

Standard Error Tables

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

The standard error tables are labeled with the prefix "S-" followed by the number of the table as it appears in appendix A. Thus, the standard error table for Table 13-1 in indicator 13 is Table S-13-1.

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Standard Error Table to Indicator 1

Enrollment Trends by Age

Table S-1-1. Standard errors for the percentage of the population ages 3–34 enrolled in school, by age group: October 1970–2007

October	Total, ages 3–34	Ages 3–4	Ages 5–6	Ages 7–13	Ages 14–17	Ages 18–19			Ages 20–24				
						Total	In elementary/secondary	In post-secondary	Total	Ages 20–21	Ages 22–24	Ages 25–29	Ages 30–34
1970	0.22	0.73	0.53	0.08	0.27	0.85	0.52	0.83	0.47	0.85	0.52	0.33	0.27
1971	0.21	0.75	0.49	0.08	0.26	0.84	0.54	0.81	0.46	0.83	0.51	0.33	0.29
1972	0.21	0.80	0.50	0.08	0.28	0.82	0.50	0.79	0.45	0.79	0.50	0.33	0.27
1973	0.21	0.78	0.49	0.08	0.28	0.81	0.49	0.77	0.44	0.78	0.49	0.32	0.26
1974	0.21	0.83	0.43	0.08	0.28	0.80	0.48	0.76	0.44	0.76	0.50	0.33	0.29
1975	0.21	0.87	0.41	0.08	0.27	0.80	0.48	0.77	0.44	0.76	0.51	0.33	0.30
1976	0.21	0.90	0.38	0.09	0.27	0.79	0.48	0.76	0.44	0.75	0.51	0.33	0.28
1977	0.21	0.93	0.38	0.07	0.27	0.80	0.49	0.77	0.44	0.75	0.51	0.34	0.30
1978	0.21	0.94	0.41	0.09	0.27	0.80	0.48	0.77	0.43	0.73	0.50	0.31	0.28
1979	0.21	0.95	0.40	0.09	0.28	0.79	0.48	0.76	0.42	0.74	0.49	0.31	0.28
1980	0.21	0.95	0.40	0.09	0.29	0.80	0.49	0.77	0.43	0.74	0.49	0.30	0.27
1981	0.21	0.92	0.46	0.09	0.27	0.80	0.51	0.78	0.42	0.73	0.48	0.29	0.27
1982	0.22	0.96	0.44	0.10	0.29	0.85	0.54	0.81	0.45	0.79	0.50	0.31	0.27
1983	0.22	0.94	0.42	0.09	0.27	0.86	0.57	0.83	0.44	0.79	0.50	0.31	0.27
1984	0.22	0.92	0.45	0.09	0.28	0.88	0.56	0.86	0.45	0.80	0.51	0.30	0.27
1985	0.22	0.94	0.38	0.09	0.27	0.89	0.56	0.88	0.46	0.83	0.51	0.30	0.26
1986	0.22	0.93	0.40	0.10	0.28	0.90	0.61	0.89	0.46	0.83	0.53	0.29	0.25
1987	0.22	0.93	0.41	0.07	0.28	0.89	0.60	0.89	0.48	0.88	0.53	0.30	0.25
1988	0.24	1.01	0.41	0.07	0.30	0.96	0.67	0.95	0.53	0.96	0.60	0.31	0.27
1989	0.22	1.00	0.44	0.09	0.29	0.95	0.68	0.95	0.55	0.97	0.63	0.33	0.26
1990	0.23	0.99	0.37	0.06	0.28	0.94	0.67	0.94	0.54	0.92	0.63	0.33	0.25
1991	0.22	0.96	0.41	0.06	0.27	0.96	0.71	0.97	0.55	0.92	0.64	0.34	0.26
1992	0.22	0.95	0.41	0.08	0.25	0.96	0.74	0.98	0.56	0.95	0.65	0.34	0.26
1993	0.22	0.93	0.41	0.07	0.25	0.95	0.74	0.97	0.56	0.97	0.65	0.35	0.25
1994	0.21	0.87	0.32	0.08	0.22	0.87	0.65	0.88	0.51	0.88	0.59	0.33	0.25
1995	0.21	0.87	0.34	0.10	0.23	0.85	0.64	0.86	0.52	0.89	0.60	0.34	0.24
1996	0.22	0.91	0.43	0.15	0.26	0.87	0.67	0.89	0.55	0.93	0.65	0.36	0.25
1997	0.22	0.92	0.33	0.09	0.22	0.86	0.66	0.88	0.55	0.91	0.66	0.36	0.25
1998	0.22	0.92	0.37	0.10	0.24	0.84	0.63	0.86	0.55	0.91	0.65	0.37	0.27
1999	0.22	0.93	0.36	0.11	0.24	0.84	0.64	0.85	0.54	0.90	0.64	0.36	0.27
2000	0.22	0.93	0.38	0.13	0.25	0.84	0.64	0.85	0.53	0.88	0.63	0.37	0.28
2001	0.22	0.88	0.37	0.12	0.24	0.83	0.64	0.84	0.53	0.87	0.64	0.38	0.28
2002	0.21	0.89	0.37	0.12	0.22	0.83	0.67	0.86	0.52	0.87	0.62	0.37	0.27
2003	0.20	0.85	0.40	0.12	0.21	0.80	0.64	0.84	0.50	0.83	0.59	0.34	0.26
2004	0.20	0.85	0.37	0.12	0.21	0.80	0.62	0.83	0.49	0.82	0.58	0.35	0.26
2005	0.20	0.86	0.37	0.11	0.20	0.79	0.65	0.84	0.49	0.80	0.59	0.34	0.27
2006	0.20	0.86	0.39	0.12	0.21	0.77	0.64	0.81	0.49	0.81	0.58	0.33	0.27
2007	0.20	0.86	0.39	0.11	0.21	0.75	0.61	0.80	0.49	0.81	0.59	0.33	0.27

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2008* (NCES 2009-020), table 7, data from U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1970–2007.

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Standard Error Table to Indicator 2

Early Development of Children

Table S-2-1. Standard errors for the percentage of 9-month-olds, 2-year-olds, and 4-year-olds read to, told stories, and sung to daily in a typical week by a family member, by child and family characteristics: 2001-02, 2003-04, and 2005-06

Characteristic	Read stories to			Told stories			Sung to		
	9-month-olds	2-year-olds	4-year-olds	9-month-olds	2-year-olds	4-year-olds	9-month-olds	2-year-olds	4-year-olds
Total	0.80	0.76	0.76	0.72	0.80	0.55	0.74	0.83	0.68
Sex									
Male	1.03	0.99	1.06	0.87	0.91	0.75	0.94	1.04	0.87
Female	1.02	1.05	0.97	0.85	1.16	0.80	1.04	1.01	1.02
Race/ethnicity									
White	1.13	1.20	1.08	0.98	1.23	0.76	1.15	1.22	0.87
Black	1.15	1.51	1.27	1.09	1.23	1.30	1.18	1.57	1.75
Hispanic	1.52	1.27	1.51	1.28	1.26	1.21	1.14	1.58	1.54
Asian	1.81	2.20	2.85	1.63	1.83	2.15	1.49	2.03	2.01
Pacific Islander	9.47	8.81	12.27	13.77	11.93	9.03	9.29	5.81	12.36
American Indian/Alaska Native	3.22	4.09	3.01	3.08	4.12	2.23	3.29	4.21	3.91
More than one race	3.25	2.86	2.68	2.86	2.53	2.39	2.11	2.50	4.24
Birthweight									
Normal	0.84	0.80	0.79	0.77	0.84	0.58	0.78	0.84	0.74
Low	1.63	1.64	1.42	1.31	1.41	1.41	1.10	1.64	1.58
Very low	1.32	1.62	1.91	1.36	1.39	1.44	1.26	1.73	2.02
Prematurity									
Yes	1.64	1.56	1.94	1.53	1.58	1.89	1.37	1.70	1.77
No	0.83	0.84	0.80	0.71	0.85	0.56	0.79	0.87	0.78
Poverty status									
In poverty	1.36	1.45	1.33	1.22	1.50	1.18	1.57	1.74	1.35
At or above poverty	0.88	0.81	0.92	0.76	0.84	0.64	0.77	0.76	0.72
Mother's education									
Less than high school	1.19	1.25	1.33	1.27	1.49	1.44	1.72	1.78	1.64
High school diploma or equivalent	1.40	1.41	1.28	1.26	1.25	1.04	1.44	1.23	1.15
Some college	1.43	1.14	1.27	1.22	1.37	1.16	1.11	1.33	1.39
Bachelor's degree or higher	1.79	1.23	1.59	1.53	1.31	1.14	0.96	1.10	1.27
No mother in household	5.45	8.94	4.29	9.09	7.45	3.35	8.10	8.44	5.87
Family type									
Two parents, with other siblings	1.11	0.87	0.97	0.91	1.01	0.65	0.92	0.92	0.90
Two parents, without other siblings	1.26	1.43	2.17	1.38	1.78	1.80	1.09	1.31	2.21
One parent, with other siblings	1.88	1.77	1.52	1.95	1.72	1.41	2.08	2.12	1.62
One parent, without other siblings	1.97	2.03	2.56	1.93	1.93	2.52	1.94	2.71	2.55
Other	6.27	6.84	5.31	9.33	6.85	5.01	8.46	5.66	5.06
Primary language spoken in the home									
English	0.88	0.88	0.78	0.78	0.93	0.66	0.86	0.95	0.68
Other than English	1.20	1.40	1.55	1.38	1.24	1.16	1.53	1.62	1.51
Mother's employment									
35 hours or more	1.23	1.26	1.18	1.11	1.08	0.88	1.11	1.23	0.98
Less than 35 hours	1.55	1.64	1.78	1.45	1.31	1.40	1.26	1.38	1.89
Unemployed	1.96	2.34	1.94	2.11	2.31	2.14	1.96	2.21	2.76
Not in labor force	1.08	1.39	1.18	1.10	1.24	0.94	1.15	1.25	1.04
No mother in household	5.45	8.94	4.29	9.09	7.45	3.35	8.10	8.44	5.87

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), Longitudinal 9-month-Pre-school Restricted-Use Data File (NCES 2008-034).

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Standard Error Tables to Indicator 3

Knowledge and Skills of Young Children

Table S-3-1. Standard errors for the percentage of children demonstrating proficiency in various cognitive and motor skills at about 9 months old, by selected child and family characteristics: 2001–02

Characteristic	Percent of children demonstrating proficiency in cognitive skills				
	Explores objects	Explores purposefully	Jabbers expressively	Early problem solving	Names objects
Total	0.06	0.54	0.57	0.13	0.03
Sex					
Male	0.06	0.51	0.56	0.14	0.03
Female	0.09	0.68	0.71	0.18	0.05
Race/ethnicity					
White	0.07	0.68	0.72	0.17	0.04
Black	0.16	0.92	0.99	0.25	0.07
Hispanic	0.13	0.82	0.84	0.21	0.05
Asian	0.13	0.97	0.93	0.20	0.04
Pacific Islander	0.23	3.53	3.17	0.46	0.07
American Indian/Alaska Native	0.30	2.74	2.52	0.70	0.18
More than one race	0.15	1.30	1.56	0.57	0.22
Primary type of care arrangement					
No regular nonparental arrangement	0.09	0.59	0.55	0.14	0.04
Home-based care					
Relative care	0.08	0.67	0.79	0.22	0.06
Nonrelative care	0.08	0.80	0.99	0.29	0.08
Center-based care	0.19	1.43	1.54	0.39	0.09
Multiple arrangements	0.36	3.50	2.87	0.60	0.11
Parents' highest level of education					
Less than high school	0.11	0.87	0.79	0.20	0.06
High school diploma or equivalent	0.13	0.85	0.78	0.20	0.06
Some college	0.08	0.62	0.72	0.21	0.05
Bachelor's degree	0.07	0.59	0.70	0.20	0.05
Any graduate education	0.11	0.95	0.92	0.22	0.06
Mother's employment status					
Full-time (35 hours or more)	0.09	0.85	0.93	0.23	0.05
Part-time (less than 35 hours)	0.06	0.66	0.81	0.22	0.07
Looking for work	0.10	1.16	0.98	0.21	0.05
Not in labor force	0.11	0.69	0.60	0.16	0.04
No mother in household	0.26	3.75	3.41	0.58	0.10
Poverty status					
In poverty	0.14	0.75	0.79	0.21	0.05
At or above poverty	0.07	0.58	0.63	0.15	0.04
Socioeconomic status (SES)					
Lowest 20 percent	0.13	0.72	0.74	0.18	0.04
Middle 60 percent	0.08	0.64	0.67	0.18	0.05
Highest 20 percent	0.09	0.73	0.78	0.18	0.04

See notes at end of table.

Table S-3-1. Standard errors for the percentage of children demonstrating proficiency in various cognitive and motor skills at about 9 months old, by selected child and family characteristics: 2001-02—Continued

Characteristic	Percent of children demonstrating proficiency in motor skills					
	Eye-hand coordination	Sitting	Pre-walking	Stands alone	Skillful walking	Balance
Total	0.26	0.24	0.60	0.50	0.21	0.09
Sex						
Male	0.30	0.27	0.69	0.55	0.23	0.10
Female	0.36	0.33	0.78	0.67	0.29	0.14
Race/ethnicity						
White	0.37	0.34	0.82	0.66	0.27	0.10
Black	0.33	0.32	0.94	1.17	0.59	0.35
Hispanic	0.47	0.43	1.00	0.77	0.32	0.15
Asian	0.54	0.50	1.24	1.01	0.39	0.14
Pacific Islander	0.96	1.11	3.76	8.56	3.84	1.64
American Indian/Alaska Native	0.99	0.91	2.15	2.10	0.81	0.30
More than one race	0.91	0.85	2.13	2.03	0.79	0.31
Primary type of care arrangement						
No regular nonparental arrangement	0.34	0.30	0.70	0.52	0.22	0.10
Home-based care						
Relative care	0.35	0.33	0.84	0.81	0.38	0.19
Nonrelative care	0.45	0.45	1.13	1.34	0.57	0.23
Center-based care	0.77	0.71	1.72	1.51	0.66	0.32
Multiple arrangements	2.67	2.35	4.67	2.60	0.89	0.18
Parents' highest level of education						
Less than high school	0.63	0.58	1.22	0.97	0.42	0.20
High school diploma or equivalent	0.46	0.42	0.94	0.87	0.39	0.20
Some college	0.33	0.31	0.79	0.79	0.34	0.15
Bachelor's degree	0.48	0.42	1.07	0.86	0.34	0.12
Any graduate education	0.58	0.52	1.22	0.91	0.40	0.18
Mother's employment status						
Full-time (35 hours or more)	0.37	0.35	0.94	0.95	0.39	0.16
Part-time (less than 35 hours)	0.44	0.40	1.02	0.89	0.38	0.17
Looking for work	0.69	0.64	1.61	1.48	0.62	0.27
Not in labor force	0.36	0.33	0.72	0.63	0.28	0.14
No mother in household	1.19	1.30	4.29	7.24	2.58	0.74
Poverty status						
In poverty	0.47	0.43	0.98	0.86	0.42	0.24
At or above poverty	0.27	0.25	0.66	0.56	0.23	0.10
Socioeconomic status (SES)						
Lowest 20 percent	0.45	0.43	0.92	0.91	0.38	0.19
Middle 60 percent	0.31	0.29	0.74	0.68	0.28	0.12
Highest 20 percent	0.45	0.40	0.96	0.65	0.28	0.13

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), Longitudinal 9-month-2-year Restricted-Use Data File and Longitudinal 9-month-Preschool Restricted-Use Data File.

Standard Error Tables to Indicator 3

Knowledge and Skills of Young Children

Table S-3-2. Standard errors for the percentage of children demonstrating proficiency in various cognitive and motor skills at about 2 years old, by selected child and family characteristics: 2003-04

Characteristic	Percent of children demonstrating proficiency in cognitive skills				
	Receptive vocabulary	Expressive vocabulary	Listening comprehension	Matching discrimination	Early counting
Total	0.38	0.53	0.42	0.39	0.14
Sex					
Male	0.56	0.76	0.58	0.53	0.16
Female	0.38	0.59	0.50	0.48	0.20
Race/ethnicity					
White	0.40	0.63	0.52	0.49	0.21
Black	0.93	1.18	0.86	0.75	0.21
Hispanic	0.99	1.19	0.83	0.73	0.16
Asian	1.24	1.41	0.94	0.83	0.27
Pacific Islander	4.10	5.76	4.24	3.56	0.36
American Indian/Alaska Native	4.02	4.18	2.70	2.24	0.28
More than one race	0.98	1.60	1.36	1.35	0.57
Primary type of care arrangement					
No regular nonparental arrangement	0.50	0.70	0.56	0.52	0.17
Home-based care					
Relative care	0.70	1.04	0.84	0.78	0.29
Nonrelative care	0.72	1.00	0.81	0.76	0.29
Center-based care	0.69	0.99	0.84	0.82	0.47
Multiple arrangements	5.66	7.07	5.92	5.68	2.87
Parents' highest level of education					
Less than high school	0.97	1.28	0.92	0.78	0.13
High school diploma or equivalent	0.61	0.86	0.66	0.61	0.17
Some college	0.61	0.86	0.70	0.66	0.21
Bachelor's degree	0.66	1.11	0.99	0.98	0.47
Any graduate education	0.60	0.93	0.79	0.78	0.37
Mother's employment status					
Full-time (35 hours or more)	0.57	0.83	0.66	0.62	0.24
Part-time (less than 35 hours)	0.64	0.98	0.84	0.80	0.37
Looking for work	1.28	1.77	1.33	1.20	0.24
Not in labor force	0.56	0.77	0.63	0.60	0.21
No mother in household	4.59	6.99	5.93	5.54	2.84
Poverty status					
In poverty	0.85	1.11	0.81	0.72	0.18
At or above poverty	0.37	0.53	0.44	0.42	0.18
Socioeconomic status (SES)					
Lowest 20 percent	0.87	1.11	0.81	0.71	0.20
Middle 60 percent	0.48	0.68	0.55	0.51	0.17
Highest 20 percent	0.44	0.80	0.70	0.70	0.38

See notes at end of table.

Table S-3-2. Standard errors for the percentage of children demonstrating proficiency in various cognitive and motor skills at about 2 years old, by selected child and family characteristics: 2003-04—Continued

Characteristic	Percent of children demonstrating proficiency in motor skills					
	Skillful walking	Balance	Fine motor control	Uses stairs	Alternating balance	Motor planning
Total	0.20	0.33	0.48	0.41	0.47	0.21
Sex						
Male	0.26	0.43	0.52	0.44	0.47	0.20
Female	0.20	0.32	0.53	0.47	0.55	0.26
Race/ethnicity						
White	0.23	0.38	0.58	0.50	0.59	0.26
Black	0.40	0.66	0.94	0.79	0.87	0.37
Hispanic	0.42	0.69	0.76	0.65	0.66	0.27
Asian	0.40	0.66	0.92	0.73	0.77	0.29
Pacific Islander	1.32	2.26	3.94	2.95	3.18	1.21
American Indian/Alaska Native	0.71	1.30	1.16	0.92	1.07	0.46
More than one race	0.53	0.92	1.30	1.07	1.19	0.53
Primary type of care arrangement						
No regular nonparental arrangement	0.26	0.43	0.55	0.47	0.52	0.22
Home-based care						
Relative care	0.30	0.49	0.79	0.67	0.77	0.35
Nonrelative care	0.27	0.46	0.73	0.63	0.74	0.35
Center-based care	0.31	0.50	0.70	0.61	0.74	0.37
Multiple arrangements	1.70	2.97	3.41	2.92	3.29	1.62
Parents' highest level of education						
Less than high school	0.43	0.71	0.84	0.69	0.71	0.28
High school diploma or equivalent	0.31	0.50	0.69	0.59	0.65	0.27
Some college	0.29	0.49	0.67	0.57	0.64	0.29
Bachelor's degree	0.31	0.52	0.79	0.67	0.78	0.37
Any graduate education	0.36	0.61	0.80	0.68	0.77	0.35
Mother's employment status						
Full-time (35 hours or more)	0.25	0.42	0.65	0.56	0.66	0.31
Part-time (less than 35 hours)	0.28	0.47	0.70	0.58	0.66	0.30
Looking for work	0.48	0.81	1.04	0.85	0.91	0.37
Not in labor force	0.26	0.42	0.56	0.48	0.54	0.24
No mother in household	1.33	2.31	3.88	3.08	3.45	1.38
Poverty status						
In poverty	0.32	0.53	0.70	0.60	0.67	0.28
At or above poverty	0.21	0.35	0.53	0.45	0.51	0.23
Socioeconomic status (SES)						
Lowest 20 percent	0.34	0.57	0.74	0.63	0.68	0.28
Middle 60 percent	0.24	0.40	0.59	0.51	0.58	0.26
Highest 20 percent	0.24	0.41	0.65	0.55	0.64	0.29

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), Longitudinal 9-month-2-year Restricted-Use Data File and Longitudinal 9-month-Preschool Restricted-Use Data File.

