96	2.31 169
Hispanic	s.e. weighted n (in 1,000s)	5.09 15	1.70 69	3.48 73	2.68 96	1.95 169
White, non-Hispanic	s.e. weighted n (in 1,000s)	8.47 15	3.67 69	4.59 73	2.73 96	3.58 169
Sex						
Male	s.e. weighted n (in 1,000s)	8.04 15	3.39 70	3.69 73	2.03 100	1.68 169
Female	s.e. weighted n (in 1,000s)	8.04 15	3.39 70	3.69 73	2.03 100	1.68 169
Disability status (grade 12)						
Has disability	s.e. weighted n (in 1,000s)	1.26 14	0.13 70	— —	0.18 100	0.18 169
No indicated disability	s.e. weighted n (in 1,000s)	1.26 14	0.13 70	— —	0.18 100	0.18 169
English proficiency (grade 12)						
Limited	s.e. weighted n (in 1,000s)	— —	— 70	— —	0.19 100	0.09 169
Proficient	s.e. weighted n (in 1,000s)	— —	— 70	— —	0.19 100	0.09 169
Grade-point average (GPA)						
High (greater than 3.5)	s.e. weighted n (in 1,000s)	5.91 15	2.01 70	2.26 73	0.38 100	0.45 169
Mid-level (2.0 to 3.5)	s.e. weighted n (in 1,000s)	6.37 15	1.97 70	2.74 73	1.76 100	2.59 169
Low (less than 2.0)	s.e. weighted n (in 1,000s)	2.79 15	0.66 70	1.94 73	1.86 100	2.61 169

See notes at end of table.

Table A49. Standard errors for table 49: Percentage distribution of public high school graduates who completed both an occupational concentration and college-preparatory coursework, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

		1982	1990	1992	1994	1998
Academic coursework completed						
All high	s.e.	5.31	2.90	2.84	2.07	2.53
	weighted n (in 1,000s)	15	70	73	100	169
Mid-level or mixed	s.e.	5.31	2.90	2.84	2.07	2.53
	weighted n (in 1,000s)	15	70	73	100	169
All low	s.e.	—	—	—	—	—
	weighted n (in 1,000s)	15	70	73	100	169
Grade 9 mathematics						
High (geometry or higher)	s.e.	6.51	2.49	2.89	1.73	4.62
	weighted n (in 1,000s)	15	70	73	100	169
Mid-level (prealgebra or algebra 1)	s.e.	6.58	2.68	3.08	1.72	4.44
	weighted n (in 1,000s)	15	70	73	100	169
Low (no or low mathematics)	s.e.	1.09	1.79	1.01	0.60	0.48
	weighted n (in 1,000s)	15	70	73	100	169
School urbanicity						
Urban	s.e.	7.60	4.27	4.81	2.67	5.30
	weighted n (in 1,000s)	15	70	73	100	169
Suburban	s.e.	9.39	6.37	4.31	4.59	4.61
	weighted n (in 1,000s)	15	70	73	100	169
Rural	s.e.	8.37	6.04	3.92	3.84	5.34
	weighted n (in 1,000s)	15	70	73	100	169
School poverty level						
High (greater than 50 percent in NSLP)	s.e.	—	—	—	2.29	2.48
	weighted n (in 1,000s)	—	—	—	100	169
Middle (greater than 5 to 50 percent in NSLP)	s.e.	—	—	—	5.21	5.14
	weighted n (in 1,000s)	—	—	—	100	169
Low (5 percent or less in NSLP)	s.e.	—	—	—	4.88	3.24
	weighted n (in 1,000s)	—	—	—	100	169
Not reported	s.e.	—	—	—	3.84	3.98
	weighted n (in 1,000s)	—	—	—	100	169

—Not available.

†Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table A50. Standard errors for table 50: Percentage of public high school graduates who completed high-level mathematics courses in grade 9, by selected characteristics, including special and protected populations status: Various years, 1982–98

		1982	1990	1992	1994	1998
Total	s.e.	0.48	0.78	0.69	0.96	1.14
	weighted n (in 1,000s)	2,607	2,505	2,174	2,213	2,617
Race/ethnicity						
American Indian/Alaska Native	s.e.	2.19	4.56	1.35	3.04	4.38
	weighted n (in 1,000s)	30	12	22	17	12
Asian/Pacific Islander	s.e.	2.60	2.63	2.21	2.74	3.88
	weighted n (in 1,000s)	38	86	88	74	92
Black, non-Hispanic	s.e.	0.55	1.09	1.74	0.75	1.93
	weighted n (in 1,000s)	293	347	254	263	356
Hispanic	s.e.	0.47	1.17	1.89	1.56	1.32
	weighted n (in 1,000s)	307	194	207	168	299
White, non-Hispanic	s.e.	0.59	0.86	0.83	1.12	1.33
	weighted n (in 1,000s)	1,913	1,778	1,596	1,564	1,852
Sex						
Male	s.e.	0.58	0.84	0.70	1.00	0.99
	weighted n (in 1,000s)	1,257	1,194	1,074	1,083	1,232
Female	s.e.	0.59	0.81	1.00	1.01	1.23
	weighted n (in 1,000s)	1,350	1,309	1,100	1,126	1,347
Disability status (grade 12)						
Has disability	s.e.	1.09	0.42	—	1.28	0.93
	weighted n (in 1,000s)	226	64	—	82	74
No indicated disability	s.e.	0.51	0.79	—	0.99	1.16
	weighted n (in 1,000s)	2,361	2,441	—	2,130	2,543
English proficiency (grade 12)						
Limited	s.e.	—	2.77	—	2.00	1.33
	weighted n (in 1,000s)	—	13	—	19	19
Proficient	s.e.	—	0.78	—	0.97	1.15
	weighted n (in 1,000s)	—	2,492	—	2,194	2,598
Grade-point average (GPA)						
High (greater than 3.5)	s.e.	2.10	3.34	2.50	2.22	2.32
	weighted n (in 1,000s)	260	258	233	307	456
Mid-level (2.0 to 3.5)	s.e.	0.51	0.67	0.74	0.97	1.06
	weighted n (in 1,000s)	1,812	1,809	1,644	1,600	1,975
Low (less than 2.0)	s.e.	0.52	0.68	0.33	0.45	0.80
	weighted n (in 1,000s)	534	438	295	306	186