Standard Error Tables to Indicator 3

Knowledge and Skills of Young Children

Table S-3-3. Standard errors for the average scores for selected language, literacy, mathematics, and motor skills, and percentage of children demonstrating proficiency in selected literacy, mathematics, and color identification skills at about 4 years old, by selected child and family characteristics: 2005-06

Characteristic	Language knowledge and skills		Literacy knowledge and skills			
	Average receptive vocabulary score	Average expressive vocabulary score	Average overall literacy score	Percent proficient at letter recognition	Average phonological awareness score	Average conventions of print score
Total	0.03	0.02	0.14	0.55	0.02	0.03
Sex						
Male	0.04	0.03	0.18	0.68	0.02	0.03
Female	0.05	0.02	0.20	0.76	0.03	0.04
Race/ethnicity						
White	0.05	0.03	0.21	0.79	0.03	0.04
Black	0.08	0.04	0.31	1.24	0.04	0.06
Hispanic	0.08	0.04	0.25	1.00	0.03	0.05
Asian	0.09	0.05	0.38	1.48	0.05	0.07
Pacific Islander	†	†	†	†	†	†
American Indian/Alaska Native	0.16	0.09	0.62	2.42	0.08	0.12
More than one race	0.12	0.05	0.51	1.88	0.08	0.10
Primary type of care arrangement						
No regular nonparental arrangement	0.10	0.04	0.26	1.00	0.04	0.05
Home-based care						
Relative care	0.09	0.05	0.31	1.23	0.04	0.06
Nonrelative care	0.13	0.07	0.33	1.31	0.05	0.06
Head Start	0.08	0.05	0.23	0.91	0.03	0.05
Other center-based care	0.04	0.03	0.22	0.84	0.03	0.04
Multiple arrangements	0.22	0.10	0.64	2.49	0.08	0.12
Parents' highest level of education						
Less than high school	0.12	0.06	0.27	1.07	0.04	0.06
High school diploma or equivalent	0.06	0.03	0.18	0.71	0.02	0.04
Some college	0.06	0.04	0.21	0.80	0.03	0.04
Bachelor's degree	0.07	0.04	0.28	1.12	0.04	0.05
Any graduate education	0.08	0.04	0.30	1.13	0.04	0.06
Mother's employment status						
Full-time (35 hours or more)	0.05	0.03	0.21	0.82	0.03	0.04
Part-time (less than 35 hours)	0.07	0.04	0.24	0.94	0.03	0.05
Looking for work	0.14	0.07	0.39	1.55	0.05	0.08
Not in labor force	0.07	0.03	0.25	0.96	0.04	0.05
No mother in household	0.33	0.23	0.80	3.19	0.10	0.16
Poverty status						
In poverty	0.06	0.03	0.17	0.68	0.02	0.04
At or above poverty	0.03	0.02	0.16	0.60	0.02	0.03
Socioeconomic status (SES)						
Lowest 20 percent	0.07	0.04	0.20	0.78	0.03	0.04
Middle 60 percent	0.04	0.03	0.14	0.55	0.02	0.03
Highest 20 percent	0.07	0.03	0.28	1.06	0.04	0.05

See notes at end of table.

Table S-3-3. Standard errors for the average scores for selected language, literacy, mathematics, and motor skills, and percentage of children demonstrating proficiency in selected literacy, mathematics, and color identification skills at about 4 years old, by selected child and family characteristics: 2005-06—Continued

Characteristic	Mathematics knowledge and skills		Percent scoring 10 out of 10 in color knowledge	Average fine motor skills score
	Average overall mathematics score	Percent proficient in numbers and shapes		
Total	0.15	0.75	0.84	0.02
Sex				
Male	0.19	1.00	1.11	0.04
Female	0.18	0.93	1.29	0.04
Race/ethnicity				
White	0.21	0.99	1.11	0.03
Black	0.34	1.85	2.44	0.06
Hispanic	0.27	1.48	1.79	0.06
Asian	0.32	1.52	2.36	0.09
Pacific Islander	†	†	†	†
American Indian/Alaska Native	0.83	3.33	3.83	0.18
More than one race	0.56	2.71	2.97	0.11
Primary type of care arrangement				
No regular nonparental arrangement	0.32	1.63	2.04	0.05
Home-based care				
Relative care	0.31	1.69	2.58	0.07
Nonrelative care	0.45	2.26	2.72	0.09
Head Start	0.31	1.79	2.55	0.07
Other center-based care	0.20	0.91	1.19	0.04
Multiple arrangements	0.71	4.67	5.44	0.23
Parents' highest level of education				
Less than high school	0.38	2.07	2.75	0.09
High school diploma or equivalent	0.24	1.44	1.61	0.04
Some college	0.22	1.13	1.17	0.04
Bachelor's degree	0.21	1.04	1.68	0.08
Any graduate education	0.24	1.08	1.48	0.05
Mother's employment status				
Full-time (35 hours or more)	0.18	0.90	1.09	0.05
Part-time (less than 35 hours)	0.26	1.24	2.06	0.05
Looking for work	0.58	3.00	3.83	0.11
Not in labor force	0.27	1.40	1.42	0.04
No mother in household	1.02	6.85	8.37	0.21
Poverty status				
In poverty	0.22	1.39	1.76	0.05
At or above poverty	0.16	0.76	0.91	0.03
Socioeconomic status (SES)				
Lowest 20 percent	0.29	1.73	2.14	0.06
Middle 60 percent	0.17	0.94	1.06	0.03
Highest 20 percent	0.22	0.95	1.50	0.05

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), Longitudinal 9-month–Preschool Restricted-Use Data File.

Standard Error Tables to Indicator 5

Private School Enrollment

Table S-5-1. Standard errors for the total enrollment and percentage distribution of students enrolled in private elementary and secondary schools, by school type and grade level: Various years, fall 1995 through fall 2007

Grade level and fall of year	Total enrollment (in thousands)	Roman Catholic				Other religious				Non-sectarian
		Total	Parochial	Diocesan	Private	Total	Conservative Christian	Affiliated	Unaffiliated	
Grades preK-12										
1995	31.8	0.19	0.13	0.08	0.03	0.19	0.12	0.08	0.18	0.23
1997	18.5	0.13	0.09	0.05	0.03	0.18	0.12	0.06	0.17	0.17
1999	30.2	0.24	0.14	0.07	0.04	0.28	0.09	0.08	0.36	0.11
2001	40.3	0.25	0.14	0.12	0.04	0.22	0.13	0.13	0.18	0.33
2003	41.2	0.27	0.17	0.14	0.07	0.25	0.13	0.10	0.22	0.36
2005	42.4	0.26	0.13	0.14	0.07	0.25	0.14	0.09	0.20	0.34
2007	28.4	0.20	0.11	0.09	0.06	0.25	0.12	0.06	0.26	0.25
Grades preK-8										
1995	28.4	0.20	0.17	0.06	0.02	0.22	0.13	0.09	0.21	0.28
1997	17.3	0.15	0.12	0.05	0.03	0.20	0.13	0.06	0.19	0.19
1999	23.1	0.23	0.16	0.06	0.04	0.26	0.09	0.07	0.32	0.12
2001	36.1	0.27	0.17	0.14	0.05	0.25	0.15	0.14	0.20	0.37
2003	30.3	0.25	0.18	0.13	0.01	0.23	0.12	0.09	0.24	0.22
2005	33.0	0.25	0.14	0.15	0.06	0.21	0.16	0.09	0.22	0.23
2007	21.9	0.20	0.13	0.09	0.07	0.27	0.14	0.07	0.30	0.21
Grades 9-12										
1995	4.6	0.20	0.03	0.20	0.09	0.20	0.18	0.06	0.14	0.12
1997	2.4	0.10	0.01	0.05	0.04	0.16	0.13	0.08	0.10	0.14
1999	8.3	0.34	0.04	0.15	0.15	0.45	0.14	0.11	0.56	0.19
2001	6.7	0.26	0.17	0.12	0.10	0.19	0.17	0.12	0.13	0.28
2003	24.7	0.91	0.11	0.42	0.44	0.59	0.32	0.23	0.20	1.43
2005	18.1	0.60	0.07	0.28	0.27	0.52	0.28	0.16	0.37	0.97
2007	12.0	0.40	0.09	0.18	0.17	0.33	0.16	0.07	0.22	0.65

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), various years, 1995-96 through 2007-08.

Table S-5-2. Standard errors for private elementary and secondary school enrollment and private enrollment as a percentage of total enrollment in public and private schools, by region and grade level: Various years, fall 1995 through fall 2007

[Totals in thousands]

Grade level and fall of year	Total enrollment		Northeast		Midwest		South		West	
	Total enrollment	Percent of total	Total enrollment	Percent of total Northeast enrollment	Total enrollment	Percent of total Midwest enrollment	Total enrollment	Percent of total South enrollment	Total enrollment	Percent of total West enrollment
Grades preK-12										
1995	31.8	0.06	18.8	0.20	14.2	0.12	12.8	0.07	11.5	0.10
1997	18.5	0.04	8.3	0.09	11.6	0.09	11.3	0.06	5.2	0.04
1999	30.2	0.06	7.9	0.08	10.3	0.08	26.7	0.15	5.4	0.04
2001	40.3	0.08	9.5	0.10	22.9	0.18	21.4	0.11	23.4	0.19
2003	41.2	0.08	25.8	0.27	15.1	0.12	21.0	0.11	19.1	0.15
2005	42.4	0.08	7.7	0.08	21.0	0.17	24.7	0.13	26.3	0.20
2007	28.4	0.05	11.0	0.12	8.3	0.07	21.5	0.11	12.3	0.09
Grades preK-8										
1995	28.4	0.08	16.8	0.25	13.5	0.15	11.9	0.09	9.2	0.11
1997	17.3	0.05	8.3	0.12	11.0	0.12	10.0	0.08	4.4	0.05
1999	23.1	0.06	7.5	0.11	8.4	0.09	19.6	0.15	4.4	0.05
2001	36.1	0.09	9.4	0.14	21.2	0.24	17.8	0.13	21.2	0.23
2003	30.3	0.08	7.8	0.11	13.6	0.15	18.6	0.14	18.1	0.20
2005	33.0	0.09	6.6	0.10	19.3	0.22	21.2	0.15	15.0	0.16
2007	21.9	0.02	6.3	0.10	7.7	0.09	17.7	0.12	8.1	0.09
Grades 9-12										
1995	4.6	0.03	2.9	0.11	0.9	0.03	2.1	0.04	2.3	0.08
1997	2.4	0.02	0.5	0.02	0.7	0.02	1.7	0.03	1.2	0.04
1999	8.3	0.06	1.1	0.04	2.5	0.07	7.6	0.15	1.8	0.05
2001	6.7	0.04	0.8	0.03	2.0	0.06	4.4	0.09	4.5	0.13
2003	24.7	0.16	24.0	0.83	4.1	0.11	3.0	0.06	3.5	0.09
2005	18.1	0.11	1.7	0.06	5.0	0.13	7.2	0.13	15.7	0.40
2007	12.0	0.01	8.8	0.29	1.3	0.03	5.5	0.10	5.7	0.15

NOTE: Calculations were revised and estimates may differ from previously published data.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES), Private School Universe Survey (PSS), various years, 1995-96 through 2007-08; U.S. Department of Education, NCES, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," various years, 1995-96 through 2006-07; and U.S. Department of Education, NCES, *Projections of Education Statistics to 2017*.

Standard Error Tables to Indicator 5

Private School Enrollment

Table S-5-3. Standard errors for the percentage distribution of students in private schools, by selected school characteristics and race/ethnicity: Fall 2007

School characteristic	Percentage distribution, by school characteristics	Percentage distribution, by race/ethnicity						
		Total	White	Other racial/ethnic groups				
				Total	Black	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native
Total	†	†	0.17	0.17	0.08	0.14	0.07	0.02
NCES private school typology								
Roman Catholic	0.20	†	0.09	0.09	0.03	0.08	0.01	#
Parochial	0.11	†	0.22	0.22	0.05	0.21	0.02	#
Diocesan	0.09	†	0.04	0.04	0.03	0.02	#	#
Private	0.06	†	0.10	0.10	0.05	0.07	0.02	0.01
Other religious	0.25	†	0.36	0.36	0.20	0.34	0.13	0.06
Conservative Christian	0.12	†	0.35	0.35	0.34	0.07	0.03	0.15
Affiliated	0.06	†	0.31	0.31	0.17	0.03	0.13	#
Unaffiliated	0.26	†	0.94	0.94	0.35	0.94	0.34	0.05
Nonsectarian	0.25	†	0.47	0.47	0.20	0.14	0.28	0.02
School level								
Elementary	0.24	†	0.20	0.20	0.13	0.10	0.11	#
Secondary	0.17	†	0.28	0.28	0.12	0.11	0.06	0.01
Combined	0.25	†	0.38	0.38	0.17	0.38	0.14	0.07
Program emphasis								
Regular	0.17	†	0.18	0.18	0.08	0.15	0.06	0.03
Montessori	0.05	†	0.61	0.61	0.15	0.18	0.27	0.06
Special program emphasis	0.08	†	1.73	1.73	0.31	0.16	1.81	0.03
Special education	0.05	†	0.62	0.62	0.23	0.67	0.05	0.03
Alternative	0.11	†	2.04	2.04	1.75	0.34	0.13	0.11
Early childhood	0.06	†	0.49	0.49	0.63	0.29	0.12	0.06
Enrollment								
Less than 50	0.12	†	1.02	1.02	0.70	0.31	0.12	0.04
50-149	0.20	†	0.47	0.47	0.43	0.17	0.08	0.17
150-299	0.19	†	0.34	0.34	0.15	0.19	0.20	0.01
300-499	0.11	†	0.14	0.14	0.03	0.04	0.14	#
500-749	0.09	†	0.06	0.06	0.03	0.03	0.01	#
750 or more	0.24	†	0.63	0.63	0.09	0.67	0.08	0.01
Region								
Northeast	0.18	†	0.23	0.23	0.12	0.09	0.05	#
Midwest	0.15	†	0.21	0.21	0.07	0.17	0.02	0.01
South	0.26	†	0.29	0.29	0.21	0.10	0.14	0.07
West	0.19	†	0.51	0.51	0.12	0.56	0.30	0.02
Locale								
City	0.22	†	0.27	0.27	0.08	0.30	0.12	0.01
Suburban	0.22	†	0.21	0.21	0.18	0.06	0.12	0.01
Town	0.09	†	0.56	0.56	0.33	0.07	0.04	0.33
Rural	0.32	†	0.37	0.37	0.18	0.14	0.10	0.05

† Not applicable.

Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2007-08.

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Standard Error Tables to Indicator 6

Homeschooled Students

Table S-6-1. Standard errors for the number and percentage distribution of all school-age children who were homeschooled and homeschooling rate, by selected characteristics: 1999, 2003, and 2007

Characteristic	1999			2003			2007		
	Number	Percentage distribution	Home-schooling rate	Number	Percentage distribution	Home-schooling rate	Number	Percentage distribution	Home-schooling rate
Total	71,100	†	0.14	92,300	†	0.18	117,900	†	0.23
Homeschooled entirely	64,100	2.94	†	87,200	3.56	†	103,300	2.47	†
Homeschooled and enrolled in school part time	27,400	2.94	†	41,100	3.56	†	42,600	2.47	†
Enrolled in school less than 9 hours per week	25,300	2.81	†	36,800	3.25	†	38,500	2.36	†
Enrolled in school 9–25 hours per week	12,900	1.50	†	20,400	1.85	†	22,300	1.44	†
Race/ethnicity									
White	62,300	3.36	0.19	77,500	3.88	0.25	101,600	3.03	0.34
Black	24,800	2.80	0.31	33,900	2.87	0.42	21,200	1.39	0.28
Hispanic	17,700	2.06	0.25	21,100	1.92	0.26	27,500	1.68	0.29
Other	17,200	2.01	0.65	31,500	2.80	1.02	36,100	2.29	0.86
Sex									
Male	43,900	3.27	0.17	61,900	3.52	0.24	75,200	4.19	0.28
Female	46,100	3.27	0.19	58,200	3.52	0.23	97,700	4.19	0.39
Number of children in the household									
One child	20,300	2.53	0.24	22,300	1.97	0.28	31,400	2.06	0.37
Two children	27,100	3.06	0.14	45,100	3.74	0.22	67,300	4.08	0.33
Three or more children	65,200	3.97	0.30	80,200	4.35	0.36	102,400	4.30	0.46
Number of parents in the household									
Two parents	68,300	3.26	0.21	82,700	3.55	0.23	111,500	1.99	0.30
One parent	25,000	2.91	0.16	42,600	3.61	0.32	28,400	1.84	0.24
Nonparental guardians	14,400	1.70	0.82	11,100	1.01	0.74	17,300	1.14	0.81
Parents' participation in the labor force									
Two parents, one in labor force	53,800	4.27	0.55	73,700	4.73	0.67	94,300	4.58	0.82
Two parents, both in labor force	39,800	3.92	0.17	44,100	3.72	0.18	76,800	4.47	0.30
One parent, in labor force	21,800	2.53	0.16	39,800	3.30	0.33	29,500	1.88	0.30
No parent in labor force	18,800	2.21	0.48	23,700	2.16	0.78	20,600	1.33	0.48
Household income									
\$25,000 or less	45,000	4.31	0.27	56,000	4.32	0.45	49,900	3.11	0.43
\$25,001–50,000	36,700	4.00	0.24	49,900	4.06	0.37	56,900	3.50	0.52
\$50,001–75,000	25,500	2.62	0.30	51,100	4.46	0.46	57,900	3.38	0.56
\$75,001 or more	26,500	2.65	0.28	45,800	3.79	0.33	74,900	3.89	0.40
Parents' education									
High school diploma or less	26,500	2.88	0.15	51,600	4.24	0.32	35,600	2.26	0.24
Some college or vocational/technical	37,300	3.85	0.25	57,700	4.60	0.36	77,300	4.01	0.52
Bachelor's degree	36,200	3.49	0.42	47,200	3.92	0.48	64,700	3.86	0.57
Graduate/professional degree	39,800	4.17	0.46	44,200	3.67	0.51	50,000	2.83	0.46

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent Survey of the 1999 National Household Education Surveys Program (NHES), Parent and Family Involvement in Education Survey of the 2003 and 2007 NHES.

Table S-6-2. Standard errors for the number and percentage of school-age children who were homeschooled, by reasons parents gave as important and most important for homeschooling: 2007

Reason	Important		Most important	
	Number	Percent	Number	Percent
A desire to provide religious or moral instruction	113,300	2.29	77,900	3.83
A concern about environment of other schools	111,300	2.48	60,400	3.44
A dissatisfaction with academic instruction at other schools	103,600	3.27	49,000	3.20
Other reasons	71,600	3.86	36,300	2.23
A desire to provide a nontraditional approach to child's education	102,700	4.55	26,900	1.86
Child has other special needs	55,400	3.31	15,100	1.02
Child has a physical or mental health problem	31,500	1.94	11,300	0.75

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the 2007 National Household Education Surveys Program (NHES).

Racial/Ethnic Enrollment in Public Schools

Table S-7-1. Standard errors for the number and percentage distribution of the race/ethnicity of public school students enrolled in kindergarten through 12th grade: October 1972–October 2007

October of year	Total (in thousands)	White	Other racial/ethnic groups							
			Total	Black	Hispanic	Asian	Pacific Islander	American Indian/Alaska Native	More than one race	Other
1972	106.1	0.28	0.33	0.28	0.29	†	†	†	†	0.09
1973	104.2	0.28	0.33	0.28	0.29	†	†	†	†	0.10
1974	102.3	0.29	0.34	0.29	0.30	†	†	†	†	0.10
1975	101.5	0.29	0.34	0.29	0.31	†	†	†	†	0.10
1976	98.4	0.29	0.34	0.29	0.30	†	†	†	†	0.10
1977	100.1	0.30	0.35	0.30	0.30	†	†	†	†	0.11
1978	100.2	0.30	0.35	0.30	0.31	†	†	†	†	0.12
1979	†	†	†	†	†	†	†	†	†	†
1980	†	†	†	†	†	†	†	†	†	†
1981	95.2	0.32	0.37	0.31	0.36	†	†	†	†	0.14
1982	100.1	0.34	0.40	0.33	0.39	†	†	†	†	0.16
1983	99.6	0.35	0.41	0.33	0.40	†	†	†	†	0.16
1984	96.7	0.35	0.40	0.33	0.38	†	†	†	†	0.17
1985	101.3	0.35	0.41	0.33	0.35	†	†	†	†	0.16
1986	99.8	0.35	0.41	0.33	0.36	†	†	†	†	0.17
1987	96.1	0.35	0.41	0.33	0.36	†	†	†	†	0.17
1988	102.8	0.39	0.45	0.36	0.40	†	†	†	†	0.19
1989	96.2	0.37	0.42	0.34	0.38	0.15	†	0.09	†	0.03
1990	95.4	0.36	0.42	0.34	0.38	0.15	†	0.09	†	0.05
1991	96.4	0.36	0.42	0.34	0.38	0.16	†	0.08	†	0.04
1992	98.2	0.36	0.42	0.33	0.38	0.16	†	0.08	†	0.04
1993	95.1	0.36	0.42	0.33	0.37	0.16	†	0.08	†	0.04
1994	106.2	0.36	0.41	0.33	0.39	0.14	†	0.08	†	0.06
1995	103.2	0.33	0.35	0.28	0.28	0.11	†	0.06	†	0.06
1996	105.3	0.33	0.35	0.27	0.27	0.14	†	0.08	†	†
1997	100.8	0.34	0.36	0.28	0.29	0.15	†	0.08	†	†
1998	108.6	0.35	0.37	0.29	0.29	0.15	†	0.08	†	†
1999	109.1	0.34	0.37	0.28	0.30	0.16	†	0.08	†	†
2000	110.0	0.35	0.37	0.28	0.30	0.15	†	0.08	†	†
2001	101.7	0.33	0.35	0.26	0.28	0.14	†	0.08	†	†
2002	98.8	0.33	0.35	0.26	0.29	0.14	†	0.08	†	†
2003	102.3	0.33	0.35	0.26	0.29	0.13	0.04	0.06	0.10	†
2004	101.0	0.33	0.35	0.26	0.30	0.14	0.03	0.06	0.10	†
2005	100.7	0.33	0.35	0.26	0.30	0.13	0.03	0.06	0.10	†
2006	94.0	0.33	0.35	0.26	0.30	0.13	0.03	0.06	0.11	†
2007	95.1	0.33	0.35	0.25	0.31	0.14	0.04	0.06	0.11	†

† Not applicable.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972–2007.