See notes at end of table.

Table A50. Standard errors for table 50: Percentage of public high school graduates who completed high-level mathematics courses in grade 9, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

		1982	1990	1992	1994	1998
Academic coursework completed						
All high	s.e.	3.42	2.86	2.42	2.10	3.35
	weighted n (in 1,000s)	114	273	308	330	386
Mid-level or mixed	s.e.	0.46	0.82	0.47	0.87	1.00
	weighted n (in 1,000s)	2,403	2,098	1,781	1,810	2,141
All low	s.e.	—	—	—	—	1.99
	weighted n (in 1,000s)	86	117	75	55	58
Grade 9 mathematics						
High (geometry or higher)	s.e.	—	—	—	—	—
	weighted n (in 1,000s)	205	266	280	329	534
Mid-level (prealgebra or algebra 1)	s.e.	—	—	—	—	—
	weighted n (in 1,000s)	1,374	1,546	1,369	1,380	1,635
Low (no or low mathematics)	s.e.	—	—	—	—	—
	weighted n (in 1,000s)	1,028	692	526	504	447
School urbanicity						
Urban	s.e.	1.03	2.94	1.83	0.93	2.17
	weighted n (in 1,000s)	501	312	484	303	743
Suburban	s.e.	0.76	0.91	0.98	1.90	1.40
	weighted n (in 1,000s)	1,261	949	961	918	1,028
Rural	s.e.	0.72	1.16	1.00	1.06	1.65
	weighted n (in 1,000s)	845	1,245	729	991	846
School poverty level						
High (greater than 50 percent in NSLP)	s.e.	—	—	—	2.04	1.81
	weighted n (in 1,000s)	—	—	—	185	240
Middle (greater than 5 to 50 percent in NSLP)	s.e.	—	—	—	1.17	1.48
	weighted n (in 1,000s)	—	—	—	1,296	1,565
Low (5 percent or less in NSLP)	s.e.	—	—	—	3.33	1.81
	weighted n (in 1,000s)	—	—	—	351	425
Not reported	s.e.	—	—	—	1.68	3.96
	weighted n (in 1,000s)	—	—	—	380	386

—Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table A51. Standard errors for table 51: Percentage of occupational concentrators who completed high-level mathematics courses in grade 9, by selected characteristics, including special and protected populations status: Various years, 1982–98

		1982	1990	1992	1994	1998
Total	s.e.	0.52	0.69	0.64	0.62	1.78
	weighted n (in 1,000s)	878	696	542	562	654
Race/ethnicity						
American Indian/Alaska Native	s.e.	—	4.22	—	1.26	5.93
	weighted n (in 1,000s)	14	4	7	4	3
Asian/Pacific Islander	s.e.	5.23	3.04	2.91	3.24	6.40
	weighted n (in 1,000s)	7	14	18	11	15
Black, non-Hispanic	s.e.	0.65	1.78	1.62	1.24	5.26
	weighted n (in 1,000s)	96	95	63	76	97
Hispanic	s.e.	0.67	1.22	1.58	0.97	4.01
	weighted n (in 1,000s)	116	54	50	42	68
White, non-Hispanic	s.e.	0.66	0.72	0.78	0.71	1.25
	weighted n (in 1,000s)	634	506	401	396	469
Sex						
Male	s.e.	0.64	0.71	0.88	0.89	1.27
	weighted n (in 1,000s)	490	386	313	312	378
Female	s.e.	0.79	0.84	0.82	0.68	2.74
	weighted n (in 1,000s)	388	309	230	251	267
Disability status (grade 12)						
Has disability	s.e.	1.74	0.81	—	1.53	1.58
	weighted n (in 1,000s)	71	27	—	34	28
No indicated disability	s.e.	0.53	0.69	—	0.63	1.86
	weighted n (in 1,000s)	798	669	—	528	626
English proficiency (grade 12)						
Limited	s.e.	—	—	—	1.30	—
	weighted n (in 1,000s)	—	2	—	3	2
Proficient	s.e.	—	0.69	—	0.62	1.79
	weighted n (in 1,000s)	—	694	—	559	652
Grade-point average (GPA)						
High (greater than 3.5)	s.e.	4.06	5.05	4.59	3.20	4.08
	weighted n (in 1,000s)	47	29	25	39	68
Mid-level (2.0 to 3.5)	s.e.	0.56	0.72	0.71	0.73	1.82
	weighted n (in 1,000s)	623	505	416	426	520
Low (less than 2.0)	s.e.	0.65	0.66	0.74	0.49	1.19
	weighted n (in 1,000s)	208	162	101	97	65

See notes at end of table.

Table A51. Standard errors for table 51: Percentage of occupational concentrators who completed high-level mathematics courses in grade 9, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

		1982	1990	1992	1994	1998
Academic coursework completed						
All high	s.e.	—	6.95	5.02	4.56	5.03
	weighted n (in 1,000s)	7	20	25	28	55
Mid-level or mixed	s.e.	0.54	0.75	0.66	0.58	1.56
	weighted n (in 1,000s)	828	609	470	502	565
All low	s.e.	—	—	—	—	3.42
	weighted n (in 1,000s)	40	59	41	24	24
Grade 9 mathematics						
High (geometry or higher)	s.e.	—	—	—	—	—
	weighted n (in 1,000s)	37	32	34	40	93
Mid-level (prealgebra or algebra 1)	s.e.	—	—	—	—	—
	weighted n (in 1,000s)	417	392	316	337	428
Low (no or low mathematics)	s.e.	—	—	—	—	—
	weighted n (in 1,000s)	423	272	193	186	132
School urbanicity						
Urban	s.e.	1.20	2.69	1.29	1.20	5.31
	weighted n (in 1,000s)	154	81	104	63	171
Suburban	s.e.	0.84	1.16	1.00	1.21	1.96
	weighted n (in 1,000s)	401	214	210	183	221
Rural	s.e.	0.78	0.99	1.06	0.76	1.28
	weighted n (in 1,000s)	323	400	228	316	262
School poverty level						
High (greater than 50 percent in NSLP)	s.e.	—	—	—	1.49	1.97
	weighted n (in 1,000s)	—	—	—	56	70
Middle (greater than 5 to 50 percent in NSLP)	s.e.	—	—	—	0.85	2.50
	weighted n (in 1,000s)	—	—	—	350	420
Low (5 percent or less in NSLP)	s.e.	—	—	—	3.13	1.97
	weighted n (in 1,000s)	—	—	—	60	67
Not reported	s.e.	—	—	—	1.03	4.49
	weighted n (in 1,000s)	—	—	—	97	97

—Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

Table A52. Standard errors for table 52: Percentage of high school graduates earning 3.0 or more occupational credits who met the New Basics core academic requirements, by selected characteristics, including special and protected populations status: Various years, 1982–98

		1982	1990	1992	1994	1998
Total	s.e.	0.58	1.86	1.28	1.84	3.13
	weighted n (in 1,000s)	1,205	1,076	918	928	1,147
Race/ethnicity						
American Indian/Alaska Native	s.e.	3.84	6.00	5.94	6.45	5.92
	weighted n (in 1,000s)	18	6	13	7	5
Asian/Pacific Islander	s.e.	3.63	4.50	5.89	4.19	5.23
	weighted n (in 1,000s)	12	27	34	23	31
Black, non-Hispanic	s.e.	1.45	4.40	3.29	3.07	6.27
	weighted n (in 1,000s)	130	151	106	121	168
Hispanic	s.e.	0.84	3.13	3.60	5.89	3.35
	weighted n (in 1,000s)	160	83	91	71	132
White, non-Hispanic	s.e.	0.72	1.91	1.50	2.10	3.34
	weighted n (in 1,000s)	872	774	671	655	809
Sex						
Male	s.e.	0.76	1.99	1.61	1.96	3.12
	weighted n (in 1,000s)	662	589	515	503	619
Female	s.e.	0.77	1.91	1.66	1.97	3.37
	weighted n (in 1,000s)	543	487	403	424	514
Disability status (grade 12)						
Has disability	s.e.	1.56	2.41	—	2.48	4.92
	weighted n (in 1,000s)	99	38	—	47	43
No indicated disability	s.e.	0.62	1.87	—	1.90	3.14
	weighted n (in 1,000s)	1,097	1,038	—	881	1,104
English proficiency (grade 12)						
Limited	s.e.	—	—	—	9.61	8.68
	weighted n (in 1,000s)	—	—	—	6	5
Proficient	s.e.	—	1.86	—	1.85	3.14
	weighted n (in 1,000s)	—	1,074	—	922	1,142
Grade-point average (GPA)						
High (greater than 3.5)	s.e.	3.43	4.02	3.25	3.46	2.93
	weighted n (in 1,000s)	71	56	53	73	131
Mid-level (2.0 to 3.5)	s.e.	0.66	1.90	1.36	1.95	3.15
	weighted n (in 1,000s)	847	778	701	689	911

See notes at end of table.