Table S-7-2. Standard errors for the number and percentage distribution of the race/ethnicity of public school students enrolled in kindergarten through 12th grade, by region: Selected years, October 1972–October 2007

Region and October of year	Total (in thousands)	White	Other racial/ethnic groups							
			Total	Black	Hispanic	Asian	Pacific Islander	American Indian/ Alaska Native	More than one race	Other
Northeast										
1972	49.4	0.53	0.61	0.52	0.55	†	†	†	†	0.13
1981	43.4	0.61	0.72	0.57	0.71	†	†	†	†	0.23
1986	43.1	0.72	0.84	0.65	0.76	†	†	†	†	0.28
1993	40.6	0.74	0.86	0.69	0.70	0.35	†	0.06	†	0.10
2000	46.4	0.72	0.77	0.60	0.56	0.34	†	0.11	†	†
2001	42.7	0.71	0.76	0.58	0.56	0.33	†	0.13	†	†
2002	41.7	0.70	0.74	0.57	0.57	0.30	†	0.09	†	†
2003	43.0	0.72	0.76	0.59	0.59	0.30	†	0.07	0.18	†
2005	42.3	0.72	0.77	0.57	0.60	0.35	†	†	0.18	†
2006	39.0	0.79	0.84	0.62	0.67	0.36	†	0.09	0.20	†
2007	39.0	0.80	0.85	0.61	0.67	0.41	0.04	0.10	0.20	†
Midwest										
1972	56.4	0.43	0.50	0.47	0.29	†	†	†	†	0.09
1981	48.1	0.52	0.61	0.55	0.35	†	†	†	†	0.21
1986	48.4	0.62	0.72	0.63	0.44	†	†	†	†	0.25
1993	46.9	0.62	0.72	0.62	0.44	0.20	†	0.14	†	0.11
2000	52.8	0.64	0.68	0.58	0.39	0.23	†	0.14	†	†
2001	49.0	0.56	0.60	0.50	0.32	0.20	†	0.15	†	†
2002	47.1	0.58	0.62	0.51	0.37	0.23	†	0.14	†	†
2003	47.9	0.60	0.64	0.51	0.38	0.21	0.07	0.10	0.20	†
2005	46.8	0.60	0.64	0.51	0.40	0.20	†	0.11	0.21	†
2006	44.0	0.64	0.68	0.52	0.44	0.25	†	0.11	0.22	†
2007	44.4	0.66	0.70	0.53	0.46	0.36	0.05	0.12	0.24	†
South										
1972	60.0	0.58	0.67	0.63	0.49	†	†	†	†	0.10
1981	55.5	0.61	0.71	0.65	0.64	†	†	†	†	0.18
1986	60.4	0.64	0.74	0.68	0.57	†	†	†	†	0.22
1993	56.1	0.66	0.76	0.69	0.63	0.22	†	0.12	†	0.06
2000	64.8	0.64	0.68	0.60	0.54	0.20	†	0.14	†	†
2001	59.9	0.59	0.62	0.55	0.49	0.20	†	0.11	†	†
2002	58.3	0.60	0.64	0.56	0.51	0.18	†	0.13	†	†
2003	61.4	0.59	0.63	0.54	0.50	0.18	†	0.09	0.17	†
2005	60.5	0.59	0.63	0.53	0.52	0.17	†	0.10	0.18	†
2006	56.6	0.57	0.60	0.52	0.50	0.16	†	0.10	0.18	†
2007	57.7	0.56	0.60	0.52	0.50	0.18	0.04	0.11	0.17	†
West										
1972	45.1	0.75	0.87	0.48	1.08	†	†	†	†	0.45
1981	42.2	0.80	0.93	0.50	1.17	†	†	†	†	0.54
1986	46.0	0.84	0.98	0.48	1.09	†	†	†	†	0.59
1993	45.4	0.82	0.95	0.46	1.10	0.51	†	0.25	†	0.08
2000	54.3	0.75	0.80	0.38	0.79	0.45	†	0.25	†	†
2001	50.4	0.72	0.77	0.37	0.77	0.43	†	0.25	†	†
2002	49.2	0.72	0.76	0.35	0.76	0.42	†	0.23	†	†
2003	50.6	0.72	0.76	0.34	0.78	0.40	0.15	0.17	0.27	†
2005	49.9	0.71	0.76	0.34	0.78	0.39	0.11	0.17	0.27	†
2006	46.6	0.67	0.71	0.31	0.74	0.37	0.13	0.14	0.26	†
2007	47.2	0.67	0.71	0.31	0.75	0.36	0.13	0.15	0.25	†

† Not applicable.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, selected years, 1972–2007.

Standard Error Tables to Indicator 8

Language Minority School-Age Children

Table S-8-1. Standard errors for the number and percentage of children ages 5-17 who spoke a language other than English at home and who spoke English with difficulty: Selected years, 1979-2007

[Numbers in millions]

Year	Spoke a language other than English at home			Spoke English with difficulty			Percent of those who spoke a language other than English at home
	Total population	Number	Percent of total population	Number	Percent of total population	Percent of total population	
1979	—	0.06	0.53	0.04	0.53		1.21
1989	—	0.09	0.58	0.05	0.61		1.18
1992	—	0.10	0.55	0.06	0.57		1.08
1995	—	0.10	0.52	0.06	0.55		1.02
1999	—	0.12	0.53	0.07	0.57		0.87
2000	—	0.12	0.21	0.07	0.13		0.60
2001	—	0.08	0.14	0.04	0.08		0.37
2002	—	0.08	0.14	0.04	0.08		0.37
2003	—	0.08	0.14	0.04	0.08		0.37
2004	0.17	0.08	0.14	0.04	0.08		0.37
2005	0.12	0.12	0.06	0.03	0.06		0.25
2006	0.06	0.05	0.07	0.02	0.04		0.20
2007	0.06	0.04	0.08	0.03	0.05		0.21
			Percentage change compared with 1979				
2007	—	3.68	10.73	5.03	24.97		3.70
			Percentage change compared with 2000				
2007	—	1.37	1.27	2.51	2.48		2.12

— Not available.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), 1979 and 1989 November Supplement and 1992, 1995, and 1999 October Supplement, and American Community Survey (ACS), 2000-07.

Table S-8-2. Standard errors for the number and percentage of children ages 5–17 who spoke a language other than English at home and who spoke English with difficulty, by selected characteristics: 2007

[Numbers in thousands]

Characteristic	Spoke a language other than English at home								
	Total population	Spoke English with difficulty							
		Number	Percent of total population	Total		Ages 5–9		Ages 10–17	
				Number	Percent of total population	Number	Percent of population	Number	Percent of population
Total	57.1	42.6	0.08	25.1	0.05	14.0	0.07	17.3	0.05
Language spoken at home									
Spanish	33.5	33.5	†	21.9	0.26	12.0	0.32	15.2	0.30
Other Indo-European	17.5	17.5	†	7.1	0.42	5.0	0.80	4.5	0.45
Asian/Pacific Islander	13.6	13.6	†	7.3	0.60	5.1	1.03	4.6	0.60
Other	11.3	11.3	†	4.5	1.00	2.6	1.49	3.1	1.15
Race/ethnicity									
White	45.5	21.6	0.07	9.0	0.03	4.6	0.04	6.3	0.03
Black	29.2	9.8	0.12	5.3	0.07	2.8	0.10	4.0	0.08
Hispanic	29.7	30.3	0.23	20.3	0.19	11.8	0.26	13.4	0.21
Mexican	29.9	30.1	0.28	18.7	0.24	11.1	0.31	12.7	0.29
Puerto Rican	14.7	11.2	0.91	4.1	0.41	2.1	0.56	3.0	0.46
Cuban	6.9	5.5	1.54	2.5	1.06	1.4	1.57	2.0	1.30
Dominican	8.7	8.3	1.15	3.4	1.22	1.8	1.97	2.5	1.32
Central American	14.2	11.4	0.64	5.2	0.72	3.4	1.19	3.7	0.86
South American	10.6	9.7	1.05	3.9	0.80	2.3	1.31	2.4	0.81
Other Hispanic	10.6	7.4	0.75	3.0	0.41	1.8	0.62	2.3	0.48
Asian	14.0	14.0	0.46	8.1	0.37	5.4	0.60	4.7	0.36
Asian Indian	9.9	8.0	1.04	3.3	0.77	2.0	1.05	2.0	0.82
Chinese	8.7	7.3	0.93	3.6	0.70	2.8	1.33	2.3	0.74
Filipino	9.1	4.8	1.07	2.2	0.58	1.2	0.88	1.8	0.77
Japanese	3.4	2.6	2.77	1.6	2.42	1.1	3.92	1.1	2.78
Korean	7.6	6.6	1.48	2.9	1.24	1.7	2.12	2.3	1.49
Vietnamese	8.4	7.9	1.23	3.9	1.19	2.3	1.65	2.6	1.36
Other Asian	9.5	8.5	1.42	4.4	1.16	2.4	1.59	2.7	1.19
Pacific Islander	3.5	1.9	2.05	1.1	1.38	0.7	2.44	0.6	1.18
American Indian/Alaska Native	7.5	3.4	0.79	1.2	0.30	0.8	0.54	0.8	0.30
More than one race	15.5	5.3	0.36	1.7	0.11	1.0	0.16	1.3	0.15
Citizenship									
U.S.-born citizen	61.4	41.5	0.08	20.3	0.04	12.3	0.06	13.8	0.04
Naturalized U.S. citizen	11.3	9.4	1.01	3.9	0.64	1.7	1.22	3.0	0.66
Non-U.S. citizen	20.7	19.6	0.30	13.1	0.51	7.2	0.96	10.5	0.57
Poverty status									
Poor	63.2	30.5	0.31	14.9	0.17	10.0	0.29	9.1	0.17
Near-poor	68.7	32.9	0.22	16.1	0.14	8.6	0.20	10.6	0.15
Nonpoor	72.2	35.3	0.10	14.4	0.04	8.2	0.07	9.5	0.04

† Not applicable.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2007.

Standard Error Tables to Indicator 8

Language Minority School-Age Children

Table S-8-3. Standard errors for the number and percentage of children ages 5-17 who spoke a language other than English at home and who spoke English with difficulty, by language spoken, region, and state: 2007

[Numbers in thousands]

Characteristic	Spoke a language other than English at home						
	Total population	Number	Percent of total population	Spoke English with difficulty			
				Total		Spanish	
				Number	Percent of total population	Number	Percent of population
United States	57.1	42.6	0.08	25.1	0.05	21.9	0.38
Northeast	21.9	19.5	0.21	9.4	0.10	6.3	0.99
Connecticut	4.2	4.8	0.77	1.8	0.31	1.4	4.59
Maine	4.1	2.4	1.13	0.8	0.39	†	9.02
Massachusetts	6.0	4.9	0.46	2.7	0.26	2.2	3.25
New Hampshire	3.9	1.3	0.58	0.7	0.32	0.6	14.34
New Jersey	8.4	8.0	0.51	3.4	0.22	2.9	2.30
New York	13.1	12.0	0.34	6.6	0.20	4.9	1.65
Pennsylvania	13.8	8.1	0.39	4.1	0.20	2.1	2.55
Rhode Island	2.6	2.5	1.36	1.6	0.89	1.1	8.92
Vermont	2.8	0.9	0.89	0.4	0.40	†	†
Midwest	32.9	16.2	0.13	8.4	0.07	7.0	1.42
Illinois	10.4	9.5	0.38	4.9	0.21	4.6	1.67
Indiana	8.2	4.6	0.39	2.3	0.20	2.1	4.09
Iowa	6.1	3.1	0.60	1.5	0.29	1.2	7.02
Kansas	6.1	3.5	0.67	1.6	0.31	1.4	5.30
Michigan	12.0	6.3	0.34	3.2	0.18	2.3	3.43
Minnesota	10.0	5.3	0.58	3.5	0.39	1.8	5.19
Missouri	8.4	4.1	0.39	2.2	0.21	1.5	4.96
Nebraska	6.1	3.4	1.01	1.9	0.59	1.8	5.11
North Dakota	3.6	1.0	0.99	0.5	0.54	†	†
Ohio	10.4	5.5	0.28	3.0	0.15	2.1	5.02
South Dakota	4.2	1.5	1.07	0.6	0.44	†	18.75
Wisconsin	10.2	4.7	0.46	2.8	0.29	2.4	4.68
South	31.5	22.4	0.11	12.9	0.07	12.0	0.64
Alabama	5.5	2.5	0.29	2.0	0.24	1.3	7.24
Arkansas	5.5	2.3	0.46	1.7	0.35	1.7	4.45
Delaware	3.0	1.7	1.15	0.9	0.61	0.6	9.93
District of Columbia	1.4	1.1	1.38	0.7	0.96	0.7	9.91
Florida	8.6	9.7	0.33	5.3	0.18	4.3	1.74
Georgia	8.4	6.0	0.33	3.0	0.17	2.8	2.11
Kentucky	5.9	3.1	0.43	2.1	0.29	1.2	6.03
Louisiana	5.9	3.2	0.39	1.5	0.19	1.0	5.94
Maryland	6.0	4.0	0.41	2.5	0.25	2.0	3.30
Mississippi	4.8	1.8	0.32	0.8	0.14	0.7	7.21
North Carolina	7.1	4.9	0.32	3.0	0.19	2.8	2.11
Oklahoma	6.6	3.6	0.55	1.5	0.24	1.3	5.19
South Carolina	5.7	2.8	0.35	1.7	0.22	1.2	6.22
Tennessee	6.8	3.8	0.37	1.9	0.18	1.6	4.65
Texas	12.4	12.7	0.29	9.4	0.21	8.9	0.58
Virginia	6.8	5.5	0.40	2.7	0.20	1.9	3.60
West Virginia	4.1	0.9	0.31	0.5	0.18	0.4	12.95

See notes at end of table.

Table S-8-3. Standard errors for the number and percentage of children ages 5–17 who spoke a language other than English at home and who spoke English with difficulty, by language spoken, region, and state: 2007—Continued

[Numbers in thousands]

Characteristic	Spoke a language other than English at home					
	Spoke English with difficulty					
	Asian/Pacific Islander		Other Indo-European		Other	
	Number	Percent of population	Number	Percent of population	Number	Percent of population
United States	7.3	0.25	7.1	0.25	4.5	0.16
Northeast	2.8	0.66	4.3	0.93	3.0	0.71
Connecticut	0.6	3.01	0.7	3.53	†	†
Maine	†	†	†	†	†	†
Massachusetts	1.3	2.60	1.2	2.38	0.7	1.65
New Hampshire	†	†	0.3	11.30	†	†
New Jersey	1.2	1.71	1.3	1.90	0.7	1.08
New York	2.0	1.02	3.4	1.48	2.3	1.10
Pennsylvania	1.3	2.34	2.6	2.94	†	†
Rhode Island	1.0	9.12	†	†	†	†
Vermont	†	†	0.3	14.97	†	†
Midwest	3.6	0.96	3.6	1.02	2.2	0.63
Illinois	1.3	1.00	1.4	1.10	0.8	0.69
Indiana	0.5	1.93	1.1	3.80	†	†
Iowa	0.4	3.30	0.4	3.98	†	†
Kansas	0.7	4.65	0.4	3.18	†	†
Michigan	0.9	2.09	1.4	2.59	1.2	2.64
Minnesota	2.2	5.37	0.6	2.05	1.4	4.30
Missouri	1.0	4.41	1.1	4.75	†	†
Nebraska	†	†	0.5	4.48	†	†
North Dakota	†	†	†	19.41	†	†
Ohio	0.6	1.81	2.4	5.38	0.3	0.96
South Dakota	†	†	0.3	†	†	†
Wisconsin	1.2	3.88	0.8	2.84	†	†
South	3.4	0.35	4.6	0.49	2.0	0.22
Alabama	0.9	5.73	†	†	†	†
Arkansas	0.4	2.87	0.5	3.70	†	†
Delaware	†	†	0.4	7.93	†	†
District of Columbia	†	†	†	7.31	†	†
Florida	1.1	0.68	2.8	1.62	0.4	0.28
Georgia	0.9	1.44	1.2	1.85	0.2	0.37
Kentucky	0.6	3.93	1.4	6.59	†	†
Louisiana	0.8	5.55	0.6	5.26	†	†
Maryland	1.1	2.95	0.6	1.88	0.5	1.41
Mississippi	0.3	5.87	0.2	4.78	†	†
North Carolina	0.9	1.62	0.6	1.13	0.5	0.87
Oklahoma	0.6	4.35	†	†	†	†
South Carolina	0.5	3.11	1.1	6.07	†	†
Tennessee	0.5	2.44	0.9	3.88	†	†
Texas	2.1	0.44	1.6	0.35	1.4	0.30
Virginia	1.2	2.87	1.3	3.06	0.8	2.26
West Virginia	†	12.16	†	†	†	†

See notes at end of table.

Standard Error Tables to Indicator 8

Language Minority School-Age Children

Table S-8-3. Standard errors for the number and percentage of children ages 5-17 who spoke a language other than English at home and who spoke English with difficulty, by language spoken, region, and state: 2007—Continued

[Numbers in thousands]

Characteristic	Spoke a language other than English at home						
	Total population	Spoke English with difficulty					
		Number	Percent of total population	Total		Spanish	
				Number	Percent of total population	Number	Percent of population
United States	57.1	42.6	0.08	25.1	0.05	21.9	0.38
West	25.3	25.5	0.18	15.8	0.12	13.7	0.50
Alaska	3.5	1.7	1.25	0.5	0.40	†	7.29
Arizona	6.2	7.2	0.59	4.8	0.41	4.4	1.14
California	15.3	18.4	0.26	12.5	0.18	11.4	0.69
Colorado	6.1	5.8	0.67	3.8	0.45	3.1	3.75
Hawaii	3.3	2.5	1.25	1.0	0.55	†	†
Idaho	4.0	2.8	0.93	1.2	0.42	1.1	6.36
Montana	4.1	1.1	0.63	0.4	0.22	0.2	17.28
Nevada	3.8	3.7	0.72	2.1	0.45	1.9	2.00
New Mexico	5.2	4.1	1.10	1.9	0.54	1.8	3.50
Oregon	5.4	4.7	0.70	2.2	0.34	2.0	3.56
Utah	6.0	4.2	0.73	2.2	0.40	2.2	3.50
Washington	8.1	6.3	0.51	4.8	0.42	3.6	3.06
Wyoming	2.8	1.1	1.24	0.3	0.37	0.3	14.53

See notes at end of table.

Table S-8-3. Standard errors for the number and percentage of children ages 5–17 who spoke a language other than English at home and who spoke English with difficulty, by language spoken, region, and state: 2007—Continued

[Numbers in thousands]

Characteristic	Spoke a language other than English at home					
	Spoke English with difficulty					
	Asian/Pacific Islander		Other Indo-European		Other	
	Number	Percent of population	Number	Percent of population	Number	Percent of population
United States	7.3	0.25	7.1	0.25	4.5	0.16
West	4.8	0.42	4.6	0.41	1.9	0.17
Alaska	0.3	10.31	†	6.36	0.3	9.67
Arizona	1.0	0.96	0.6	0.58	0.6	0.57
California	4.6	0.58	2.8	0.36	1.2	0.16
Colorado	0.8	1.59	†	†	†	†
Hawaii	0.9	5.15	†	†	†	†
Idaho	†	4.54	†	†	†	†
Montana	†	8.65	†	†	†	†
Nevada	0.6	1.61	0.5	1.44	†	0.63
New Mexico	0.3	1.35	†	†	0.8	3.25
Oregon	0.7	2.00	1.0	2.85	†	†
Utah	0.6	3.00	0.2	1.08	0.2	1.18
Washington	1.6	2.34	2.0	2.80	†	†
Wyoming	†	†	†	†	†	†

† Not applicable.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2007.

Reading Performance and Achievement Gaps

Table S-12-1. Standard errors for the average reading scale scores and percentage of students at each achievement level, by grade: Selected years, 1992-2007

Grade, scale score, and achievement level	1992	1994	1998	1998	2002	2003	2005	2007
Grade 4								
Average scale score	0.9	1.0	0.8	1.1	0.4	0.3	0.2	0.3
Percentage at each achievement level								
Below <i>Basic</i>	1.1	1.0	0.9	1.2	0.5	0.3	0.3	0.3
At or above <i>Basic</i>	1.1	1.0	0.9	1.2	0.5	0.3	0.3	0.3
At or above <i>Proficient</i>	1.2	1.1	0.9	0.9	0.4	0.3	0.2	0.3
At <i>Advanced</i>	0.6	0.7	0.5	0.5	0.2	0.1	0.1	0.2
Grade 8								
Average scale score	0.9	0.8	0.8	0.8	0.4	0.3	0.2	0.2
Percentage at each achievement level								
Below <i>Basic</i>	1.0	0.9	0.9	0.8	0.5	0.3	0.2	0.2
At or above <i>Basic</i>	1.0	0.9	0.9	0.8	0.5	0.3	0.2	0.2
At or above <i>Proficient</i>	1.1	0.9	0.9	1.1	0.5	0.3	0.2	0.2
At <i>Advanced</i>	0.3	0.3	0.4	0.3	0.2	0.1	0.1	0.1
Grade 12								
Average scale score	0.6	0.7	0.7	0.6	0.7	†	0.6	†
Percentage at each achievement level								
Below <i>Basic</i>	0.6	0.7	0.9	0.7	0.8	†	0.8	†
At or above <i>Basic</i>	0.6	0.7	0.9	0.7	0.8	†	0.8	†
At or above <i>Proficient</i>	0.8	1.0	0.9	0.7	0.8	†	0.7	†
At <i>Advanced</i>	0.3	0.5	0.4	0.4	0.3	†	0.3	†

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1992-2007 Reading Assessments, NAEP Data Explorer.

Table S-12-2. Standard errors for the average reading scale scores, by grade and selected student and school characteristics: Selected years, 1992-2007

Student or school characteristic	Grade 4			Grade 8			Grade 12		
	1992	2005	2007	1992	2005	2007	1992	2002	2005
Total	0.9	0.2	0.3	0.9	0.2	0.2	0.6	0.7	0.6
Sex									
Male	1.2	0.2	0.3	1.1	0.2	0.3	0.7	0.9	0.8
Female	1.0	0.3	0.3	1.0	0.2	0.3	0.7	0.7	0.7
Race/ethnicity									
White	1.2	0.2	0.2	1.1	0.2	0.2	0.6	0.7	0.7
Black	1.7	0.3	0.4	1.7	0.4	0.4	1.4	1.3	1.2
Hispanic	2.6	0.5	0.5	1.6	0.4	0.4	2.7	1.5	1.2
Asian/Pacific Islander	2.9	0.7	1.0	3.9	0.8	1.1	3.2	2.0	1.9
American Indian/Alaska Native	†	1.3	1.2	†	1.4	1.2	†	†	6.3
Parents' education									
Did not finish high school	†	†	†	1.4	0.5	0.5	1.4	1.5	1.7
Graduated from high school	†	†	†	1.4	0.4	0.4	0.8	1.1	0.9
Some education after high school	†	†	†	1.1	0.3	0.3	0.8	1.0	0.8
Graduated from college	†	†	†	1.0	0.2	0.2	0.8	0.8	0.7
Locale									
Metro-centric codes									
Central city	†	0.4	†	†	0.4	†	†	†	1.1
Urban fringe/large town	†	0.3	†	†	0.3	†	†	†	1.0
Rural/small town	†	0.3	†	†	0.4	†	†	†	1.1
Urban-centric codes									
City	†	†	0.6	†	†	0.5	†	†	†
Suburban	†	†	0.4	†	†	0.4	†	†	†
Town	†	†	0.6	†	†	0.5	†	†	†
Rural	†	†	0.4	†	†	0.4	†	†	†
Students in school eligible for free or reduced-price lunch									
10 percent or less	†	0.5	0.6	†	0.4	0.6	†	†	2.0
11-25 percent	†	0.3	0.5	†	0.4	0.5	†	†	1.3
26-50 percent	†	0.3	0.4	†	0.3	0.4	†	†	1.1
51-75 percent	†	0.4	0.4	†	0.4	0.5	†	†	1.8
More than 75 percent	†	0.4	0.5	†	0.6	0.7	†	†	2.0

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1992-2007 Reading Assessments, NAEP Data Explorer.

Reading Performance and Achievement Gaps

Table S-12-3. Standard errors for the average reading scale scores and achievement-level results for public school 4th- and 8th-graders, by state: Selected years, 1992-2007

State	Grade 4						Grade 8					
	Average score		Percentage of students				Average score		Percentage of students			
			At or above <i>Basic</i>		At or above <i>Proficient</i>				At or above <i>Basic</i>		At or above <i>Proficient</i>	
	1992	2007	1992	2007	1992	2007	1998	2007	1998	2007	1998	2007
United States	1.0	0.3	1.1	0.3	1.3	0.3	0.8	0.2	0.8	0.3	1.1	0.2
Alabama	1.7	1.3	2.1	1.4	1.5	1.4	1.4	1.0	2.1	1.2	1.9	1.3
Alaska	†	1.0	†	1.2	†	1.0	†	1.0	†	1.2	†	1.2
Arizona	1.2	1.6	1.8	1.7	1.2	1.5	1.1	1.2	1.5	1.6	1.4	1.4
Arkansas	1.2	1.2	1.5	1.3	1.2	1.3	1.3	1.0	1.4	1.3	1.4	1.1
California	2.0	1.0	2.2	1.0	1.7	0.9	1.6	0.8	2.0	0.8	1.9	0.8
Colorado	1.1	1.1	1.6	1.3	1.4	1.4	1.0	1.0	1.2	1.2	1.4	1.5
Connecticut	1.3	1.3	1.7	1.4	1.4	1.6	1.0	1.6	1.4	1.7	1.6	1.7
Delaware	0.6	0.7	1.2	1.2	1.1	1.4	1.3	0.6	2.0	0.8	1.4	1.2
District of Columbia	0.8	0.9	1.0	1.1	0.6	0.8	2.1	0.7	2.4	1.1	1.0	1.0
Florida	1.2	0.8	1.6	1.0	1.1	1.0	1.4	1.2	1.8	1.3	1.7	1.3
Georgia	1.5	0.9	1.7	1.3	1.5	1.5	1.4	1.0	1.7	1.4	1.4	1.4
Hawaii	1.7	1.1	1.9	1.4	1.5	1.4	1.0	0.8	1.3	1.0	1.2	0.9
Idaho	0.9	0.8	1.3	1.0	1.2	1.2	†	0.9	†	0.8	†	1.3
Illinois	†	1.2	†	1.6	†	1.3	†	1.0	†	1.1	†	1.5
Indiana	1.3	0.9	1.6	1.2	1.5	1.3	†	1.1	†	1.1	†	1.5
Iowa	1.1	1.1	1.4	1.6	1.6	1.4	†	0.9	†	1.0	†	1.4
Kansas	†	1.1	†	1.2	†	1.5	1.4	0.8	1.6	1.0	1.8	1.2
Kentucky	1.3	1.1	1.7	1.4	1.6	1.4	1.4	1.0	1.7	1.2	1.8	1.2
Louisiana	1.2	1.6	1.6	2.0	1.1	1.4	1.4	1.1	1.9	1.6	1.5	1.2
Maine	1.1	0.9	1.4	1.1	1.7	1.4	1.2	0.8	1.4	1.0	1.9	1.3
Maryland	1.6	1.1	1.8	1.3	1.2	1.5	1.8	1.2	1.9	1.3	2.1	1.5
Massachusetts	0.9	1.1	1.3	1.1	1.5	1.7	1.4	1.0	1.3	0.9	1.7	1.5
Michigan	1.5	1.4	1.9	1.7	2.0	1.6	†	1.2	†	1.5	†	1.3
Minnesota	1.2	1.1	1.7	1.3	1.5	1.5	1.4	0.9	1.4	1.2	1.7	1.2
Mississippi	1.3	1.0	1.7	1.4	0.9	1.0	1.2	1.1	1.7	1.4	1.2	1.4
Missouri	1.2	1.1	1.5	1.3	1.5	1.3	1.3	1.0	1.8	1.1	1.6	1.2
Montana	†	1.0	†	1.0	†	1.8	1.3	0.8	1.6	1.0	1.5	1.4
Nebraska	1.1	1.3	1.5	1.4	1.5	1.5	†	0.9	†	1.2	†	1.3
Nevada	†	1.2	†	1.3	†	1.3	1.0	0.8	1.3	0.9	1.2	1.0
New Hampshire	1.2	0.9	1.8	0.9	1.6	1.5	†	0.9	†	1.2	†	1.3

See notes at end of table.

Table S-12-3. Standard errors for the average reading scale scores and achievement-level results for public school 4th- and 8th-graders, by state: Selected years, 1992–2007—Continued

State	Grade 4						Grade 8					
	Average score		Percentage of students				Average score		Percentage of students			
			At or above <i>Basic</i>		At or above <i>Proficient</i>				At or above <i>Basic</i>		At or above <i>Proficient</i>	
	1992	2007	1992	2007	1992	2007	1998	2007	1998	2007	1998	2007
United States	1.0	0.3	1.1	0.3	1.3	0.3	0.8	0.2	0.8	0.3	1.1	0.2
New Jersey	1.4	1.2	1.8	1.3	1.8	1.5	†	1.1	†	1.0	†	1.5
New Mexico	1.5	1.3	1.7	1.5	1.7	1.6	1.2	0.8	1.7	1.3	1.3	0.9
New York	1.4	1.0	1.4	1.2	1.3	1.3	1.5	1.1	1.7	1.3	1.9	1.4
North Carolina	1.1	0.9	1.4	1.2	1.3	1.1	1.1	1.1	1.2	1.3	1.4	1.1
North Dakota	1.1	0.9	1.8	1.2	1.5	1.4	†	0.7	†	1.0	†	1.3
Ohio	1.3	1.1	1.7	1.5	1.6	1.6	†	1.2	†	1.2	†	1.6
Oklahoma	0.9	1.1	1.2	1.5	1.3	1.2	1.2	0.8	1.2	1.0	1.9	1.2
Oregon	†	1.4	†	1.5	†	1.5	1.5	0.9	1.4	1.2	2.1	1.7
Pennsylvania	1.3	1.0	1.7	1.3	1.7	1.1	†	1.2	†	1.4	†	1.5
Rhode Island	1.8	1.0	2.2	1.2	1.7	1.2	0.9	0.9	1.4	1.2	1.2	1.1
South Carolina	1.3	1.2	1.9	1.5	1.4	1.3	1.1	0.9	1.6	1.2	1.0	1.4
South Dakota	†	1.0	†	1.2	†	1.6	†	0.7	†	0.9	†	1.9
Tennessee	1.4	1.2	1.7	1.6	1.5	1.2	1.2	1.0	1.5	1.3	1.6	1.1
Texas	1.6	0.9	2.0	1.1	1.8	1.1	1.4	0.9	1.7	1.0	1.6	1.2
Utah	1.1	1.2	1.6	1.4	1.6	1.4	1.0	1.0	1.2	1.1	1.6	1.2
Vermont	†	0.8	†	1.2	†	1.2	†	0.8	†	1.1	†	1.3
Virginia	1.4	1.1	1.8	1.5	1.6	1.4	1.1	1.1	1.2	1.2	1.3	1.6
Washington	†	1.4	†	1.5	†	1.7	1.2	0.9	1.5	1.1	1.7	1.3
West Virginia	1.3	1.1	1.4	1.2	1.4	1.1	1.0	1.0	1.2	1.2	1.1	1.1
Wisconsin	1.0	1.2	1.3	1.4	1.3	1.4	1.8	1.0	2.2	1.3	1.8	1.7
Wyoming	1.1	0.5	1.6	1.0	1.5	1.0	1.3	0.7	1.8	1.1	1.5	1.0

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1992–2007 Reading Assessments, NAEP Data Explorer.

Mathematics Performance and Achievement Gaps

Table S-13-1. Standard errors for the average mathematics scale scores and percentage of students at each achievement level, by grade: Selected years, 1990–2007

Grade, scale score, and achievement level	1990	1992	1996	1996	2000	2003	2005	2007
Grade 4								
Average scale score	0.9	0.7	0.9	1.0	0.9	0.2	0.1	0.2
Percentage at each achievement level								
Below <i>Basic</i>	1.4	1.0	1.2	1.3	1.3	0.3	0.2	0.2
At or above <i>Basic</i>	1.4	1.0	1.2	1.3	1.3	0.3	0.2	0.2
At or above <i>Proficient</i>	1.2	1.0	0.9	1.1	1.0	0.3	0.2	0.3
At <i>Advanced</i>	0.4	0.3	0.3	0.3	0.3	0.1	0.1	0.1
Grade 8								
Average scale score	1.3	0.9	1.1	0.9	0.8	0.3	0.2	0.3
Percentage at each achievement level								
Below <i>Basic</i>	1.4	1.1	1.1	1.0	0.9	0.3	0.2	0.3
At or above <i>Basic</i>	1.4	1.1	1.1	1.0	0.9	0.3	0.2	0.3
At or above <i>Proficient</i>	1.1	1.0	1.1	1.0	0.8	0.3	0.2	0.3
At <i>Advanced</i>	0.3	0.4	0.5	0.4	0.4	0.1	0.1	0.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1990–2007 Mathematics Assessments, NAEP Data Explorer.

Table S-13-2. Standard errors for the average mathematics scale scores, by grade and selected student and school characteristics: Selected years, 1990–2007

Student or school characteristic	Grade 4			Grade 8		
	1990	2005	2007	1990	2005	2007
Total	0.9	0.1	0.2	1.3	0.2	0.3
Sex						
Male	1.2	0.2	0.2	1.6	0.2	0.3
Female	1.1	0.2	0.2	1.3	0.2	0.3
Race/ethnicity						
White	1.0	0.1	0.2	1.3	0.2	0.3
Black	1.8	0.3	0.3	2.7	0.4	0.4
Hispanic	2.2	0.3	0.3	4.3	0.4	0.4
Asian/Pacific Islander	4.1	0.7	0.8	5.0	0.9	0.9
American Indian/Alaska Native	†	0.9	0.7	†	0.9	1.2
Parents' education						
Did not finish high school	†	†	†	2.0	0.5	0.5
Graduated from high school	†	†	†	1.6	0.3	0.4
Some education after high school	†	†	†	1.6	0.3	0.4
Graduated from college	†	†	†	1.5	0.2	0.3
Locale						
Metro-centric codes						
Central city	†	0.3	†	†	0.4	†
Urban fringe/large town	†	0.2	†	†	0.3	†
Rural/small town	†	0.3	†	†	0.4	†
Urban-centric codes						
City	†	†	0.4	†	†	0.5
Suburban	†	†	0.3	†	†	0.4
Town	†	†	0.5	†	†	0.6
Rural	†	†	0.3	†	†	0.5
Students in school eligible for free or reduced-price lunch						
10 percent or less	†	0.4	0.5	†	0.6	0.8
11–25 percent	†	0.3	0.4	†	0.5	0.5
26–50 percent	†	0.3	0.3	†	0.3	0.4
51–75 percent	†	0.3	0.3	†	0.4	0.6
More than 75 percent	†	0.3	0.4	†	0.6	0.7

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1990–2007 Mathematics Assessments, NAEP Data Explorer.

Mathematics Performance and Achievement Gaps

Table S-13-3. Standard errors for the average mathematics scale scores and achievement-level results for public school 4th- and 8th-graders, by state: 1990, 1992, and 2007

State	Grade 4						Grade 8					
	Average score		Percentage of students				Average score		Percentage of students			
			At or above Basic		At or above Proficient				At or above Basic		At or above Proficient	
	1992	2007	1992	2007	1992	2007	1990	2007	1990	2007	1990	2007
United States	0.8	0.2	1.2	0.2	1.1	0.3	1.4	0.3	1.5	0.3	1.1	0.3
Alabama	1.6	1.3	2.1	1.7	1.2	1.7	1.1	1.5	1.7	1.7	0.7	1.5
Alaska	†	1.0	†	1.2	†	1.5	†	1.1	†	1.3	†	1.4
Arizona	1.1	1.0	1.6	1.4	0.9	1.2	1.3	1.2	1.8	1.5	0.9	1.2
Arkansas	0.9	1.1	1.5	1.5	0.7	1.6	0.9	1.1	1.2	1.3	0.7	1.1
California	1.6	0.7	1.9	0.8	1.2	0.9	1.3	0.8	1.7	1.0	1.1	0.8
Colorado	1.0	1.0	1.4	1.3	1.0	1.6	0.9	0.9	1.2	1.0	1.0	1.2
Connecticut	1.1	1.1	1.6	1.3	1.4	1.6	1.0	1.5	1.4	1.6	0.9	1.6
Delaware	0.8	0.4	1.0	0.9	0.9	0.9	0.9	0.6	1.5	1.1	0.8	1.1
District of Columbia	0.5	0.8	0.9	1.4	0.3	0.7	0.9	0.9	1.0	1.2	0.6	0.6
Florida	1.5	0.8	1.7	0.8	1.4	1.4	1.2	1.3	1.4	1.4	0.9	1.4
Georgia	1.2	0.8	1.7	1.0	1.2	1.3	1.3	1.0	1.5	1.5	1.2	1.0
Hawaii	1.3	0.8	1.8	1.0	0.9	1.2	0.8	0.8	1.0	1.0	0.7	0.7
Idaho	1.0	0.7	1.7	0.9	1.0	1.3	0.8	0.9	1.2	1.1	1.1	1.3
Illinois	†	1.1	†	1.2	†	1.6	1.7	1.1	2.0	1.6	1.3	1.5
Indiana	1.0	0.8	1.7	0.9	1.1	1.5	1.2	1.1	1.5	1.4	1.1	1.4
Iowa	1.0	0.8	1.5	1.0	1.2	1.3	1.1	0.9	1.2	1.1	1.4	1.4
Kansas	†	0.9	†	0.8	†	1.7	†	1.1	†	1.1	†	1.5
Kentucky	1.0	0.9	1.5	1.0	1.2	1.4	1.2	1.1	1.7	1.5	0.8	1.2
Louisiana	1.5	1.0	2.0	1.4	0.8	1.3	1.2	1.1	1.6	1.8	0.6	1.2
Maine	1.0	0.8	1.5	1.0	1.5	1.3	†	0.8	†	1.1	†	1.2
Maryland	1.3	0.9	1.6	1.3	1.2	1.3	1.4	1.2	1.6	1.2	1.2	1.4
Massachusetts	1.2	0.8	1.6	0.7	1.5	1.5	†	1.3	†	1.1	†	1.7
Michigan	1.7	1.3	2.2	1.5	1.7	1.6	1.2	1.4	1.7	1.7	1.2	1.4
Minnesota	0.9	1.0	1.6	1.1	1.3	1.6	0.9	1.0	1.1	0.8	1.2	1.6
Mississippi	1.1	1.0	1.3	1.8	0.6	1.3	†	0.8	†	1.3	†	1.0
Missouri	1.2	0.9	1.7	1.0	1.3	1.5	†	1.0	†	1.5	†	1.3
Montana	†	0.8	†	0.8	†	1.4	0.9	0.7	1.5	1.0	1.4	1.1
Nebraska	1.2	1.1	1.8	1.4	1.6	1.6	1.0	1.0	1.3	1.2	1.2	1.4
Nevada	†	0.9	†	1.3	†	1.4	†	0.8	†	1.2	†	1.0
New Hampshire	1.2	0.8	1.6	0.7	1.6	1.5	0.9	0.7	1.5	1.0	1.2	1.1

See notes at end of table.

Table S-13-3. Standard errors for the average mathematics scale scores and achievement-level results for public school 4th- and 8th-graders, by state: 1990, 1992, and 2007—Continued

State	Grade 4						Grade 8					
	Average score		Percentage of students				Average score		Percentage of students			
			At or above <i>Basic</i>		At or above <i>Proficient</i>				At or above <i>Basic</i>		At or above <i>Proficient</i>	
1992	2007	1992	2007	1992	2007	1990	2007	1990	2007	1990	2007	
United States	0.8	0.2	1.2	0.2	1.1	0.3	1.4	0.3	1.5	0.3	1.1	0.3
New Jersey	1.5	1.1	2.1	0.9	1.5	2.0	1.1	1.2	1.5	1.4	1.1	1.6
New Mexico	1.4	0.9	2.0	1.4	1.3	1.3	0.7	0.9	1.2	1.6	0.9	1.1
New York	1.2	0.8	1.8	0.9	1.3	1.5	1.4	1.2	1.7	1.4	0.9	1.2
North Carolina	1.1	0.8	1.6	1.0	0.8	1.4	1.1	1.1	1.4	1.4	0.7	1.3
North Dakota	0.8	0.5	1.3	0.7	1.1	1.2	1.2	0.7	1.6	0.9	1.8	1.2
Ohio	1.2	1.0	1.7	1.1	1.2	1.6	1.0	1.2	1.6	1.4	1.1	1.5
Oklahoma	1.0	0.8	1.7	1.0	1.2	1.4	1.3	0.9	1.8	1.5	1.2	1.2
Oregon	†	1.0	†	1.1	†	1.5	1.0	1.1	1.4	1.1	1.1	1.3
Pennsylvania	1.3	0.8	2.0	0.9	1.5	1.3	1.6	1.1	2.0	1.3	1.3	1.3
Rhode Island	1.5	0.9	2.2	1.1	1.1	1.2	0.6	0.7	1.0	1.1	0.7	1.0
South Carolina	1.1	0.8	1.7	1.0	1.1	1.2	†	1.0	†	1.1	†	1.4
South Dakota	†	0.7	†	1.0	†	1.1	†	0.8	†	1.0	†	1.5
Tennessee	1.4	0.9	2.0	1.3	1.0	1.2	†	1.1	†	1.4	†	1.4
Texas	1.2	0.7	1.6	0.8	1.2	1.2	1.4	1.0	1.6	1.1	1.1	1.3
Utah	1.0	0.9	1.7	1.0	1.1	1.6	†	0.9	†	1.1	†	1.2
Vermont	†	0.5	†	0.7	†	1.3	†	0.7	†	1.0	†	1.3
Virginia	1.3	0.9	1.4	0.8	1.5	1.5	1.5	1.1	1.7	1.3	1.6	1.4
Washington	†	1.0	†	1.2	†	1.4	†	1.0	†	1.3	†	1.2
West Virginia	1.1	0.9	1.5	1.1	0.9	1.4	1.0	1.0	1.1	1.4	0.8	0.9
Wisconsin	1.1	0.9	1.4	1.0	1.4	1.5	1.3	1.1	1.6	1.4	1.4	1.3
Wyoming	0.9	0.5	1.4	0.7	1.1	1.0	0.7	0.7	1.3	1.1	0.9	1.6

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1990, 1992, and 2007 Mathematics Assessments, NAEP Data Explorer.

Reading and Mathematics Score Trends

Table S-14-1. Standard errors for the average reading scale scores on the long-term trend National Assessment of Educational Progress (NAEP), by age, sex, and race/ethnicity: Various years, 1971 through 2008

Age, sex, and race/ethnicity	1971	1975	1980	1984	1988	1990	1992	1994	1996	1999	2004	2004 ¹	2008 ¹
9-year-old total	1.0	0.7	1.0	0.8	1.1	1.2	0.9	1.2	1.0	1.3	1.1	1.0	0.9
Sex													
Male	1.1	0.8	1.1	1.0	1.4	1.7	1.3	1.3	1.4	1.6	1.4	1.1	1.1
Female	1.0	0.8	1.1	0.9	1.3	1.2	0.9	1.4	1.1	1.5	1.0	1.1	0.9
Race/ethnicity													
White	0.9	0.7	0.8	0.9	1.4	1.3	1.0	1.3	1.2	1.6	1.1	0.9	1.0
Black	1.7	1.2	1.8	1.3	2.4	2.9	2.2	2.3	2.6	2.3	2.2	1.8	1.7
Hispanic	†	2.2	2.3	3.0	3.5	2.3	3.1	3.9	3.4	2.7	1.7	1.5	1.5
13-year-old total	0.9	0.8	0.9	0.6	1.0	0.8	1.2	0.9	1.0	1.0	1.0	1.0	0.8
Sex													
Male	1.0	0.8	1.1	0.7	1.3	1.1	1.7	1.2	1.2	1.3	1.2	1.1	1.0
Female	0.9	0.9	0.9	0.7	1.0	1.1	1.2	1.2	1.2	1.2	1.3	1.2	0.9
Race/ethnicity													
White	0.7	0.7	0.7	0.6	1.1	0.9	1.2	1.1	1.0	1.2	1.0	1.0	1.0
Black	1.2	1.2	1.5	1.2	2.4	2.2	2.3	2.4	2.6	2.4	2.0	1.9	1.6
Hispanic	†	3.0	2.0	2.0	3.5	2.3	3.5	1.9	2.9	2.9	1.6	2.1	1.5
17-year-old total	1.2	0.8	1.2	0.8	1.0	1.1	1.1	1.3	1.1	1.3	1.2	1.1	0.9
Sex													
Male	1.2	1.0	1.3	0.8	1.5	1.6	1.6	2.2	1.3	1.6	1.5	1.4	1.1
Female	1.3	1.0	1.2	0.9	1.5	1.2	1.1	1.5	1.2	1.4	1.3	1.2	1.0
Race/ethnicity													
White	1.0	0.6	0.9	0.9	1.2	1.2	1.4	1.5	1.2	1.4	1.1	1.2	1.0
Black	1.7	2.0	1.8	1.2	2.4	2.3	2.1	3.9	2.7	1.7	2.7	1.9	2.4
Hispanic	†	3.6	2.7	2.9	4.3	3.6	3.7	4.9	4.1	3.9	2.9	2.5	1.3

† Not applicable.