Table A52. Standard errors for table 52: Percentage of high school graduates earning 3.0 or more occupational credits who met the New Basics core academic requirements, by selected characteristics, including special and protected populations status: Various years, 1982–98—Continued

		1982	1990	1992	1994	1998
Low (less than 2.0)	s.e.	0.81	1.99	2.57	2.15	4.55
	weighted n (in 1,000s)	287	242	164	166	105
Academic coursework completed						
All high	s.e.	8.06	3.31	3.41	2.10	3.19
	weighted n (in 1,000s)	15	43	56	61	102
Mid-level or mixed	s.e.	0.60	1.84	1.35	1.86	3.17
	weighted n (in 1,000s)	1,134	944	798	821	992
All low	s.e.	—	1.46	1.82	2.18	2.61
	weighted n (in 1,000s)	53	78	55	36	38
Grade 9 mathematics						
High (geometry or higher)	s.e.	3.37	4.76	3.48	3.22	3.90
	weighted n (in 1,000s)	60	59	68	76	177
Mid-level (prealgebra or algebra 1)	s.e.	0.85	2.00	1.59	1.93	3.37
	weighted n (in 1,000s)	591	632	560	576	748
Low (no or low mathematics)	s.e.	0.64	1.97	1.23	2.15	2.95
	weighted n (in 1,000s)	554	384	290	276	222
School urbanicity						
Urban	s.e.	1.07	4.55	2.82	5.49	5.43
	weighted n (in 1,000s)	213	122	189	101	284
Suburban	s.e.	0.98	2.45	2.04	2.52	2.89
	weighted n (in 1,000s)	556	343	358	325	407
Rural	s.e.	0.88	2.49	2.11	2.73	5.84
	weighted n (in 1,000s)	436	611	371	502	456
School poverty level						
High (greater than 50 percent in NSLP)	s.e.	—	—	—	4.40	7.46
	weighted n (in 1,000s)	—	—	—	84	129
Middle (greater than 5 to 50 percent in NSLP)	s.e.	—	—	—	2.60	3.95
	weighted n (in 1,000s)	—	—	—	572	716
Low (5 percent or less in NSLP)	s.e.	—	—	—	4.96	9.32
	weighted n (in 1,000s)	—	—	—	105	127
Not reported	s.e.	—	—	—	3.34	5.77
	weighted n (in 1,000s)	—	—	—	168	174

—Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and High School Transcript Studies (HSTS), 1990, 1994, and 1998.

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Appendix B—Glossary

Academic subjects: The high school academic curriculum is divided into the main subject areas listed below, corresponding to the 1998 revised Secondary School Taxonomy categories (Bradby and Hoachlander 1999). The examples given are not exhaustive of the courses included in each subject area.

Mathematics: Includes courses in general mathematics, consumer mathematics, pre-algebra, algebra 1, geometry, algebra 2 and 3, trigonometry, analytical geometry, mathematical analysis, precalculus, calculus, Advanced Placement (AP) calculus, International Baccalaureate (IB) mathematics, probability and statistics, unified mathematics (an integrated course sequence usually taught over 2 or 3 years), and occupationally related mathematics.

Science: Includes courses in survey science, biological science (including biology and some specialized courses such as botany, zoology, and anatomy and physiology), chemistry, physics, earth science, physical science, and engineering.

English: Includes survey courses (including language skills courses and English 9–12), as well as courses in literature, composition and writing, speech, and English as a Second Language.

Social studies: Includes courses in U.S. history, world history, government and politics, economics, behavioral sciences (including psychology and sociology), geography, social studies, American studies, area studies, women’s studies, law, anthropology, and philosophy.

Fine arts: Includes courses in visual arts, music, dance, and theater arts.

Foreign (non-English) languages: Includes courses in Spanish, French, German, Latin, Italian, and other non-English languages and literatures.

Academic coursework completed: This variable describes whether students completed all low- or all high-level mathematics, science, and English coursework in high school, or some other combination of coursework (either mid-level or mixed coursework) in these subjects, according to the following definitions.

Low-level mathematics: Includes no mathematics; remedial mathematics; general, basic or consumer mathematics; technical or vocational mathematics; pre-algebra; algebra 1 taught over the course of 2 academic years; and informal geometry; but no higher mathematics.

Low-level science: Includes no science, remedial science, physical science, earth science, unified science, astronomy, geology, environmental science, oceanography, general physics, basic biology 1, and consumer or introductory chemistry, but no higher science.

Low-level English: Includes at least some below-grade or low academic level English courses.

High-level mathematics: Includes algebra 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus.

High-level science: Includes chemistry 1 and 2 and physics 1 and 2.

High-level English: Includes at least some honors-level English courses.

Advanced concentrator: Graduate earning 3.0 or more credits in high school in one of the 10 broad occupational program areas listed under **occupational programs**, with at least 1.0 credit in a second- or higher-level or cooperative education course in that program area.

Carnegie unit: A standard of measurement used for secondary or high school education that represents the completion of a course that meets one period per day for 1 year. See **credit**.

College-preparatory coursework: Public high school graduates were classified as completing college-preparatory coursework if they completed 4.0 credits in English; 3.0 credits in mathematics at the algebra 1 level or higher; 2.0 credits in biology, chemistry, and/or physics; 2.0 credits in social studies with at least 1.0 credit in U.S. or world history; and 2.0 credits in a single foreign (non-English) language during high school.

Core academic subjects: Includes coursework in mathematics, science, English and social studies, as defined under **academic subjects**.

Credit: Term used in place of a “Carnegie unit” to represent the completion of a course that meets one period per day for 1 year. See **Carnegie unit**.

Disability status (grade 12): Indicates whether or not a student was reported (by the student in 1982 and by school staff in 1990, 1994, and 1998) to have a physical or educational disability in grade 12.