¹ Scores for the revised assessment format. This format reflects the inclusion of and accommodations for students with disabilities and English language learners.SOURCE: Rampey, B.D., Dion, G.S., and Donahue, P.L. (2009). *NAEP 2008 Trends in Academic Progress in Reading and Mathematics* (NCES 2009-479). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, Washington, DC.

Table S-14-2. Standard errors for the average mathematics scale scores on the long-term trend National Assessment of Educational Progress (NAEP), by age, sex, and race/ethnicity: Various years, 1973 through 2008

Age, sex, and race/ethnicity	1973	1978	1982	1986	1990	1992	1994	1996	1999	2004	2004 ¹	2008 ¹
9-year-old total	0.8	0.8	1.1	1.0	0.8	0.8	0.8	0.8	0.8	0.9	0.9	0.8
Sex												
Male	0.7	0.7	1.2	1.1	0.9	1.0	1.0	1.2	1.0	1.1	1.0	0.9
Female	1.1	1.0	1.2	1.2	1.1	1.0	0.9	0.7	0.9	1.1	1.0	1.0
Race/ethnicity												
White	1.0	0.9	1.1	1.1	0.8	0.8	1.0	1.0	0.9	0.9	0.8	0.8
Black	1.8	1.1	1.6	1.6	2.2	2.0	1.6	1.4	1.6	2.1	2.1	1.9
Hispanic	2.4	2.2	1.3	2.1	2.1	2.3	2.3	1.7	1.9	2.0	2.0	1.2
13-year-old total	1.1	1.1	1.1	1.2	0.9	0.9	1.0	0.8	0.8	1.0	1.0	0.9
Sex												
Male	1.3	1.3	1.4	1.1	1.2	1.1	1.3	0.9	0.9	1.2	1.0	1.0
Female	1.1	1.1	1.1	1.5	0.9	1.0	1.0	1.0	1.1	1.0	1.2	1.0
Race/ethnicity												
White	0.9	0.8	1.0	1.3	1.1	0.9	0.9	0.9	0.8	0.9	0.9	1.2
Black	1.9	1.9	1.6	2.3	2.3	1.9	3.5	1.3	2.6	1.6	1.8	1.2
Hispanic	2.2	2.0	1.7	2.9	1.8	1.8	1.9	1.6	1.7	2.0	1.5	1.2
17-year-old total	1.1	1.0	0.9	0.9	0.9	0.9	1.0	1.2	1.0	0.8	0.7	0.6
Sex												
Male	1.2	1.0	1.0	1.2	1.1	1.1	1.4	1.3	1.4	1.0	0.9	0.7
Female	1.1	1.0	1.0	1.0	1.1	1.1	1.1	1.4	1.0	0.9	0.8	0.8
Race/ethnicity												
White	1.1	0.9	0.9	1.0	1.0	0.8	1.1	1.4	1.1	0.7	0.7	0.7
Black	1.3	1.3	1.2	2.1	2.8	2.2	1.8	1.7	1.5	1.6	1.4	1.2
Hispanic	2.2	2.3	1.8	2.9	2.9	2.6	3.7	2.1	2.5	1.8	1.2	1.1

¹ Scores for the revised assessment format. This format reflects the inclusion of and accommodations for students with disabilities and English language learners.

SOURCE: Rampey, B.D., Dion, G.S., and Donahue, P.L. (2009). *NAEP 2008 Trends in Academic Progress in Reading and Mathematics* (NCES 2009-479). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, Washington, DC.

International Trends in Mathematics Performance

Table S-15-1. Standard errors for the average mathematics scale scores and percentile scores of 4th-grade students, by content domain and country: 2007

Country (ordered by total score)	Total mathematics	Content domain			Percentile	
		Number	Geometric shapes and measures	Data display	90th	10th
TIMSS scale average	†	†	†	†	†	†
Hong Kong SAR	3.6	3.8	3.1	2.7	6.0	4.0
Singapore	3.7	4.3	3.7	3.2	4.5	7.1
Chinese Taipei	1.7	1.9	2.2	2.0	2.3	2.3
Japan	2.1	2.2	2.2	2.8	3.3	3.0
Kazakhstan	7.1	6.6	7.4	5.8	7.3	9.1
Russian Federation	4.9	4.4	5.1	4.9	6.9	4.7
England	2.9	3.2	2.7	2.5	4.9	5.2
Latvia	2.3	2.1	2.6	3.0	3.9	2.2
Netherlands	2.1	2.2	2.3	2.3	2.6	4.9
Lithuania	2.4	2.3	2.4	2.9		
United States	2.4	2.7	2.5	2.4	3.1	4.2
Germany	2.3	2.2	2.0	3.1	3.2	3.8
Denmark	2.4	2.9	2.6	3.4	3.6	4.2
Australia	3.5	3.7	3.1	3.1	2.9	6.5
Hungary	3.5	3.7	3.3	3.5	2.9	8.4
Italy	3.1	3.2	3.0	3.4	3.8	5.6
Austria	2.0	2.2	2.4	2.6	3.7	2.9
Sweden	2.5	2.5	2.3	2.7	3.0	4.4
Slovenia	1.8	1.9	1.8	2.5	3.2	3.0
Armenia	4.3	4.0	4.7	4.3	8.2	5.1
Slovak Republic	4.5	3.9	4.3	4.2	4.5	9.7
Scotland	2.2	2.6	2.6	2.2	2.7	3.9
New Zealand	2.3	2.7	2.3	2.6	2.6	4.8
Czech Republic	2.8	2.8	2.8	3.3	2.8	6.9
Norway	2.5	2.8	3.0	2.6	3.0	3.3
Ukraine	2.9	2.9	2.8	3.2	2.6	4.6
Georgia	4.2	3.8	4.8	4.6	4.1	5.7
Iran, Islamic Republic of	4.1	3.6	3.3	4.0	2.9	4.4
Algeria	5.2	5.0	4.5	5.2	6.2	8.0
Colombia	5.0	4.3	4.8	5.9	5.2	4.7
Morocco	4.7	4.7	4.3	6.1	6.3	6.3
El Salvador	4.1	3.9	4.3	3.5	5.0	5.7
Tunisia	4.5	4.5	4.5	4.8	3.9	5.5
Kuwait	3.6	3.5	3.6	4.7	5.5	5.3
Qatar	1.0	1.2	1.4	1.6	1.6	1.8
Yemen	6.0	†	†	†	6.8	7.1

† Not applicable.

SOURCE: Gonzales, P., Williams, T., Jocelyn, L., Roey, S., Kastberg, D., and Brenwald, S. (2008). *Highlights From TIMSS 2007: Mathematics and Science Achievement of U.S. Fourth- and Eighth-Grade Students in an International Context* (NCES 2009-001), tables E-1, E-3, and E-6, data from International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2007.

Table S-15-2. Standard errors for the average mathematics scale scores and percentile scores of 8th-grade students, by content domain and country: 2007

Country (ordered by total score)	Total mathematics	Content domain				Percentile	
		Number	Algebra	Geometry	Data and chance	90th	10th
TIMSS scale average	†	†	†	†	†	†	†
Chinese Taipei	4.5	4.2	5.4	4.6	3.6	4.6	6.5
Korea, Republic of	2.7	2.4	3.0	2.3	2.0	3.7	3.9
Singapore	3.8	3.5	3.7	3.4	3.9	4.3	8.7
Hong Kong SAR	5.8	5.6	5.6	5.5	4.7	4.3	14.9
Japan	2.4	2.3	2.5	2.2	2.2	4.0	5.5
Hungary	3.5	3.6	3.6	3.6	3.3	5.4	4.3
England	4.8	5.0	4.6	4.4	5.0	6.8	9.0
Russian Federation	4.1	3.8	4.5	4.1	3.8	4.7	6.9
United States	2.8	2.7	2.7	2.5	2.8	3.3	3.4
Lithuania	2.3	2.7	2.7	2.6	2.3	3.6	5.3
Czech Republic	2.4	2.5	2.4	2.7	2.8	3.6	3.2
Slovenia	2.1	2.3	2.4	2.4	2.3	3.1	3.3
Armenia	3.5	3.1	2.5	4.1	3.9	6.3	5.3
Australia	3.9	3.7	3.7	3.6	3.2	7.9	8.3
Sweden	2.3	1.8	2.4	2.5	3.0	2.8	4.1
Malta	1.2	1.3	1.4	1.1	1.4	1.8	2.9
Scotland	3.7	3.7	3.7	3.9	3.5	4.7	6.5
Serbia	3.3	2.9	3.2	3.6	3.0	5.4	3.8
Italy	3.0	2.8	3.2	3.1	3.1	6.3	5.3
Malaysia	5.0	5.1	4.3	5.6	4.1	5.9	8.0
Norway	2.0	2.0	2.8	2.3	2.5	2.3	2.3
Cyprus	1.6	1.6	2.0	2.7	1.6	5.9	8.0
Bulgaria	5.0	4.7	5.1	5.0	4.7	4.6	9.4
Israel	3.9	3.2	3.9	4.3	4.4	7.3	8.3
Ukraine	3.6	3.7	3.9	3.6	3.5	4.6	7.0
Romania	4.1	3.5	4.6	4.0	3.7	4.3	7.5
Bosnia and Herzegovina	2.7	3.0	3.2	3.5	2.3	2.6	3.6
Lebanon	4.0	3.4	3.2	4.0	4.4	3.9	5.8
Thailand	5.0	4.8	5.0	5.3	4.1	11.0	4.7
Turkey	4.8	4.0	5.1	5.1	4.4	7.7	4.9
Jordan	4.1	4.3	4.1	3.9	3.8	3.9	7.2
Tunisia	2.4	2.6	2.6	2.6	2.3	2.2	2.7
Georgia	6.0	5.6	6.6	6.7	4.3	10.1	8.4
Iran, Islamic Republic of	4.1	3.9	3.9	4.4	3.5	7.6	4.7
Bahrain	1.6	2.0	1.8	2.1	2.1	5.3	5.3
Indonesia	3.8	3.7	3.5	4.5	3.6	5.4	8.7
Syrian Arab Republic	3.8	3.4	3.7	3.4	2.7	6.2	5.0
Egypt	3.6	3.1	3.3	3.4	3.1	4.5	4.4
Algeria	2.1	1.7	2.4	2.1	1.7	1.9	3.2
Colombia	3.6	3.5	3.1	3.3	3.8	3.6	6.7
Oman	3.4	2.7	3.2	3.0	3.0	2.8	6.5
Palestinian National Authority	3.5	3.2	3.4	3.8	2.9	2.5	6.4
Botswana	2.3	2.9	2.2	3.2	2.6	3.8	3.6
Kuwait	2.3	3.1	3.0	2.8	3.5	2.6	4.6
El Salvador	2.8	3.0	3.7	3.7	3.0	3.2	2.6
Saudi Arabia	2.9	3.3	2.8	2.6	2.2	4.5	4.3
Ghana	4.4	4.0	3.6	4.9	3.6	5.5	5.3
Qatar	1.4	1.6	1.5	1.8	1.6	2.3	3.1

† Not applicable.

SOURCE: Gonzales, P., Williams, T., Jocelyn, L., Roey, S., Kastberg, D., and Brenwald, S. (2008). *Highlights From TIMSS 2007: Mathematics and Science Achievement of U.S. Fourth- and Eighth-Grade Students in an International Context* (NCES 2009-001), tables E-2, E-4, and E-7, data from International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2007.

International Trends in Mathematics Performance

Table S-15-3. Standard errors for the average mathematics scale scores of 4th-grade students, by country: 1995 and 2007

Country (ordered by total score)	1995	2007
TIMSS scale average	†	†
Hong Kong SAR	4.0	3.6
Singapore	4.5	3.7
Japan	1.9	2.1
England	3.3	2.9
Latvia	4.6	2.3
Netherlands	3.0	2.1
United States	3.0	2.4
Australia	3.4	3.5
Hungary	3.6	3.5
Austria	2.9	2.0
Slovenia	3.1	1.8
Scotland	4.2	2.2
New Zealand	4.4	2.3
Czech Republic	3.1	2.8
Norway	3.0	2.5
Iran, Islamic Republic of	5.0	4.1

† Not applicable.

SOURCE: Gonzales, P., Williams, T., Jocelyn, L., Roey, S., Kastberg, D., and Brenwald, S. (2008). *Highlights From TIMSS 2007: Mathematics and Science Achievement of U.S. Fourth- and Eighth-Grade Students in an International Context* (NCES 2009-001), table E-1, data from International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 1995 and 2007.**Table S-15-4. Standard errors for the average mathematics scale scores of 8th-grade students, by country: 1995 and 2007**

Country (ordered by total score)	1995	2007
TIMSS scale average	†	†
Korea, Republic of	2.0	2.7
Singapore	4.0	3.8
Hong Kong SAR	6.1	5.8
Japan	1.6	2.4
Hungary	3.2	3.5
England	3.0	4.8
Russian Federation	5.3	4.1
United States	4.7	2.8
Lithuania	4.1	2.3
Czech Republic	4.5	2.4
Slovenia	2.9	2.1
Australia	3.7	3.9
Sweden	4.3	2.3
Scotland	5.7	3.7
Norway	2.2	2.0
Cyprus	2.2	1.6
Bulgaria	5.8	5.0
Romania	4.6	4.1
Iran, Islamic Republic of	3.9	4.1
Colombia	5.6	3.6

† Not applicable.

SOURCE: Gonzales, P., Williams, T., Jocelyn, L., Roey, S., Kastberg, D., and Brenwald, S. (2008). *Highlights From TIMSS 2007: Mathematics and Science Achievement of U.S. Fourth- and Eighth-Grade Students in an International Context* (NCES 2009-001), table E-2, data from International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 1995 and 2007.

Table S-15-5. Standard errors for trends in 10th and 90th percentile mathematics scores of U.S. 4th- and 8th-grade students: Various years 1995–2007

Percentile	1995	1999	2003	2007
4th grade				
10th	3.3	†	3.4	4.2
90th	3.6	†	2.8	3.1
8th grade				
10th	6.5	4.9	4.7	3.4
90th	5.1	5.6	4.5	3.3

† Not applicable.

SOURCE: International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 1995, 1999, 2003, and 2007.

International Trends in Science Performance

Table S-16-1. Standard errors for the average science scale scores and percentile scores of 4th-grade students, by content domain, percentile, and country: 2007

Country (ordered by total score)	Total science	Content domain			Percentile	
		Life science	Physical science	Earth science	90th	10th
TIMSS scale average	†	†	†	†	†	†
Singapore	4.1	4.1	3.9	3.3	5.0	7.0
Chinese Taipei	2.0	2.1	2.5	1.9	2.2	3.0
Hong Kong SAR	3.5	3.5	3.5	3.2	4.1	4.5
Japan	2.1	2.0	2.3	2.7	3.4	3.4
Russian Federation	4.8	4.1	4.6	4.3	4.9	4.9
Latvia	2.3	2.1	2.4	2.2	3.3	4.5
England	2.9	2.7	2.7	2.9	4.8	3.7
United States	2.7	2.5	2.4	2.6	2.8	4.3
Hungary	3.3	2.9	3.3	3.5	6.3	6.1
Italy	3.2	3.0	3.1	3.0	3.8	6.3
Kazakhstan	5.6	5.0	5.8	5.2	3.8	9.2
Germany	2.4	2.0	2.5	2.4	4.2	4.3
Australia	3.3	3.4	3.1	3.2	1.4	3.7
Slovak Republic	4.8	4.0	4.6	4.8	4.0	8.3
Austria	2.5	2.0	2.4	1.9	4.1	4.8
Sweden	2.9	2.5	2.7	2.7	2.4	4.0
Netherlands	2.6	2.2	2.3	2.5	4.1	3.6
Slovenia	1.9	2.2	1.6	2.5	2.7	1.7
Denmark	2.9	2.4	2.5	2.7	1.6	9.9
Czech Republic	3.1	2.9	2.8	2.6	5.1	3.5
Lithuania	2.4	1.8	1.4	2.5	2.2	3.3
New Zealand	2.6	2.5	2.5	2.6	3.1	4.7
Scotland	2.3	2.2	1.9	2.5	4.1	3.7
Armenia	5.7	5.9	5.1	5.5	15.2	8.6
Norway	3.5	2.5	2.7	2.9	3.4	7.7
Ukraine	3.1	2.5	2.7	3.1	4.2	5.1
Iran, Islamic Republic of	4.3	4.4	4.2	4.1	3.4	5.5
Georgia	4.6	3.5	4.0	5.0	5.2	7.3
Colombia	5.4	5.2	4.9	5.6	4.9	7.9
El Salvador	3.4	3.6	3.8	3.3	3.4	6.2
Algeria	6.0	6.2	5.3	5.7	6.8	10.0
Kuwait	4.4	4.9	5.2	3.8	5.9	8.0
Tunisia	5.9	5.6	6.4	5.8	4.6	14.0
Morocco	5.9	6.8	5.5	6.2	9.4	7.5
Qatar	2.6	1.4	2.1	2.2	2.0	3.8
Yemen	7.2	†	†	†	8.6	8.3

† Not applicable.

SOURCE: Gonzales, P., Williams, T., Jocelyn, L., Roey, S., Kastberg, D., and Brenwald, S. (2008). *Highlights From TIMSS 2007: Mathematics and Science Achievement of U.S. Fourth- and Eighth-Grade Students in an International Context* (NCES 2009-001), tables E-20, E-22, and E-25, data from the International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2007.

Table S-16-2. Standard errors for the average science scale scores and percentile scores of 8th-grade students, by content domain and country: 2007

Country (ordered by total score)	Total science	Content domain				Percentile	
		Biology	Chemistry	Physics	Earth science	90th	10th
TIMSS scale average	†	†	†	†	†	†	†
Singapore	4.4	4.2	4.1	3.9	4.1	3.0	7.9
Chinese Taipei	3.7	3.4	4.2	3.7	2.9	3.3	6.4
Japan	1.9	1.9	1.9	1.9	2.5	3.1	4.3
Korea	2.0	1.9	2.4	2.4	2.2	2.1	4.2
England	4.5	4.4	4.0	4.0	4.3	4.9	6.9
Hungary	2.9	2.7	3.5	3.2	2.9	3.5	5.2
Czech Republic	1.9	2.1	2.7	2.1	2.0	3.4	2.3
Slovenia	2.2	2.3	2.5	2.0	2.2	3.3	3.2
Hong Kong SAR	4.9	4.6	4.6	4.8	4.5	4.4	11.2
Russian Federation	3.9	3.6	3.7	4.0	3.4	5.1	6.6
United States	2.9	2.8	2.7	2.7	3.1	2.6	3.5
Lithuania	2.6	2.3	2.3	2.9	2.5	3.9	6.8
Australia	3.6	3.4	3.6	4.2	3.8	6.2	6.0
Sweden	2.6	2.4	2.4	2.7	3.0	2.6	4.1
Scotland	3.4	3.2	3.2	3.7	3.2	5.1	5.4
Italy	2.8	3.0	2.9	3.1	3.1	3.4	5.3
Armenia	5.8	5.9	6.3	5.6	5.8	13.7	7.0
Norway	2.2	2.3	2.2	3.0	2.5	1.7	5.6
Ukraine	3.5	3.4	3.3	3.9	4.0	3.3	7.3
Jordan	4.0	3.8	4.1	4.2	3.6	5.0	5.3
Malaysia	6.0	5.8	5.0	5.8	5.4	7.6	9.9
Thailand	4.3	4.5	4.1	4.2	3.8	5.6	5.7
Serbia	3.2	3.2	3.7	3.0	3.8	2.5	6.6
Bulgaria	5.9	6.0	6.1	5.6	5.5	6.8	16.9
Israel	4.3	4.2	4.6	4.6	4.1	4.3	6.0
Bahrain	1.7	2.0	2.4	1.5	2.4	2.4	3.8
Bosnia and Herzegovina	2.8	3.0	2.9	3.1	3.4	3.8	5.5
Romania	3.9	3.2	4.0	3.4	3.3	4.5	6.3
Iran, Islamic Republic of	3.6	3.6	3.5	3.6	3.7	5.2	4.0
Malta	1.4	1.7	2.1	1.7	1.5	2.3	2.9
Turkey	3.7	3.4	5.2	4.3	3.3	4.0	4.3
Syrian Arab Republic	2.9	2.7	2.9	2.7	3.2	3.0	5.1
Cyprus	2.0	1.9	2.5	2.8	2.3	3.1	3.7
Tunisia	2.1	2.2	2.5	2.5	1.8	2.3	2.2
Indonesia	3.4	3.1	3.4	3.1	3.3	3.9	4.8
Oman	3.0	3.1	3.6	2.9	2.5	3.3	5.3
Georgia	4.8	3.9	4.6	5.8	4.1	4.4	7.3
Kuwait	2.8	2.6	3.8	2.8	3.0	3.2	4.8
Colombia	3.5	3.7	3.1	3.5	3.9	3.9	4.7
Lebanon	5.9	6.2	5.5	5.1	6.4	5.7	7.2
Egypt	3.6	3.4	4.0	3.3	3.8	4.3	5.6
Algeria	1.7	1.9	1.7	2.2	1.6	1.5	2.6
Palestinian National Authority	3.5	4.1	4.2	3.7	3.7	4.4	8.1
Saudi Arabia	2.4	2.4	2.5	2.3	2.3	3.4	5.6
El Salvador	2.9	3.0	3.2	3.5	2.9	3.4	4.9
Botswana	3.1	2.9	2.4	3.2	4.0	3.0	4.9
Qatar	1.7	1.7	1.8	2.1	1.9	2.3	4.5
Ghana	5.4	5.0	4.9	5.8	5.8	8.6	8.0

† Not applicable.