English proficiency (grade 12): Indicates whether a student was reported by school staff to be limited English proficient or English proficient in grade 12.

Family and consumer sciences education: Consists of courses intended to prepare students for roles outside the paid labor market, including home economics, child development, foods and nutrition, and clothing. Home economics-related courses that prepare students for the paid labor market are included under **occupational education**, in the **child care and education**, **food service and hospitality**, and **personal and other services** program areas.

General labor market preparation: Consists of courses that teach general employment skills but do not have as their primary objective preparing students for paid employment in a specific field. These courses include typewriting, word processing, industrial arts, career exploration, general work experience, and technology education.

Grade 9 mathematics: Students were classified into the following three categories according to the highest-level mathematics course they took in grade 9.

High: Includes geometry, algebra 2 and 3, trigonometry, analytical geometry, linear algebra, probability, statistics, precalculus, introduction to analysis, and calculus.

Mid-level: Includes prealgebra and algebra 1.

Low: Includes no mathematics, remedial mathematics; general, basic, or consumer mathematics; and technical or vocational mathematics; but no higher mathematics.

Grade-point average (GPA): GPA was calculated for all courses that graduates took during high school and was based on the grades recorded on student transcripts.

National School Lunch Program (NSLP): A federal program that provides free or reduced-price lunches to students based on household income.

New Basics core academic requirements: The publication, *A Nation at Risk* (National Commission on Excellence in Education 1983), recommended that high school graduation requirements be strengthened, and that, at a minimum, all students take 4 years of English; 3 years each of mathematics, science, social studies; and one-half year of computer science. The “core aca-

demographic requirements” referred to in this report include the recommendations for English, mathematics, science, and social studies.

Occupational concentrator: Graduate earning 3.0 or more credits in high school in one of the 10 broad occupational program areas listed under **occupational programs**. In some cases, the report also examines trends in concentrating (earning 3.0 or more credits) in the 18 narrow occupational program areas listed under **occupational programs**.

Occupational education: Also called **specific labor market preparation**, consists of courses that teach skills and provide information required in a particular occupation or cluster of occupations. Courses are organized into 10 broad and 18 narrow occupational program areas. See **occupational programs**.

Occupational programs: The 1998 Secondary School Taxonomy organizes high school occupational programs into the following 10 broad and 18 narrow program areas. The examples given are not exhaustive of the courses offered in each area. See also figure 1.

Agriculture (and renewable resources): Includes courses in agricultural mechanics, horticulture, animal sciences, and environmental management.

Business: Includes the following two narrow program areas of business services and business management:

Business services: Includes courses in bookkeeping, accounting, data entry, secretarial administration, and office procedures.

Business management: Includes courses in business and management and in banking and finance.

Marketing: Includes courses related to the selling and distribution of goods and services, including distributive education, distribution and marketing, fashion merchandising, and entrepreneurship.

Health care: Includes courses intended to prepare students for careers in the health professions, such as health occupations, dental assistant, medical laboratory technologies, and practical nursing.

Protective services (and public services): Includes courses in criminal justice, fire protection, public administration, and social work.

Technology: Includes the following three narrow program areas of computer technology, communications technology, and other technology:

Computer technology: Includes coursework in computer applications, computer programming, data processing, computer science and systems, and computer mathematics.

Communications technology: Includes coursework in broadcast management, film making, and radio and television production.

Other technology: Includes coursework in electronic technology, industrial production technology, chemical technology, and engineering technologies.

Trade and industry: Includes the following four narrow program areas of construction, mechanics and repair, precision production, and transportation:

Construction: Includes coursework in electricity, masonry, carpentry, plumbing, and building construction.

Mechanics and repair: Includes coursework in industrial mechanics, radio and TV repair, air conditioning and heating, power mechanics, auto mechanics, and aviation powerplant.

Precision production: Includes the following three narrow program areas of print production, materials production, and other precision production:

Print production: Includes coursework in drafting, graphics, and printing.

Materials production: Includes coursework in metals, plastics, and woodworking.

Other precision production: Includes coursework in electronics, leatherwork, meatcutting, and commercial photography.

Transportation: Includes coursework in aeronautics, aviation technology, marine mechanics, transportation technology, and vehicle and equipment operation.

Food service and hospitality: Includes coursework in food marketing/distribution, hospitality, culinary arts, and hotel management.

Child care and education: Includes coursework in child care services, child development, education, and library science.

Personal and other services: Includes coursework in cosmetology, building and grounds maintenance, clothing and textiles, housing and interior design, and home economics occupations.

Race/ethnicity: Classification indicating general racial or ethnic heritage based on self-identification:

American Indian/Alaska Native: A person having origins in any of the peoples of North America and maintaining cultural identification through tribal affiliation or community recognition.

Asian/Pacific Islander: A person having origins in any of the peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands including, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

Non-Hispanic Black: A person having origins in any of the black racial groups in Africa, excluding persons of Hispanic origin. For simplicity's sake, persons in this group are referred to as Blacks in this report.

Non-Hispanic White: A person having origins in any of the peoples of Europe, North Africa, or the Middle East, excluding persons of Hispanic origin. For simplicity's sake, persons in this group are referred to as Whites in this report.