SOURCE: Gonzales, P., Williams, T., Jocelyn, L., Roey, S., Kastberg, D., and Brenwald, S. (2008). *Highlights From TIMSS 2007: Mathematics and Science Achievement of U.S. Fourth- and Eighth-Grade Students in an International Context* (NCES 2009-001), tables E-21, E-23, and E-26, data from the International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2007.

International Trends in Science Performance

Table S-16-3. Standard errors for the average science scale scores of 4th-grade students, by country: 1995 and 2007

Country (ordered by 2007 score)	1995	2007
TIMSS scale average	†	†
Singapore	4.8	4.1
Hong Kong SAR	3.3	3.5
Japan	1.8	2.1
Latvia	4.9	2.3
England	3.1	2.9
United States	3.3	2.7
Hungary	3.4	3.3
Australia	3.8	3.3
Austria	3.6	2.5
Netherlands	3.2	2.6
Slovenia	3.1	1.9
Czech Republic	3.0	3.1
New Zealand	5.3	2.6
Scotland	4.5	2.3
Norway	3.7	3.5
Iran, Islamic Republic of	4.6	4.3

† Not applicable.

SOURCE: Gonzales, P., Williams, T., Jocelyn, L., Roey, S., Kastberg, D., and Brenwald, S. (2008). *Highlights From TIMSS 2007: Mathematics and Science Achievement of U.S. Fourth- and Eighth-Grade Students in an International Context* (NCES 2009-001), table E-20, data from the International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 1995 and 2007.

Table S-16-4. Standard errors for the average science scale scores of 8th-grade students, by country: 1995 and 2007

Country (ordered by 2007 score)	1995	2007
TIMSS scale average	†	†
Singapore	5.5	4.4
Japan	1.8	1.9
Korea	2.0	2.0
England	3.6	4.5
Hungary	3.1	2.9
Czech Republic	4.5	1.9
Slovenia	2.7	2.2
Hong Kong SAR	5.8	4.9
Russian Federation	4.5	3.9
United States	5.6	2.9
Lithuania	4.0	2.6
Australia	3.9	3.6
Sweden	4.4	2.6
Scotland	5.6	3.4
Norway	2.4	2.2
Romania	5.1	3.9
Iran, Islamic Republic of	3.6	3.6
Cyprus	2.1	2.0
Colombia	6.2	3.5

† Not applicable.

SOURCE: Gonzales, P., Williams, T., Jocelyn, L., Roey, S., Kastberg, D., and Brenwald, S. (2008). *Highlights From TIMSS 2007: Mathematics and Science Achievement of U.S. Fourth- and Eighth-Grade Students in an International Context* (NCES 2009-001), table E-21, data from the International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 1995 and 2007.

Table S-16-5. Standard errors for trends in 10th and 90th percentile science scores of U.S. 4th- and 8th-grade students: Various years 1995-2007

Percentile	1995	1999	2003	2007
4th grade				
10th	5.3	†	3.4	4.3
90th	4.0	†	3.1	2.8
8th grade				
10th	9.8	6.9	5.2	3.5
90th	4.3	4.7	3.5	2.6

† Not applicable.

SOURCE: International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 1995, 1999, 2003, and 2007.

Standard Error Table to Indicator 17

Annual Earnings of Young Adults

Table S-17-1. Standard errors for the median annual earnings of full-time, full-year wage and salary workers ages 25–34, by educational attainment, sex, and race/ethnicity: Selected years, 1980–2007
[In constant 2007 dollars]

Educational attainment, sex, and race/ethnicity	1980	1985	1990	1995	2000	2005	2007
Total	\$200	\$300	\$300	\$200	\$100	\$300	\$100
Less than high school	600	1,000	500	400	400	300	400
High school diploma or equivalent	400	300	300	300	200	300	400
Some college	400	400	500	600	400	200	700
Associate's degree	†	†	†	600	300	800	400
Bachelor's degree or higher	500	500	500	800	300	700	500
Bachelor's degree	†	†	†	300	700	200	400
Master's degree or higher	†	†	†	1,000	800	400	600
Sex and educational attainment							
Male	300	300	300	400	500	200	300
Less than high school	1,200	800	800	900	400	700	400
High school diploma or equivalent	400	500	300	500	500	200	200
Some college	600	800	500	500	700	400	400
Associate's degree	†	†	†	900	900	1,300	400
Bachelor's degree or higher	600	800	500	800	500	700	300
Bachelor's degree	†	†	†	600	900	400	300
Master's degree or higher	†	†	†	1,900	2,200	2,100	1,400
Female	200	300	300	200	200	200	400
Less than high school	900	800	900	800	700	700	1,000
High school diploma or equivalent	300	400	300	400	300	400	400
Some college	400	400	500	400	500	700	400
Associate's degree	†	†	†	1,200	500	500	300
Bachelor's degree or higher	600	400	500	600	300	300	700
Bachelor's degree	†	†	†	800	400	700	200
Master's degree or higher	†	†	†	1,300	1,000	900	500
Race/ethnicity and educational attainment							
White	200	200	300	200	300	200	200
Less than high school	1,100	800	600	1,100	500	800	700
High school diploma or equivalent	400	400	300	300	400	200	200
Some college	500	400	700	600	500	300	400
Associate's degree	†	†	†	700	400	500	600
Bachelor's degree or higher	600	400	400	800	300	500	800
Bachelor's degree	†	†	†	400	500	300	300
Master's degree or higher	†	†	†	900	900	500	600
Black	500	500	800	500	300	600	300
Less than high school	1,400	1,300	1,100	1,500	1,200	1,000	1,400
High school diploma or equivalent	700	700	500	800	400	800	400
Some college	1,300	900	1,000	1,200	600	1,300	500
Associate's degree	†	†	†	1,200	800	1,100	900
Bachelor's degree or higher	1,500	1,200	900	1,300	1,500	1,300	600
Bachelor's degree	†	†	†	1,200	1,800	900	1,000
Master's degree or higher	†	†	†	1,700	2,900	2,500	2,100

See notes at end of table.

Table S-17-1. Standard errors for the median annual earnings of full-time, full-year wage and salary workers ages 25–34, by educational attainment, sex, and race/ethnicity: Selected years, 1980–2007—Continued
[In constant 2007 dollars]

Educational attainment, sex, and race/ethnicity	1980	1985	1990	1995	2000	2005	2007
Race/ethnicity and educational attainment							
Hispanic	1,300	700	800	500	400	500	500
Less than high school	2,600	2,100	2,100	900	800	400	400
High school diploma or equivalent	1,400	1,000	1,100	1,100	1,000	700	300
Some college	2,700	2,700	1,300	1,200	1,000	800	500
Associate's degree	†	†	†	1,900	1,000	1,700	800
Bachelor's degree or higher	3,700	3,000	2,200	1,600	2,100	1,000	1,700
Bachelor's degree	†	†	†	1,800	1,900	900	1,000
Master's degree or higher	†	†	†	†	†	3,500	3,100
Asian	†	†	1,600	1,200	600	700	1,200
Less than high school	†	†	†	†	†	†	†
High school diploma or equivalent	†	†	2,200	2,000	1,500	1,400	2,000
Some college	†	†	1,800	2,400	2,600	1,400	1,500
Associate's degree	†	†	‡	1,700	2,300	4,500	2,200
Bachelor's degree or higher	†	†	2,300	1,900	900	700	2,400
Bachelor's degree	†	†	‡	900	1,900	2,100	1,500
Master's degree or higher	†	†	‡	4,900	2,600	4,000	1,800
Pacific Islander	†	†	†	†	†	†	3,100
American Indian/Alaska Native	†	†	4,100	2,600	1,400	1,100	900
More than one race	†	†	†	†	†	1,600	2,300

† Not applicable.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, selected years, 1981–2008.

Standard Error Table to Indicator 18

Grade Retention

Table S-18-1. Standard errors for the percentage of students in kindergarten through grade 8 who had ever been retained in a grade during their school career, by selected characteristics: Selected years, 1996–2007

Characteristic	1996	1999	2001	2003	2005	2007
Total	0.41	0.33	0.39	0.37	0.36	0.56
School type						
Public	0.44	0.35	0.43	0.40	0.38	0.61
Private	0.70	0.67	0.63	0.85	1.16	1.94
Sex						
Male	0.60	0.47	0.59	0.49	0.54	0.86
Female	0.45	0.41	0.51	0.59	0.50	0.76
Race/ethnicity						
White	0.42	0.39	0.45	0.44	0.45	0.67
Black	1.11	1.06	1.02	1.18	1.41	2.38
Hispanic	1.22	0.86	0.91	0.96	0.88	1.42
Asian/Pacific Islander	2.04	1.13	1.04	1.69	0.73	†
Other	1.94	2.33	2.31	2.55	1.53	2.13
Mother's education						
Less than high school	1.39	1.33	1.45	1.65	1.41	2.94
High school graduate or equivalent	0.70	0.77	0.70	0.78	0.86	1.32
Vocational/technical or some college	0.47	0.53	0.66	0.62	0.69	1.34
Bachelor's degree	0.52	0.58	0.51	0.57	0.62	0.57
Graduate/professional school	1.05	0.80	0.88	0.77	1.02	0.61
Poverty status						
Poor	1.33	1.13	1.25	1.26	1.35	2.17
Near-poor	0.69	0.68	0.83	0.93	0.91	1.10
Nonpoor	0.34	0.28	0.37	0.36	0.38	0.40
Region						
Northeast	0.80	0.79	0.90	1.02	0.80	1.84
South	0.79	0.59	0.73	0.76	0.80	1.07
Midwest	0.78	0.70	0.83	0.66	0.71	1.20
West	0.66	0.59	0.69	0.74	0.72	0.79
Primary language spoken in home						
English	0.43	0.34	0.40	0.39	0.35	0.59
Language other than English	2.20	1.29	1.43	1.26	1.71	1.90
Country of birth						
United States	†	0.33	0.41	0.37	0.36	0.59
Other jurisdictions	†	†	†	†	†	†
Other country	†	1.34	1.43	1.73	1.82	2.84
Of the percentage of students who had ever been retained						
Grade level retained						
Kindergarten–1st grade	1.05	1.07	1.22	1.25	1.20	2.36
2nd–3rd grade	1.09	1.48	1.28	1.20	1.02	1.88
4th–5th grade	0.92	1.26	1.13	1.17	1.31	2.10
6th–8th grade	0.86	1.34	1.16	1.55	1.02	1.33

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent Survey, Before- and After-School Programs Survey, and Parent and Family Involvement in Education Survey of the 1996–2007 NHES (Parent-NHES:1999; ASPA-NHES:2001 and 2005; and PFI-NHES:1996, 2003, and 2007).

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Status Dropout Rates

Table S-20-1. Standard errors for the number of status dropouts and status dropout rates of 16- through 24-year-olds, by nativity and selected characteristics: American Community Survey 2007

Characteristic	Number of status dropouts (in thousands)	Status dropout rate (percent)	Native-born dropout rate (percent)	Foreign-born dropout rate (percent)	Percent of all status dropouts
Total	25.9	0.06	0.05	0.25	†
Sex					
Male	20.1	0.09	0.08	0.38	0.29
Female	13.5	0.07	0.07	0.33	0.29
Race/ethnicity					
White	15.8	0.06	0.07	0.33	0.32
Black	10.4	0.18	0.17	0.65	0.28
Hispanic	15.9	0.21	0.21	0.39	0.33
Asian	2.9	0.19	0.21	0.29	0.08
Pacific Islander	0.9	1.23	1.47	2.54	0.03
American Indian/Alaska Native	3.2	0.94	0.95	†	0.09
More than one race	3.3	0.41	0.44	0.93	0.09
Race/ethnicity by sex					
Male					
White	12.1	0.09	0.10	0.52	0.41
Black	8.7	0.29	0.29	1.04	0.38
Hispanic	12.1	0.30	0.32	0.53	0.43
Asian	2.1	0.26	0.31	0.38	0.10
Pacific Islander	0.8	2.14	2.56	4.30	0.04
American Indian/Alaska Native	2.1	1.18	1.20	†	0.09
More than one race	2.7	0.63	0.66	1.12	0.12
Female					
White	9.9	0.09	0.09	0.45	0.57
Black	7.0	0.25	0.25	0.73	0.48
Hispanic	8.3	0.25	0.26	0.55	0.48
Asian	1.7	0.22	0.26	0.38	0.12
Pacific Islander	0.5	1.42	1.08	2.99	0.04
American Indian/Alaska Native	2.1	1.27	1.28	†	0.15
More than one race	2.4	0.66	0.70	1.53	0.17
Age					
16	5.1	0.11	0.12	0.56	0.14
17	6.8	0.15	0.14	0.75	0.18
18	8.6	0.18	0.18	0.86	0.23
19	8.8	0.19	0.18	0.87	0.23
20-24	20.5	0.09	0.09	0.31	0.34
Living arrangement					
Households	24.5	0.06	0.06	0.27	0.16
Institutionalized group quarters	4.9	0.65	0.72	2.57	0.13
Noninstitutionalized group quarters	3.5	0.13	0.12	0.61	0.09
Region					
Northeast	10.2	0.15	0.14	0.54	0.27
Midwest	13.2	0.15	0.14	0.80	0.33
South	16.5	0.11	0.11	0.53	0.36
West	12.8	0.14	0.12	0.50	0.32

† Not applicable.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2007.

Table S-20-2. Standard errors for the status dropout rates of 16- through 24-year-olds in the civilian, noninstitutionalized population, by race/ethnicity and nativity: October Current Population Survey 1980-2007

Year	Race/ethnicity										
	Total	White		Black		Hispanic		Asian/Pacific Islander		American Indian/Alaska Native	
		Total	Native-born	Total	Native-born	Total	Native-born	Total	Native-born	Total	Native-born
1980	0.26	0.27	†	0.97	†	1.89	†	†	†	†	†
1981	0.26	0.27	†	0.93	†	1.80	†	†	†	†	†
1982	0.27	0.29	†	0.98	†	1.93	†	†	†	†	†
1983	0.27	0.29	†	0.97	†	1.93	†	†	†	†	†
1984	0.27	0.29	†	0.92	†	1.91	†	†	†	†	†
1985	0.27	0.29	†	0.92	†	1.93	†	†	†	†	†
1986	0.27	0.28	†	0.90	†	1.88	†	†	†	†	†
1987	0.28	0.30	†	0.91	†	1.84	†	†	†	†	†
1988	0.30	0.32	†	1.00	†	2.30	†	†	†	†	†
1989	0.31	0.32	†	0.98	†	2.19	†	2.16	†	6.14	†
1990	0.29	0.30	†	0.94	†	1.91	†	1.66	†	5.50	†
1991	0.30	0.31	†	0.95	†	1.93	†	1.29	†	6.06	†
1992	0.28	0.29	†	0.95	†	1.86	†	1.67	†	6.18	†
1993	0.28	0.29	†	0.94	†	1.79	†	1.70	†	5.58	†
1994	0.26	0.27	0.29	0.75	0.89	1.16	1.87	1.73	2.46	4.76	4.81
1995	0.27	0.28	0.29	0.74	0.77	1.15	1.27	1.06	1.18	4.06	4.09
1996	0.27	0.26	0.28	0.75	0.83	1.13	1.33	0.97	1.30	3.30	3.29
1997	0.27	0.28	0.28	0.80	0.84	1.11	1.22	1.14	1.25	3.16	3.28
1998	0.27	0.28	0.28	0.81	0.84	1.12	1.26	0.88	1.11	3.39	3.51
1999	0.26	0.27	0.27	0.77	0.79	1.11	1.21	0.85	1.24	†	†
2000	0.26	0.26	0.26	0.78	0.81	1.08	1.15	0.83	1.11	3.39	3.51
2001	0.25	0.26	0.26	0.71	0.71	1.06	1.06	0.75	0.98	2.83	2.89
2002	0.24	0.24	0.25	0.70	0.74	0.93	0.96	0.74	0.80	3.00	3.16
2003	0.23	0.24	0.24	0.69	0.73	0.90	0.91	0.78	1.00	3.58	3.84
2004	0.23	0.24	0.25	0.70	0.74	0.89	0.94	0.72	0.81	3.46	3.52
2005	0.22	0.23	0.23	0.66	0.70	0.87	0.90	0.66	0.95	3.31	3.45
2006	0.22	0.23	0.23	0.66	0.68	0.86	0.88	0.74	0.99	3.62	3.70
2007	0.21	0.22	0.22	0.59	0.61	0.83	0.82	0.95	0.88	3.65	3.66

† Not applicable.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1980-2007.

Immediate Transition to College

Table S-21-1. Standard errors for the percentage of high school completers who were enrolled in 2- or 4-year colleges the October immediately following high school completion, by family income: 1972-2007

Year	Total	Low		Middle	High	Gap between High and	
		Annual	Moving average			Low	Middle
1972	1.31	3.45	2.35	1.75	2.19	3.21	2.80
1973	1.29	3.18	2.35	1.70	2.13	3.18	2.73
1974	1.28	†	†	†	†	†	†
1975	1.26	3.59	2.74	1.69	2.09	3.45	2.69
1976	1.31	4.20	2.17	1.76	2.06	2.99	2.71
1977	1.29	3.54	2.22	1.76	2.01	2.99	2.67
1978	1.28	3.74	2.13	1.74	2.05	2.96	2.69
1979	1.28	3.78	2.11	1.74	2.04	2.94	2.68
1980	1.30	3.47	2.14	1.78	2.08	2.98	2.73
1981	1.30	3.90	2.11	1.75	2.09	2.97	2.72
1982	1.36	3.81	2.29	1.81	2.13	3.13	2.79
1983	1.39	4.02	2.20	1.88	2.17	3.09	2.87
1984	1.37	3.62	2.26	1.89	2.09	3.08	2.82
1985	1.45	4.14	2.18	2.02	2.16	3.07	2.96
1986	1.43	3.59	2.23	1.97	2.28	3.19	3.01
1987	1.46	3.88	2.21	2.07	2.16	3.09	2.99
1988	1.57	4.39	2.54	2.14	2.52	3.58	3.30
1989	1.64	4.56	2.66	2.28	2.61	3.73	3.47
1990	1.60	4.76	2.63	2.14	2.54	3.65	3.32
1991	1.62	4.50	2.62	2.25	2.39	3.55	3.28
1992	1.58	4.37	2.60	2.18	2.35	3.50	3.20
1993	1.59	4.56	2.55	2.15	2.46	3.54	3.26
1994	1.43	3.96	2.27	1.94	2.22	3.17	2.95
1995	1.41	3.56	2.16	2.00	1.86	2.85	2.73
1996	1.42	3.78	2.18	1.95	2.27	3.15	3.00
1997	1.38	3.66	2.14	1.97	1.98	2.91	2.79
1998	1.38	3.62	2.11	1.89	2.21	3.05	2.91
1999	1.38	3.66	2.11	1.90	2.22	3.06	2.92
2000	1.41	3.67	2.14	1.97	2.22	3.09	2.97
2001	1.41	3.61	2.07	1.97	2.08	2.93	2.86
2002	1.31	3.60	2.14	1.78	2.11	3.00	2.76
2003	1.35	3.83	2.19	1.87	2.02	2.98	2.76
2004	1.31	3.95	2.24	1.79	1.98	2.99	2.67
2005	1.31	3.86	2.26	1.81	1.98	3.00	2.68
2006	1.33	3.92	2.18	1.82	2.01	2.97	2.71
2007	1.26	3.57	2.65	1.73	2.01	3.32	2.65

† Not applicable.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972-2007.

Table S-21-2. Standard errors for the percentage of high school completers who were enrolled in 2- or 4-year colleges the October immediately following high school completion, by parents' education: 1992-2007

Year	High school or less	Some college, including vocational/technical	Bachelor's degree or higher	Not available	Gap between Bachelor's degree or higher and	
					High school or less	Some college, including vocational/technical
1992	2.60	3.03	2.44	5.36	3.57	3.89
1993	2.61	3.28	2.09	5.00	3.35	3.89
1994	2.55	2.77	2.06	4.22	3.28	3.46
1995	2.51	2.46	1.79	4.20	3.08	3.04
1996	2.54	2.73	2.01	4.42	3.24	3.39
1997	2.63	2.74	1.86	3.95	3.22	3.31
1998	2.53	2.56	2.12	4.17	3.30	3.33
1999	2.60	2.67	1.99	4.11	3.28	3.33
2000	2.62	2.76	2.06	4.28	3.33	3.45
2001	2.63	2.61	2.06	4.36	3.34	3.33
2002	2.48	2.51	1.88	3.96	3.11	3.14
2003	2.64	2.58	1.94	3.99	3.28	3.23
2004	2.42	2.51	1.71	5.02	2.96	3.04
2005	2.34	2.54	1.66	4.96	2.87	3.04
2006	2.63	2.35	2.01	5.56	3.31	3.09
2007	2.43	2.39	1.61	5.13	2.92	2.88

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1992-2007.