School poverty: Students were classified into the following categories according to the percentage of students who participated in the **National School Lunch Program** (NSLP) at their 12th-grade school.

High: Greater than 50 percent of students participated in the NSLP at the 12th-grade school.

Middle: Greater than 5 to 50 percent of students participated in the NSLP at the 12th-grade school.

Low: 5 percent or fewer of students participated in the NSLP at the 12th-grade school.

Not reported: The 12th-grade school did not report the percentage of students who participated in the NSLP.

School urbanicity: Students were classified according to the location of their 12th-grade school, based on the following definitions derived from U.S. Census Bureau classifications.

Urban: A school was located in the central city of a Consolidated Metropolitan Statistical Area (CMSA) or Metropolitan Statistical Area (MSA), regardless of the size of the city.

Suburban: A school was located in a CMSA or MSA or a large or mid-size city and defined as urban fringe by the Census Bureau; or in an incorporated place or Census-designated place with a population greater than 25,000 and located outside a CMSA or MSA.

Rural: A school was located in an incorporated place or Census-designated place with a population less than 25,000 and located outside a CMSA or MSA; or in a “non-place” territory outside a CMSA or MSA and defined as rural by the Census Bureau.

Specific labor market preparation: Also called **occupational education**, consists of courses that teach skills and provide information required in a particular occupation or cluster of occupations. Courses are organized into 10 broad and 18 narrow occupational program areas. See **occupational programs**.

Vocational/technical education: Organized educational programs, services, and activities that are directly related to the preparation of individuals for paid or unpaid employment or for additional preparation for a career that requires other than a bachelor’s or an advanced degree. This publication refers to the following three types of vocational education at the high school level: **family and consumer sciences education**, **general labor market preparation**, and **specific labor market preparation** or **occupational education**.

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Appendix C—Technical Notes and Methodology

Sources of Data

The data for this report came from five studies conducted by NCES between 1982 and 1998. These studies include the High School and Beyond (HS&B) Sophomore Cohort, First Follow-up Survey and High School Transcript Study, 1982; the National Education Longitudinal Study of 1988 (NELS:88), Second Follow-up Survey and High School Transcript Study, 1992; and the High School Transcript Studies (HSTS) of 1990, 1994, and 1998 that were conducted as part of the National Assessment of Educational Progress (NAEP).

For all transcripts and samples used in this report, a course identification code number, based on the Classification of Secondary School Courses (CSSC), was assigned to each course taken by a student. *The 1998 Revision of the Secondary Schools Taxonomy* (Bradby and Hoachlander 1999) further classified these CSSC codes. This taxonomy served to standardize all transcript data included in the analysis.

The analysis sample from each transcript study was restricted to the subset of students who were public high school graduates and who had a complete set of transcripts. A complete transcript was defined as one that recorded 16 or more total credits (Carnegie units), with a positive, non-zero number of credits completed in English.

One additional step was taken to ensure that the analysis samples were comparable across the five trend years. This was necessary because the HS&B and NELS studies excluded students with the most severe disabilities, where it was determined by school staff that these students were unable to complete the lengthy student questionnaires that were a part of these longitudinal studies. In order to ensure comparability, graduates with special education diplomas were excluded from the HSTS samples. This procedure was first determined by Gifford et al. (1989) and then again by Tuma (1996) to produce comparable samples across HS&B, NELS, and HSTS. Thus, the samples used for this trend analysis were consistent with the population of public high graduates, including students with disabilities, who earned regular or honors diplomas in each of the study years. This restriction is consistent with NCES reports on high school vocational/technical coursetaking published over the last decade and is consistent with NCES procedures for transcript studies (Alt and Bradby 1999).

In addition, there may be some minor coding differences between NELS and the other transcript data that may affect the data for 1992. NCES plans to study this issue. The following section provides a brief description of each study.

High School and Beyond

The High School and Beyond (HS&B) longitudinal survey was first administered in 1980 to a stratified, nationally representative sample of approximately 30,000 high school sophomores and 28,000 high school seniors from more than 1,000 high schools. Follow-up surveys were administered in 1982, 1984, 1986, and 1992. This report focused on the sophomore cohort from the First Follow-up Survey conducted in 1982. For purposes of this report, the analysis sample was limited to public high school students using the variable HSTYPE. This group was reduced further by including only high school graduates, defined by using a composite of graduation status variables RESNLEFT, FUSTTYPE, and SY12 from the Transcript, First Follow-up and Second Follow-up surveys, respectively.

The First Follow-up and High School Transcript Study were used to examine coursetaking patterns. The analysis sample included 9,598 public high school sophomores who graduated in 1982 and had complete transcripts available. Standard errors were computed using the Taylor series approximation method. More information on the First Follow-up and Transcript data files can be found in *High School and Beyond, 1980 Sophomore Cohort, First Follow-Up (1982), Data File User's Manual* (Jones et al. 1983) and *High School and Beyond Transcripts Survey (1982), Data File User's Manual* (Jones et al. 1984).