Immediate Transition to College

Table S-21-3. Standard errors for the percentage of high school completers who were enrolled in 2- or 4-year colleges the October immediately following high school completion, by race/ethnicity: 1972-2007

Year	White	Black		Hispanic		Gap between White and	
		Annual	Moving average	Annual	Moving average	Black	Hispanic
1972	1.42	4.62	3.18	9.74	6.64	3.48	6.79
1973	1.40	4.30	2.62	9.01	5.33	2.97	5.51
1974	1.39	4.58	2.63	8.94	5.09	2.98	5.28
1975	1.37	4.69	2.72	8.44	4.88	3.04	5.07
1976	1.43	4.82	2.72	7.97	4.68	3.07	4.89
1977	1.41	4.65	2.70	7.96	4.72	3.05	4.92
1978	1.41	4.51	2.67	8.44	4.69	3.02	4.90
1979	1.41	4.69	2.62	7.92	4.83	2.98	5.03
1980	1.43	4.44	2.61	8.70	4.78	2.98	4.98
1981	1.44	4.44	2.50	8.19	4.68	2.89	4.90
1982	1.52	4.33	2.57	7.96	4.94	2.98	5.17
1983	1.55	4.34	2.47	8.96	4.72	2.91	4.97
1984	1.54	4.15	2.54	7.67	4.89	2.97	5.13
1985	1.62	4.78	2.55	9.76	5.18	3.02	5.43
1986	1.62	4.38	2.71	8.85	5.20	3.15	5.44
1987	1.65	4.82	2.65	8.25	5.04	3.13	5.30
1988	1.79	4.91	2.98	10.14	5.99	3.48	6.25
1989	1.85	5.27	2.98	10.51	6.33	3.51	6.59
1990	1.80	5.08	2.97	10.82	5.70	3.47	5.98
1991	1.82	5.25	2.93	9.58	5.52	3.45	5.81
1992	1.84	4.92	2.98	8.50	5.04	3.50	5.36
1993	1.85	5.28	2.97	8.22	4.97	3.50	5.30
1994	1.61	4.42	2.52	6.28	3.23	2.99	3.61
1995	1.64	4.20	2.40	4.92	3.18	2.90	3.58
1996	1.67	4.03	2.41	5.79	2.96	2.93	3.40
1997	1.64	4.12	2.35	4.53	2.93	2.87	3.36
1998	1.61	4.05	2.31	4.92	2.79	2.81	3.22
1999	1.64	3.86	2.31	4.76	2.84	2.83	3.28
2000	1.66	4.11	2.34	5.03	2.96	2.87	3.39
2001	1.64	3.97	2.25	5.33	2.80	2.79	3.25
2002	1.53	3.84	2.32	4.55	2.77	2.78	3.17
2003	1.61	4.25	2.27	4.61	2.68	2.79	3.13
2004	1.57	3.77	2.34	4.76	2.60	2.82	3.04
2005	1.52	4.15	2.35	4.18	2.52	2.80	2.94
2006	1.60	4.33	2.35	4.18	2.43	2.84	2.91
2007	1.49	3.78	2.85	4.22	2.98	3.21	3.33

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972-2007.

Table S-21-4. Standard errors for the percentage of high school completers who were enrolled in 2- or 4-year colleges the October immediately following high school completion, by sex and type of institution: 1972-2007

Year	Male			Female		
	Total	2-year	4-year	Total	2-year	4-year
1972	1.89	†	†	1.81	†	†
1973	1.87	1.32	1.79	1.77	1.28	1.61
1974	1.85	1.37	1.74	1.77	1.23	1.66
1975	1.83	1.44	1.73	1.75	1.32	1.62
1976	1.87	1.32	1.76	1.82	1.35	1.72
1977	1.87	1.41	1.79	1.77	1.36	1.65
1978	1.87	1.36	1.79	1.76	1.36	1.63
1979	1.88	1.41	1.78	1.76	1.35	1.62
1980	1.86	1.40	1.70	1.81	1.49	1.66
1981	1.86	1.52	1.77	1.82	1.46	1.72
1982	1.95	1.48	1.81	1.90	1.54	1.76
1983	2.03	1.63	1.89	1.91	1.48	1.82
1984	1.99	1.53	1.95	1.90	1.55	1.80
1985	2.08	1.69	2.06	2.02	1.61	1.97
1986	2.06	1.70	1.97	1.99	1.50	1.89
1987	2.09	1.60	2.09	2.04	1.65	1.95
1988	2.24	1.85	2.17	2.20	1.88	2.19
1989	2.35	1.84	2.32	2.27	1.97	2.28
1990	2.29	1.85	2.26	2.24	1.87	2.28
1991	2.33	1.98	2.25	2.22	2.09	2.32
1992	2.24	1.89	2.21	2.23	1.98	2.27
1993	2.33	2.00	2.30	2.17	1.91	2.25
1994	2.05	1.76	2.03	1.99	1.63	2.05
1995	2.03	1.82	2.03	1.95	1.54	1.98
1996	2.09	1.76	2.08	1.92	1.80	2.07
1997	2.01	1.71	2.07	1.87	1.75	2.04
1998	1.96	1.74	1.96	1.93	1.79	2.08
1999	1.95	1.63	1.97	1.95	1.67	2.02
2000	2.13	1.83	2.10	1.88	1.59	1.98
2001	2.01	1.59	2.01	1.97	1.66	2.03
2002	1.88	1.56	1.91	1.82	1.64	1.94
2003	1.97	1.67	1.97	1.86	1.61	1.96
2004	1.95	1.65	1.96	1.74	1.63	1.93
2005	1.94	1.77	2.03	1.77	1.64	1.94
2006	1.90	1.73	1.97	1.87	1.70	1.95
2007	1.78	1.57	1.86	1.79	1.67	1.90

† Not applicable.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972-2007.

Educational Attainment

Table S-23-1. Standard errors for the percentage of 25- to 29-year-olds who attained selected levels of education, by race/ethnicity and sex: Selected years, March 1971-2008

Educational attainment and year	Total			White			Black		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
High school diploma or equivalent									
1971	0.48	0.67	0.69	0.49	0.67	0.71	1.88	2.78	2.54
1975	0.40	0.55	0.57	0.40	0.54	0.58	1.59	2.35	2.16
1980	0.34	0.49	0.48	0.34	0.48	0.48	1.29	1.97	1.71
1985	0.34	0.49	0.47	0.34	0.49	0.48	1.18	1.75	1.61
1990	0.38	0.56	0.51	0.37	0.57	0.49	1.37	2.03	1.85
1995	0.39	0.56	0.54	0.36	0.53	0.50	1.23	1.72	1.75
2000	0.37	0.55	0.49	0.33	0.51	0.43	1.13	1.67	1.53
2005	0.27	0.40	0.37	0.26	0.40	0.35	0.79	1.18	1.06
2006	0.27	0.39	0.35	0.25	0.38	0.32	0.79	1.24	1.02
2007	0.26	0.38	0.34	0.25	0.37	0.33	0.75	1.11	1.01
2008	0.25	0.37	0.33	0.24	0.36	0.31	0.74	1.15	0.96
Some college									
1971	0.55	0.80	0.74	0.61	0.88	0.83	1.47	2.09	2.06
1975	0.52	0.75	0.71	0.58	0.83	0.80	1.57	2.40	2.06
1980	0.49	0.69	0.68	0.55	0.77	0.77	1.43	2.12	1.94
1985	0.49	0.70	0.69	0.56	0.79	0.79	1.42	2.10	1.93
1990	0.54	0.76	0.76	0.63	0.89	0.89	1.70	2.49	2.32
1995	0.57	0.81	0.80	0.68	0.96	0.95	1.81	2.68	2.46
2000	0.56	0.81	0.78	0.68	0.98	0.93	1.67	2.53	2.22
2005	0.39	0.55	0.54	0.49	0.71	0.67	1.17	1.71	1.59
2006	0.38	0.54	0.53	0.47	0.69	0.65	1.15	1.69	1.56
2007	0.38	0.54	0.52	0.47	0.68	0.64	1.14	1.67	1.55
2008	0.37	0.53	0.52	0.46	0.67	0.62	1.12	1.63	1.53
Bachelor's degree									
1971	0.43	0.66	0.56	0.49	0.75	0.64	0.96	1.43	1.29
1975	0.44	0.65	0.58	0.50	0.74	0.66	1.07	1.65	1.41
1980	0.41	0.59	0.56	0.47	0.69	0.65	0.98	1.39	1.36
1985	0.41	0.59	0.57	0.48	0.69	0.67	0.96	1.35	1.35
1990	0.46	0.65	0.64	0.55	0.79	0.78	1.20	1.87	1.56
1995	0.49	0.70	0.70	0.62	0.88	0.89	1.31	2.04	1.70
2000	0.52	0.73	0.73	0.67	0.93	0.96	1.28	1.96	1.69
2005	0.36	0.48	0.52	0.48	0.66	0.70	0.89	1.21	1.28
2006	0.35	0.47	0.51	0.48	0.66	0.69	0.90	1.22	1.29
2007	0.35	0.47	0.51	0.47	0.65	0.68	0.90	1.31	1.24
2008	0.35	0.47	0.51	0.47	0.65	0.68	0.91	1.29	1.27
Master's degree									
1995	0.24	0.35	0.32	0.31	0.45	0.42	0.48	0.80	0.59
2000	0.26	0.34	0.38	0.33	0.43	0.50	0.63	0.72	0.96
2005	0.19	0.24	0.29	0.27	0.34	0.41	0.38	0.35	0.62
2006	0.19	0.24	0.29	0.26	0.33	0.41	0.41	0.44	0.65
2007	0.19	0.23	0.29	0.26	0.33	0.41	0.42	0.60	0.59
2008	0.19	0.24	0.30	0.27	0.33	0.42	0.46	0.59	0.69

See notes at end of table.

Table S-23-1. Standard errors for the percentage of 25- to 29-year-olds who attained selected levels of education, by race/ethnicity and sex: Selected years, March 1971–2008—Continued

Educational attainment and year	Hispanic			Asian/Pacific Islander		
	Total	Male	Female	Total	Male	Female
High school diploma or equivalent						
1971	4.20	6.21	5.70	†	†	†
1975	2.77	3.99	3.86	†	†	†
1980	2.41	3.45	3.38	†	†	†
1985	1.81	2.62	2.48	†	†	†
1990	1.94	2.69	2.79	1.74	1.78	2.82
1995	1.80	2.51	2.60	1.72	2.37	2.50
2000	1.22	1.76	1.69	1.14	1.83	1.39
2005	0.74	0.99	1.10	0.73	0.91	1.12
2006	0.72	0.98	1.06	0.58	0.73	0.90
2007	0.71	0.97	1.01	0.55	0.89	0.65
2008	0.68	0.93	1.00	0.63	0.92	0.85
Some college						
1971	2.98	4.94	3.51	†	†	†
1975	2.30	3.51	2.95	†	†	†
1980	2.06	3.05	2.77	†	†	†
1985	1.64	2.36	2.28	†	†	†
1990	1.66	2.28	2.42	2.78	3.87	3.92
1995	1.65	2.23	2.44	2.53	3.48	3.67
2000	1.19	1.62	1.72	1.94	2.75	2.73
2005	0.72	0.96	1.08	1.41	2.14	1.87
2006	0.70	0.91	1.08	1.23	1.78	1.70
2007	0.70	0.89	1.10	1.23	1.83	1.65
2008	0.70	0.90	1.10	1.25	1.83	1.71
Bachelor's degree						
1971	1.85	3.38	†	†	†	†
1975	1.57	2.44	2.01	†	†	†
1980	1.30	1.94	1.74	†	†	†
1985	1.16	1.66	1.62	†	†	†
1990	1.07	1.41	1.64	2.84	4.19	3.83
1995	1.04	1.35	1.59	2.95	3.98	4.38
2000	0.75	0.98	1.12	2.34	3.37	3.26
2005	0.48	0.62	0.75	1.74	2.56	2.39
2006	0.44	0.51	0.75	1.54	2.19	2.15
2007	0.47	0.55	0.80	1.52	2.20	2.10
2008	0.48	0.59	0.80	1.55	2.24	2.14
Master's degree						
1995	0.46	0.70	0.58	1.85	2.68	2.50
2000	0.36	0.43	0.58	1.70	2.56	2.26
2005	0.22	0.27	0.36	1.33	2.06	1.72
2006	0.18	0.21	0.31	1.25	1.79	1.75
2007	0.18	0.16	0.36	1.18	1.73	1.60
2008	0.20	0.21	0.38	1.26	1.83	1.73

† Not applicable.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March Supplement, selected years 1971–2008.

Standard Error Tables to Indicator 27

School Crime and Safety

Table S-27-1. Standard errors for the percentage of public schools experiencing and reporting at least one incident of crime that occurred at school to the police, by type of incident: School years 1999–2000, 2003–04, and 2005–06

Type of incident	Experienced various types of incidents			Reported to police		
	1999–2000	2003–04	2005–06	1999–2000	2003–04	2005–06
Total	1.23	0.85	1.07	1.37	1.35	1.15
Violent incidents	1.37	1.05	1.11	1.26	1.15	1.09
Physical attack or fight without a weapon	1.52	1.21	1.20	0.91	0.98	1.00
Threat of physical attack without a weapon	1.47	1.34	1.27	0.94	0.82	0.69
Serious violent incidents	0.98	0.99	0.91	0.82	0.88	0.70
Rape or attempted rape	0.10	0.17	0.07	0.10	0.17	0.07
Sexual battery other than rape	0.33	0.32	0.24	0.34	0.28	0.26
Physical attack or fight with a weapon	0.60	0.46	0.38	0.50	0.38	0.27
Threat of physical attack with a weapon	0.70	0.71	0.66	0.59	0.55	0.49
Robbery with a weapon	0.15	0.15	0.12	0.09	0.15	0.12
Robbery without a weapon	0.56	0.60	0.59	0.41	0.51	0.48
Theft/larceny	1.37	1.29	1.07	1.04	1.17	0.97
Other incidents	1.30	1.27	1.07	1.14	1.18	1.00
Possession of a firearm/explosive device	0.44	0.49	0.60	0.41	0.44	0.51
Possession of a knife or sharp object	1.28	0.85	1.23	0.84	0.70	1.00
Distribution of illegal drugs	0.50	0.55	†	0.48	0.57	†
Possession or use of alcohol or illegal drugs	0.72	0.87	†	0.67	0.76	†
Distribution, possession, or use of illegal drugs	†	†	0.68	†	†	0.62
Distribution, possession, or use of alcohol	†	†	0.68	†	†	0.61
Student sexual harassment of other students	1.26	†	†	0.78	†	†
Vandalism	1.61	1.17	1.17	1.10	1.06	1.02

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000, 2003–04, and 2005–06 School Survey on Crime and Safety (SSOCS), 2000, 2004, and 2006.

This indicator continues on page 58.

Standard Error Tables to Indicator 27

School Crime and Safety

Table S-27-2. Standard errors for the percentage of public schools experiencing at least one incident of crime that occurred at school, by type of incident, number of incidents, and selected school characteristics: School year 2005-06

School characteristic	Violent incidents							
	At least one	Number of incidents						
		None	1-2	3-5	6-9	10-14	15-19	20 or more
Total	1.11	1.11	0.25	0.44	0.79	0.68	0.65	1.30
School level								
Primary	1.75	1.75	0.45	0.73	1.01	1.09	0.81	2.00
Middle	0.85	0.85	0.33	0.54	0.94	0.92	0.78	1.67
High school	0.92	0.92	0.32	0.75	0.90	1.34	1.53	2.13
Combined	3.64	3.64	†	1.56	4.50	2.15	3.95	5.56
Enrollment size								
Less than 300	3.29	3.29	†	0.96	1.55	1.50	1.44	3.11
300-499	2.08	2.08	†	1.11	1.76	1.48	1.10	2.48
500-999	1.38	1.38	0.64	0.80	1.01	1.12	1.21	1.79
1,000 or more	1.03	1.03	0.58	1.11	1.40	1.28	1.09	2.12
Locale								
City	1.77	1.77	0.54	1.17	1.14	1.17	1.27	2.17
Urban fringe	1.87	1.87	0.42	0.75	1.07	1.36	1.11	1.93
Town	3.50	3.50	†	1.85	1.25	2.40	2.21	3.87
Rural	2.69	2.69	0.40	0.95	1.61	0.89	1.12	2.46
Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native students								
Less than 5 percent	3.33	3.33	0.42	1.24	2.54	1.40	1.56	3.17
5 percent to less than 20 percent	2.62	2.62	†	0.98	1.11	1.49	1.16	2.80
20 percent to less than 50 percent	2.07	2.07	0.63	1.23	1.26	1.63	1.58	2.79
50 percent or more	1.90	1.90	0.40	0.95	1.24	1.18	0.87	2.08
Percent of students eligible for free or reduced-price lunch								
0-20 percent	2.53	2.53	0.61	1.20	1.16	1.37	1.21	2.05
21-50 percent	2.16	2.16	0.53	0.82	1.55	1.67	1.34	2.46
More than 50 percent	1.66	1.66	0.32	0.78	0.97	0.91	0.94	2.02

See notes at end of table.

Table S-27-2. Standard errors for the percentage of public schools experiencing at least one incident of crime that occurred at school, by type of incident, number of incidents, and selected school characteristics: School year 2005-06—Continued

School characteristic	Serious violent incidents							Theft	Other
	At least one	Number of incidents						At least one	At least one
		None	1	2	3-5	6-9	10 or more		
Total	0.91	0.91	0.14	0.42	0.50	0.39	0.48	1.07	1.07
School level									
Primary	1.22	1.22	†	0.55	0.69	0.61	0.60	1.55	1.67
Middle	1.59	1.59	0.39	0.65	1.10	0.52	0.87	1.48	0.94
High school	1.77	1.77	0.72	0.88	1.07	0.50	0.86	1.32	1.08
Combined	4.04	4.04	†	†	†	1.01	2.59	5.47	4.52
Enrollment size									
Less than 300	1.63	1.63	†	†	1.14	0.64	1.33	2.52	3.02
300-499	1.38	1.38	†	0.36	1.10	0.86	0.56	1.91	2.47
500-999	1.41	1.41	0.09	1.16	0.67	0.65	0.48	1.83	2.07
1,000 or more	1.82	1.82	1.29	1.07	0.81	0.55	0.84	1.64	1.15
Locale									
City	2.00	2.00	0.39	0.82	1.18	1.02	1.24	1.98	2.56
Urban fringe	1.29	1.29	0.36	0.81	0.74	0.43	0.36	1.73	1.72
Town	2.83	2.83	0.46	0.72	1.81	1.57	0.83	3.47	4.38
Rural	1.36	1.36	0.16	0.72	0.92	0.40	0.90	2.40	2.59
Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native students									
Less than 5 percent	1.68	1.68	0.22	0.99	1.20	0.68	0.82	3.53	3.66
5 percent to less than 20 percent	1.52	1.52	0.35	0.59	0.95	0.62	0.91	2.06	2.18
20 percent to less than 50 percent	2.10	2.10	0.33	0.97	1.10	0.42	1.15	2.43	2.55
50 percent or more	1.89	1.89	0.36	0.82	0.96	0.95	0.76	2.28	2.24
Percent of students eligible for free or reduced-price lunch									
0-20 percent	1.21	1.21	0.40	0.75	0.87	0.55	0.32	1.94	2.87
21-50 percent	1.67	1.67	0.34	0.81	0.90	0.64	0.85	1.95	1.88
More than 50 percent	1.31	1.31	0.23	0.59	0.80	0.70	0.80	1.68	1.67

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005-06 School Survey on Crime and Safety (SSOCS), 2006.

Standard Error Table to Indicator 28

Student Suspensions and Expulsions

Table S-28-1. Standard errors for the number and percentage of students who were suspended and expelled from public elementary and secondary schools, by sex and race/ethnicity: 2002, 2004, and 2006

Characteristic	Suspensions						Expulsions					
	Number			Percent			Number			Percent		
	2002	2004	2006	2002	2004	2006	2002	2004	2006	2002	2004	2006
Total	18,840	21,782	20,038	†	†	0.04	1,708	1,974	1,329	†	†	0.00
Sex												
Male	13,139	14,742	13,667	†	†	0.06	1,246	1,393	976	†	†	0.00
Female	6,088	7,372	6,842	†	†	0.03	505	630	398	†	†	0.00
Race/ethnicity												
White	9,887	10,320	9,493	†	†	0.04	806	1,023	612	†	†	0.00
Black	10,770	13,033	11,267	†	†	0.14	591	817	935	†	†	0.01
Hispanic	5,902	6,659	6,889	†	†	0.07	765	582	388	†	†	0.00
Asian/Pacific Islander	†	†	836	†	†	0.04	†	†	44	†	†	0.00
American Indian/Alaska Native	†	†	2,861	†	†	0.49	†	†	69	†	†	0.01

† Not applicable.

SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2002, 2004, and 2006.

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International Teachers Comparison

Table S-29-1. Standard errors for the percentage of fourth-grade and eighth-grade students whose mathematics teachers reported that they participated in various professional development activities in the 2 years prior to assessment, by country: 2007

Country	Content	Pedagogy/instruction	Critical thinking or problem solving	Assessment
Grade 4				
England	3.64	3.47	3.78	4.51
Germany	3.32	3.08	3.25	3.12
Italy	2.70	2.59	2.61	2.27
Japan	3.93	3.64	3.40	2.72
Russian Federation	3.47	2.96	3.59	3.15
Scotland	4.06	4.01	4.81	4.15
United States	2.19	2.61	2.46	2.36
Grade 8				
England	3.93	3.29	3.66	3.89
Germany	†	†	†	†
Italy	2.11	3.29	1.64	2.73
Japan	3.41	3.42	3.66	3.54
Russian Federation	2.43	3.02	2.99	2.79
Scotland	3.37	2.04	4.05	3.12
United States	2.10	2.43	2.80	2.51

† Not applicable.

SOURCE: Mullis, I.V.S., Martin, M.O., and Foy, P. (2008). *TIMSS 2007 International Mathematics Report: Findings From IEA's Trends in International Mathematics and Science Study at the Fourth and Eighth Grades*, exhibit 6.4. Chestnut Hill, MA: Boston College.