National Education Longitudinal Study of 1988

The National Education Longitudinal Study of 1988 (NELS:88) is another major longitudinal study sponsored by NCES. The Base Year Survey was administered to about 24,000 8th-graders in more than 1,000 schools with an 8th-grade class. The First, Second, Third, and Fourth Follow-ups revisited the same sample of students in 1990, 1992, 1994, and 2000, when most of the 1988 8th-graders were in the 10th grade, 12th grade, and then 2 and 6 years after they graduated from high school. Unlike HS&B, for each in-school follow-up (that is, 1990 and 1992), the student sample was “freshened” to obtain a representative, cross-sectional grade-cohort sample (that is, 10th graders in 1990 and 12th graders in 1992). In addition, as a part of the Second Follow-up Survey, high school transcripts were collected for the members of the 12th-grade cohort in the fall of 1992.

The report used the Second Follow-up Survey and High School Transcript Study to examine coursetaking patterns. Transcript data were available for about 17,200 students. For purposes of this report, the analysis sample was limited to public high school students using G12CTRL2. This group was reduced further by including only high school graduates using the variable F2RREAS1. The analysis sample included 11,788 public high school students who graduated in 1992 and had complete transcripts available. Standard errors were computed using the Taylor series approximation method. For more information on the Second Follow-up Survey of NELS:88, see *Second Follow-up: Transcript Component Data File User's Manual* (Ingels et al. 1995).

High School Transcript Studies of 1990, 1994, and 1998

This report used three national transcript studies conducted in 1990, 1994, and 1998 as part of the congressionally mandated NAEP, funded by the Office of Educational Research and Improvement (OERI), U.S. Department of Education, and conducted by NCES. The overall goal of NAEP is to determine the nation's progress in education. Conducted in association with NAEP, the High School Transcript Studies (HSTS) provided coursetaking and demographic information for a stratified, nationally representative sample of high school seniors. The 1990 transcript file included the high school transcripts of 21,531 seniors from about 330 schools, while the 1994 transcript file included the high school transcripts of 24,844 seniors from 340 schools. The 1998 HSTS collected transcript data from 25,422 seniors in 264 high schools. Like HS&B and NELS:88, the availability of complete high school transcripts and students' graduation status defined the NAEP student samples included in this report. The analysis sample was limited to public high school students using the variable STYPE. This group was reduced further by including only high school graduates with regular or honors diplomas using the variable EXSTAT.

The final analysis samples were 16,507 for 1990; 23,706 for 1994; and 23,176 for 1998. Standard errors were computed using the jackknife replication method. For further information about NAEP High School Transcript Studies, see *The 1998 High School Transcript Study User's Guide and Technical Report* (Roey et al. 2001a); and *The 1998 High School Transcript Study Tabulations: Comparative Data on Credits Earned and Demographics for 1998, 1994, 1990, 1987, and 1982 High School Graduates* (Roey et al. 2001b).

Description of Key Population Variables

For each data set described above, variables were constructed to classify graduates according to their special and protected population status. When a comparable variable could not be constructed for a particular data set, the variable was not reported for the data set and “not avail-

able” was inserted in the tables in the appropriate places. Procedures used to construct each key population variable are described below.

Race/ethnicity—Variables used included RACE (HS&B); F2RACE1 (NELS:88); and DRVDRACE (HSTS 1990, 1994, 1998).

Sex—Variables used included SEX (HS&B); F2SEX (NELS:88); and SEX (HSTS 1990, 1994, 1998).

Disability status (grade 12)—For HS&B, disability status was constructed from a number of student-reported items. Construction of a disability status variable for NELS:88 based on similar parent-reported items produced a noncomparable variable, which was dropped from the analysis. For the HSTS data sets, HCFLAG was used, which was derived from school-reported information.

English proficiency (grade 12)—Variables used included LEP (HSTS 1990); QLEP (HSTS 1994); and Q02 (HSTS 1998), which were based on school-reported information. Comparable variables were not available for HS&B and NELS:88.

Grade-point average (GPA)—This variable indicates the GPA for all courses that graduates took during high school. It was calculated directly from transcript grades for HS&B and NELS. The variable GPA_C was used for the HSTS data sets.

Academic coursework completed—This variable was constructed based on the mathematics, science, and English courses with greater than 0.0 credits listed on students’ transcripts. The “low” and “high” categories described in the glossary under “academic coursework completed” were based on variables constructed to place students in different levels of an academic “pipeline.” These pipelines organize courses in each subject based on the normal progression and difficulty of courses within that subject area (see Levesque 2003).

Grade 9 mathematics—As described in the glossary, this variable was constructed based on the highest mathematics course for which a student received greater than 0.0 credits in grade 9.

School urbanicity—Variables used included SCHURB (HS&B); G12URBAN3 (NELS:88); and URBAN (HSTS 1998). Comparable variables were not available for HSTS 1990 and 1994.

Percent in school lunch program—Variables used to construct this measure of school poverty included Q29 (HSTS 1994) and Q46 (HSTS 1998). Comparable variables were not available for HS&B, NELS:88, and HSTS 1990.

Accuracy of Estimates

The estimates in this report are derived from a sample and subject to two broad classes of error—nonsampling errors and sampling errors. Nonsampling errors occur not only in sample surveys but also in complete censuses of entire populations. Nonsampling errors can be attributed to a number of factors: inability to obtain complete information about all students in all institutions in the sample (some students or institutions refused to participate, or students or school staff participated but answered only certain items); ambiguous definitions; differences in interpreting questions; inability or unwillingness to give correct information; mistakes in recording or coding data; and other errors of collecting, processing, and sampling data. Although nonsampling errors due to questionnaire and item nonresponse can be reduced somewhat by adjusting sample weights, correcting all the forms of nonsampling errors that may be operating, or gauging the effects of these errors, is usually difficult.

Sampling errors occur because observations are made only on samples of students, not on entire populations. Surveys of population universes are not subject to sampling errors. Estimates based on a sample will differ somewhat from those that would have been obtained by a complete census of the relevant population using the same survey instruments, instructions, and procedures. The standard error is a measure of the variability due to sampling when estimating statistics. Standard errors can be used as a measure of the precision expected from a particular sample. If all possible samples were surveyed under similar conditions, intervals of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the true population parameter being estimated in about 95 percent of the samples. In addition, the standard errors for two sample statistics can be used to estimate the precision of the estimate of the difference between the two statistics and to help determine whether the difference based on the sample is large enough so that it can be assumed to represent a difference in the population.

Because HS&B, NELS:88, and NAEP data were collected using complex sampling designs, the standard errors of the estimates from these surveys are typically different than would be expected if the sample had been a simple random sample and the observations were independent and identically distributed random variables. Not taking the complex sample design into account can lead to an underestimate of the sampling variance associated with an estimate. In order to generate accurate standard errors for the statistics reported in this study, the Taylor series approximation method and jackknife replication methods were used. In particular, standard errors

of estimates from the HS&B and NELS:88 data were computed using the Taylor series approximation and standard errors of estimates from the HSTS 1990, 1994, and 1998 data were computed using the jackknife replication method. For more information about these methods see Wolter (1985).

Statistical Procedures

The comparisons in the text have all been tested for statistical significance to ensure that differences are larger than those that might be expected due to sampling variance. Two types of statistical tests have been used and reported in the text.

Testing the difference between two means or percentages. The Student's t statistic was used to test the likelihood that the differences between two independent percentages were larger than would be expected due to sampling error. The Student's t values can be computed for comparisons using the estimates in the report's tables with the following formula:

$$t = \frac{E_1 - E_2}{\sqrt{(se_1)^2 + (se_2)^2}} \quad (1)$$

where E_1 and E_2 are the estimates to be compared and se_1 and se_2 are their corresponding standard errors. This formula is valid only for independent estimates. When the estimates are not independent (for example, when comparing estimates that are parts of a percentage distribution), a covariance term must be added to the denominator of the t -test formula. Because the actual covariances were not known, it was assumed that the estimates were perfectly negatively correlated. Consequently, $2*(se_1*se_2)$ was added within the square root of the denominator of the t -test formula for dependent estimates.

Testing the difference between differences. Another statistical test used in this report assessed the difference between two difference estimates. For example, to test whether the gap between males and females in a specific year (for example, 1982) differed significantly from the gap between these two groups in another year (for example, 1998), a test of the difference between differences was performed using the following formula:

$$t = (E_{11} - E_{21}) - (E_{12} - E_{22}) / \sqrt{\{(se_{11}^2 + se_{21}^2) + (se_{12}^2 + se_{22}^2)\}} \quad (2)$$

where E_{11} and E_{21} are the estimates for the two comparison groups at time 1 (e.g., $E_{11} - E_{21}$ is the difference between males and females at time 1), E_{12} and E_{22} are the estimates for the two comparison groups at time 2 (e.g., $E_{12} - E_{22}$ is the difference between males and females at time 2), and se_{11} , se_{21} , se_{12} , and se_{22} are their corresponding standard errors.

***T* values and alpha levels.** Generally, whether a difference is considered statistically significant is determined by calculating a *t* value for the difference, and comparing this value to published tables of values at certain critical levels, called *alpha* levels. The *alpha* level is an a priori statement of the probability of inferring that a difference exists when, in fact, it does not. The *alpha* level used in this report is .05; differences discussed in the text have been tested and found significant at this level. Two-tailed tests were performed.

In order to make proper inferences and interpretations from the statistics, several points must be kept in mind. First, comparisons resulting in large *t* statistics may appear to merit special consideration. However, this is not always the case because the size of the *t* statistic depends not only on the observed differences between the two estimates being compared but also on the standard error of the difference. Thus, a small difference between two groups with a much smaller standard error could result in a large *t* statistic, but this small difference is not necessarily noteworthy.

Second, when multiple statistical comparisons are made, it becomes increasingly likely that a finding of a statistically significant difference is erroneous. Even when there is no difference in the population, at an *alpha* level of .05, there is still a 5 percent chance of concluding that an observed *t* value representing one comparison in the sample is large enough to be statistically significant. As the number of comparisons increases, so does the risk of making such an error in inference.

To guard against errors of inference based upon multiple comparisons, the Bonferroni procedure to correct significance tests for multiple contrasts was used. This method corrects the significance (or *alpha*) level for the total number of contrasts made with a particular classification variable. For each classification variable, there are K possible contrasts (or nonredundant pairwise comparisons), where $K=(N*(N-1)/2)$ and N is the number of categories in the variable (e.g., because the school urbanicity variable has 3 categories ($N=3$), there are $(3*2)/2=3$ possible comparisons among the categories). The Bonferroni procedure divides the *alpha* level for a single *t* test (for example, .05) by the number of possible pairwise comparisons in order to provide a new *alpha* that adjusts for all possible multiple comparisons.