Table S-29-2. Standard errors for the percentage of fourth-grade and eighth-grade students whose science teachers reported that they participated in various professional development activities in the 2 years prior to assessment, by country: 2007

Country	Content	Pedagogy/instruction	Critical thinking or problem solving	Assessment
Grade 4				
England	4.05	4.23	4.30	4.05
Germany	2.85	2.59	2.46	2.23
Italy	2.14	1.95	1.92	1.44
Japan	3.78	3.96	2.40	2.91
Russian Federation	3.31	3.46	3.58	3.40
Scotland	4.08	4.35	3.95	3.20
United States	2.83	2.35	2.21	2.37
Grade 8				
England	2.64	2.39	3.11	2.58
Germany	†	†	†	†
Italy	3.03	3.20	1.82	2.32
Japan	3.31	3.77	2.88	4.34
Russian Federation	2.08	1.56	2.19	2.20
Scotland	2.22	1.98	2.50	2.26
United States	2.28	2.81	2.93	3.00

† Not applicable.

SOURCE: Mullis, I.V.S., Martin, M.O., and Foy, P. (2008). *TIMSS 2007 International Mathematics Report: Findings From IEA's Trends in International Mathematics and Science Study at the Fourth and Eighth Grades*, exhibit 6.4. Chestnut Hill, MA: Boston College.

Parent and Family Involvement in Education

Table S-30-1. Standard errors for the percentage of students in grades K through 12 whose parents reported participation in school-related activities, by selected student, school, and family characteristics: 2007

Characteristic	Number of students (in thousands)	Participation in school activities by parent or other household member				
		Attended a general school or PTO/PTA meeting	Attended a regularly scheduled parent-teacher conference	Attended a school or class event	Volunteered or served on a school committee	Participated in school fundraising
All students	118.0	0.48	0.52	0.57	0.63	0.66
Grades K-8	95.9	0.53	0.63	0.71	0.93	0.89
Sex						
Male	336.0	0.73	0.75	1.12	1.33	1.20
Female	336.0	0.65	0.95	1.00	1.29	1.21
Race/ethnicity						
White	224.0	0.62	0.66	0.81	1.08	0.89
Black	134.0	1.70	2.26	2.77	2.78	2.79
Hispanic	141.0	1.44	1.05	1.79	1.64	1.85
Asian	86.0	1.68	3.10	3.71	4.39	4.40
Native Hawaiian/Pacific Islander	†	†	†	†	†	†
American Indian/Alaska Native	†	†	†	†	†	†
School type						
Public	242.0	0.59	0.70	0.79	1.00	0.98
Private	180.0	1.57	1.64	1.74	1.81	1.65
Poverty status						
Poor	205.0	1.76	1.87	2.48	2.52	2.65
Nonpoor	214.0	0.42	0.58	0.65	0.92	0.78
Grades 9-12	61.3	1.04	1.05	1.10	1.00	1.18
Sex						
Male	211.0	1.60	1.43	1.79	1.34	1.69
Female	219.0	1.25	1.63	1.47	1.69	1.80
Race/ethnicity						
White	172.0	1.11	1.40	1.31	1.38	1.18
Black	134.0	4.36	4.23	4.61	2.94	3.94
Hispanic	139.0	2.06	2.68	2.82	1.79	2.98
Asian	51.0	6.42	7.16	6.51	7.09	7.51
Native Hawaiian/Pacific Islander	†	†	†	†	†	†
American Indian/Alaska Native	†	†	†	†	†	†
School type						
Public	135.0	1.12	1.15	1.21	1.05	1.27
Private	130.0	0.93	3.84	2.40	3.42	2.85
Poverty status						
Poor	161.0	4.29	4.57	4.19	2.12	3.48
Nonpoor	171.0	0.81	1.20	1.05	1.14	1.07

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2007.

Table S-30-2. Standard errors for the percentage of students in grades K through 12 whose parents reported that students did homework outside of school and an adult checked that homework was done, by frequency and selected student, school, and family characteristics: 2007

Characteristic	Percent of students who did homework outside of school	Adult in household checked that homework was done	Number of days per week student was helped with homework				
			No help given	Less than once a week	1 to 2 days a week	3 to 4 days a week	5 or more days a week
All students	0.30	0.46	0.41	0.51	0.64	0.59	0.41
Grades K-8	0.37	0.34	0.34	0.52	0.77	0.76	0.56
Sex							
Male	0.51	0.47	0.39	0.63	1.02	1.28	0.85
Female	0.53	0.48	0.56	0.76	1.17	1.17	0.79
Race/ethnicity							
White	0.48	0.42	0.37	0.74	0.94	0.92	0.63
Black	1.07	0.63	1.03	1.14	2.22	3.36	2.38
Hispanic	0.85	0.70	0.95	0.91	1.79	1.78	1.52
Asian	0.97	3.44	1.36	2.84	4.52	4.22	2.56
Native Hawaiian/Pacific Islander	†	†	†	†	†	†	†
American Indian/Alaska Native	†	†	†	†	†	†	†
School type							
Public	0.38	0.36	0.38	0.55	0.86	0.81	0.64
Private	1.01	1.19	0.85	1.48	2.10	2.36	1.68
Poverty status							
Poor	0.99	0.55	1.01	1.29	2.44	2.41	1.90
Nonpoor	0.36	0.40	0.33	0.56	0.80	0.72	0.58
Grades 9-12	0.55	1.21	1.08	1.26	1.19	0.81	0.34
Sex							
Male	0.80	1.88	1.56	1.97	1.84	1.11	0.41
Female	0.79	1.78	1.32	1.44	1.35	1.11	0.60
Race/ethnicity							
White	0.52	1.54	1.28	1.36	1.43	0.66	0.42
Black	1.98	2.84	2.97	4.77	4.03	4.45	1.13
Hispanic	2.11	2.71	2.94	2.38	3.49	1.76	1.00
Asian	5.45	7.69	7.58	7.55	7.61	3.11	1.83
Native Hawaiian/Pacific Islander	†	†	†	†	†	†	†
American Indian/Alaska Native	†	†	†	†	†	†	†
School type							
Public	0.60	1.24	1.16	1.29	1.26	0.87	0.37
Private	0.54	3.98	2.64	3.68	4.07	1.36	0.61
Poverty status							
Poor	2.21	3.03	3.80	4.21	3.76	3.21	0.63
Nonpoor	0.58	1.30	1.05	1.19	1.24	0.66	0.38
Coursework							
Enrolled in AP classes	0.59	2.06	1.90	1.69	1.74	0.99	0.43
Not enrolled in AP classes	0.81	1.46	1.14	1.70	1.59	1.23	0.51

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2007.

Parental Choice of School

Table S-32-1. Standard errors for the number and percentage distribution of students in grades 1–12 according to type of school attended, by student and household characteristics: Selected years, 1993 through 2007

Characteristic	Public, assigned					Public, chosen				
	1993	1996	1999	2003	2007	1993	1996	1999	2003	2007
Number of students (in thousands)	170	230	210	280	360	150	180	170	210	300
Total (percent)	0.40	0.49	0.42	0.55	0.69	0.35	0.40	0.35	0.43	0.64
Grade level										
1–5	0.63	0.67	0.64	0.74	1.31	0.44	0.54	0.51	0.65	1.25
6–8	1.16	0.87	0.78	0.99	1.09	1.34	0.62	0.66	0.83	0.83
9–12	0.79	0.70	0.69	0.82	1.12	0.53	0.64	0.61	0.71	0.98
Race/ethnicity										
White	0.51	0.56	0.53	0.64	0.74	0.43	0.40	0.39	0.52	0.51
Black	0.98	1.40	1.22	1.51	2.50	0.85	1.31	1.21	1.53	2.34
Hispanic	1.12	1.07	0.99	1.17	1.48	1.03	0.91	0.95	1.03	1.37
Other	2.77	1.77	2.18	2.56	2.04	2.93	1.75	1.99	2.10	1.84
Family type										
Two-parent household	0.52	0.53	0.49	0.65	0.70	0.45	0.38	0.37	0.55	0.55
One-parent household	0.80	0.87	0.74	1.08	1.30	0.62	0.90	0.60	0.94	1.28
Nonparent guardians	2.33	2.87	2.63	2.92	6.33	2.01	2.10	2.69	2.54	6.56
Poverty status										
Poor	1.11	1.05	1.13	1.18	2.53	1.07	0.97	1.06	1.06	2.68
Near-poor	0.64	0.91	0.76	1.08	1.35	0.68	0.74	0.74	0.74	1.19
Nonpoor	0.50	0.55	0.53	0.69	0.71	0.32	0.40	0.34	0.34	0.52
Parents' education										
Less than high school	1.15	1.71	1.40	1.91	1.89	1.13	1.52	1.50	1.83	1.81
High school diploma or equivalent	0.63	0.84	0.81	1.02	1.85	0.60	0.75	0.74	0.92	1.79
Some college, including vocational/technical	0.74	0.86	0.74	0.94	1.26	0.69	0.74	0.65	0.80	1.19
Bachelor's degree	1.38	1.21	1.10	1.07	1.30	0.71	0.99	0.80	0.87	1.27
Graduate/professional degree	1.06	1.23	1.07	1.38	1.37	0.67	0.89	0.74	1.12	1.07
Region										
Northeast	0.82	1.01	1.09	1.47	1.69	0.64	0.91	0.84	1.04	1.47
South	0.61	0.63	0.62	0.90	1.22	0.44	0.50	0.54	0.74	1.05
Midwest	0.81	0.92	0.79	1.31	1.42	0.61	0.75	0.75	0.93	1.10
West	1.09	0.95	0.88	1.15	1.40	0.99	0.77	0.75	1.06	1.29
Community type										
Urban, inside of urbanized areas	0.52	0.65	0.55	0.62	†	0.36	0.59	0.44	0.52	†
Urban, outside of urbanized areas	0.84	1.13	1.10	1.59	†	0.77	0.91	0.93	1.34	†
Rural	1.14	0.76	0.75	1.24	†	1.11	0.60	0.64	1.17	†
Locale										
City	†	†	†	†	1.58	†	†	†	†	1.59
Suburb	†	†	†	†	0.91	†	†	†	†	0.70
Town	†	†	†	†	1.79	†	†	†	†	1.55
Rural	†	†	†	†	1.45	†	†	†	†	1.13

See notes at end of table.

Table S-32-1. Standard errors for the number and percentage distribution of students in grades 1–12 according to type of school attended, by student and household characteristics: Selected years, 1993 through 2007—Continued

Characteristic	Private, church-related					Private, not church-related				
	1993	1996	1999	2003	2007	1993	1996	1999	2003	2007
Number of students (in thousands)	130	130	120	160	180	50	70	60	80	110
Total (percent)	0.30	0.27	0.27	0.34	0.37	0.11	0.15	0.14	0.16	0.24
Grade level										
1–5	0.41	0.36	0.42	0.46	0.59	0.14	0.20	0.19	0.24	0.43
6–8	0.50	0.48	0.43	0.56	0.65	1.89	0.23	0.23	0.36	0.46
9–12	0.55	0.43	0.37	0.54	0.74	0.28	0.30	0.23	0.27	0.33
Race/ethnicity										
White	0.39	0.35	0.36	0.46	0.54	0.16	0.21	0.19	0.22	0.34
Black	0.36	0.42	0.45	0.64	0.62	0.16	0.27	0.27	0.50	0.54
Hispanic	0.48	0.66	0.40	0.67	0.59	0.19	0.34	0.19	0.20	0.30
Other	1.39	1.16	1.14	1.40	0.84	0.66	0.64	0.65	0.93	0.75
Family type										
Two-parent household	0.31	0.39	0.38	0.46	0.49	0.15	0.16	0.17	0.19	0.31
One-parent household	0.45	0.45	0.39	0.52	0.59	0.15	0.22	0.27	0.33	0.53
Nonparent guardians	0.50	0.68	0.81	1.18	1.07	0.36	1.63	0.44	0.78	0.32
Poverty status										
Poor	0.39	0.42	0.40	0.58	0.52	0.18	0.33	0.29	0.40	0.36
Near-poor	0.44	0.44	0.48	0.59	0.73	0.10	0.22	0.21	0.33	0.24
Nonpoor	0.44	0.41	0.45	0.51	0.53	0.21	0.19	0.22	0.22	0.36
Parents' education										
Less than high school	0.48	0.48	0.41	0.86	0.73	0.13	0.68	0.34	0.47	0.41
High school diploma or equivalent	0.33	0.42	0.38	0.36	0.61	0.15	0.13	0.24	0.30	0.36
Some college, including vocational/technical	0.45	0.48	0.42	0.51	0.61	0.19	0.22	0.18	0.26	0.22
Bachelor's degree	0.98	0.91	0.76	0.99	0.74	0.37	0.38	0.38	0.35	0.41
Graduate/professional degree	0.86	1.02	0.81	1.05	0.99	0.52	0.52	0.59	0.61	0.88
Region										
Northeast	0.72	0.93	0.57	0.95	0.99	0.38	0.43	0.44	0.54	0.50
South	0.29	0.39	0.38	0.48	0.54	0.17	0.25	0.23	0.26	0.32
Midwest	0.55	0.66	0.59	1.08	0.91	0.18	0.20	0.19	0.32	0.54
West	0.48	0.54	0.43	0.51	0.59	0.21	0.26	0.26	0.35	0.51
Community type										
Urban, inside of urbanized areas	0.39	0.41	0.35	0.40	†	0.13	0.19	0.21	0.23	†
Urban, outside of urbanized areas	0.44	0.67	0.60	0.96	†	0.22	0.32	0.26	0.39	†
Rural	0.47	0.43	0.43	0.68	†	0.22	0.30	0.20	0.29	†
Locale										
City	†	†	†	†	0.71	†	†	†	†	0.68
Suburb	†	†	†	†	0.63	†	†	†	†	0.32
Town	†	†	†	†	0.76	†	†	†	†	0.40
Rural	†	†	†	†	0.99	†	†	†	†	0.29

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Readiness Survey of the National Household Education Surveys Program (NHES), 1993, School Safety and Discipline Survey of the NHES, 1993, Parent and Family Involvement/Civic Involvement Survey of the NHES, 1996, Parent Survey of the NHES, 1999, and Parent and Family Involvement in Education Survey of the NHES, 2003 and 2007.

Parental Choice of School

Table S-32-2. Standard errors for the percentage of students in grades 1–12 whose parents reported choice among public schools and distribution of these students according to type of school attended, by student and household characteristics: 2007

Characteristic	Students whose parents reported having the opportunity to send them to a chosen public school	Students whose parents reported having the opportunity to send them to a chosen public school, attending			
		Public, assigned school	Public, chosen school	Private, church-related school	Private, not church-related school
Total	0.67	1.11	1.08	0.49	0.31
Grade level					
1–5	1.25	2.28	2.21	0.81	0.53
6–8	1.54	1.58	1.58	0.98	0.38
9–12	1.37	1.73	1.80	0.73	0.43
Race/ethnicity					
White	0.78	1.16	0.94	0.77	0.45
Black	2.93	3.72	4.03	0.91	0.80
Hispanic	1.70	2.55	2.33	0.80	0.43
Other	2.51	3.41	3.31	1.53	1.17
Family type					
Two-parent household	0.72	1.13	0.96	0.65	0.35
One-parent household	1.64	2.31	2.30	0.53	0.82
Nonparent guardians	5.62	11.37	11.87	1.45	†
Household income					
\$15,000 or less	2.93	4.61	4.60	0.74	†
\$15,001–30,000	2.30	4.67	4.80	0.55	0.87
\$30,001–50,000	1.65	2.56	2.46	1.11	0.30
\$50,001–75,000	1.38	1.68	1.48	1.23	0.41
\$75,001 or more	0.94	1.54	1.32	1.06	0.75
Parents' education					
Less than high school	3.04	3.45	3.43	0.57	†
High school diploma or equivalent	1.84	3.66	3.53	0.82	0.67
Some college, including vocational/technical	1.49	1.90	1.83	0.73	0.26
Bachelor's degree	1.47	1.68	1.90	1.18	0.25
Graduate/professional degree	1.44	2.11	2.01	1.39	1.09
Region					
Northeast	1.65	3.37	3.72	1.75	0.84
South	1.37	2.31	2.27	0.84	0.49
Midwest	1.38	2.01	1.78	0.97	0.07
West	1.35	1.99	1.96	0.73	0.62
Locale					
City	1.48	2.30	2.42	0.84	0.84
Suburb	0.83	1.65	1.51	0.99	0.26
Town	1.93	3.32	2.96	1.24	0.36
Rural	1.85	2.16	2.09	0.71	†

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey, National Household Education Surveys Program (NHES), 2007.

Table S-32-3. Standard errors for the percentage of public school students in grades 1-12 whose parents reported moving to current neighborhood for the school, by type of school and student and household characteristics: 2007

Characteristic	Parents moved to neighborhood for the school
Total	0.74
Type of school	
Public, assigned	0.83
Public, chosen	1.52
Private, church-related	†
Private, not church-related	†
Race/ethnicity	
White	0.89
Black	2.05
Hispanic	1.65
Other	2.26
Poverty status	
Poor	1.77
Near-poor	1.69
Nonpoor	0.86
Parents' education	
Less than high school	2.43
High school diploma or equivalent	1.32
Some college, including vocational/technical	1.36
Bachelor's degree	1.41
Graduate/professional degree	1.54
Locale	
City	1.26
Suburb	1.15
Town	1.74
Rural	1.70

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey, National Household Education Surveys Program (NHES), 2007.

Standard Error Tables to Indicator 44

College Student Employment

Table S-44-1. Standard errors for the percentage of 16- to 24-year-old college students who were employed, by attendance status, hours worked per week, and type of institution: Selected years, October 1970 through October 2007

Year	Full-time students				Part-time students			
	Percent employed	Hours worked per week			Percent employed	Hours worked per week		
		Less than 20 hours	20-34 hours	35 or more hours		Less than 20 hours	20-34 hours	35 or more hours
Total								
1970	0.95	0.79	0.61	0.38	1.93	1.10	1.84	2.47
1975	0.89	0.72	0.60	0.39	1.66	1.00	1.67	2.11
1980	0.90	0.75	0.64	0.36	1.48	1.10	1.71	2.05
1985	0.94	0.78	0.72	0.39	1.50	1.03	1.92	2.17
1990	0.96	0.78	0.76	0.41	1.61	0.86	1.92	2.18
1995	0.87	0.69	0.70	0.43	1.45	1.08	1.77	1.90
2000	0.86	0.69	0.71	0.49	1.38	1.08	1.73	1.93
2001	0.80	0.61	0.65	0.43	1.29	0.97	1.56	1.79
2002	0.78	0.59	0.64	0.44	1.51	1.04	1.61	1.84
2003	0.78	0.59	0.63	0.44	1.44	0.95	1.58	1.75
2004	0.76	0.58	0.62	0.43	1.44	1.04	1.66	1.84
2005	0.75	0.58	0.61	0.43	1.30	1.10	1.62	1.82
2006	0.76	0.55	0.63	0.42	1.41	0.94	1.61	1.80
2007	0.74	0.54	0.60	0.42	1.39	0.90	1.59	1.78
Enrolled in public 4-year institutions								
1990	1.27	1.02	0.99	0.48	2.42	1.47	3.28	3.64
1995	1.16	0.92	0.97	0.53	2.08	1.80	2.83	3.05
2000	1.15	0.90	0.94	0.66	1.91	1.60	2.53	2.87
2001	1.05	0.78	0.86	0.55	1.89	1.47	2.50	2.79
2002	1.03	0.78	0.84	0.56	2.44	1.56	2.49	2.96
2003	1.00	0.76	0.81	0.55	2.31	1.73	2.66	2.97
2004	0.98	0.75	0.82	0.56	2.13	1.62	2.53	2.82
2005	0.99	0.76	0.83	0.54	1.90	1.58	2.45	2.76
2006	1.00	0.69	0.84	0.56	2.06	1.33	2.29	2.59
2007	0.98	0.70	0.79	0.56	2.26	1.34	2.31	2.74
Enrolled in private 4-year institutions								
1990	2.04	1.79	1.25	0.77	4.59	2.83	7.12	7.62
1995	1.78	1.51	1.13	0.77	4.85	4.32	5.38	5.84
2000	1.88	1.60	1.34	0.85	5.36	3.14	5.02	6.46
2001	1.76	1.44	1.16	0.88	4.64	3.38	5.29	6.26
2002	1.73	1.34	1.27	0.84	5.10	4.55	4.64	6.04
2003	1.81	1.44	1.23	1.02	4.85	3.06	3.99	5.16
2004	1.68	1.36	1.22	0.76	5.59	1.88	5.15	6.30
2005	1.64	1.33	1.15	0.85	3.32	3.20	4.94	5.15
2006	1.71	1.36	1.17	0.78	4.31	2.75	4.67	5.70
2007	1.70	1.34	1.18	0.87	4.55	2.22	4.34	6.04
Enrolled in public 2-year institutions								
1990	2.09	1.69	1.99	1.24	2.33	1.20	2.60	3.01
1995	1.97	1.43	1.72	1.23	2.21	1.35	2.64	2.77
2000	1.79	1.51	1.71	1.21	2.09	1.77	2.72	2.95
2001	1.75	1.36	1.60	1.10	1.95	1.49	2.26	2.61
2002	1.75	1.33	1.55	1.10	2.15	1.49	2.42	2.59
2003	1.74	1.26	1.57	1.06	1.96	1.23	2.26	2.45
2004	1.71	1.30	1.53	1.05	2.14	1.59	2.51	2.75
2005	1.69	1.23	1.46	1.16	2.20	1.77	2.50	2.84
2006	1.66	1.22	1.52	0.97	2.26	1.57	2.62	2.82
2007	1.55	1.11	1.41	0.91	1.98	1.36	2.51	2.61

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, selected years, 1970-2007.

Table S-44-2. Standard errors for the percentage of 16- to 24-year-old college students who were employed, by attendance status, hours worked per week, and selected characteristics: October 2007

Year	Full-time students				Part-time students			
	Percent employed	Hours worked per week			Percent employed	Hours worked per week		
		Less than 20 hours	20-34 hours	35 or more hours		Less than 20 hours	20-34 hours	35 or more hours
Total	0.74	0.54	0.60	0.42	1.39	0.90	1.59	1.78
Sex								
Male	1.07	0.73	0.87	0.61	2.19	1.23	2.53	2.82
Female	1.02	0.78	0.83	0.57	1.80	1.24	2.04	2.28
Race/ethnicity								
White	0.90	0.69	0.73	0.49	1.68	1.18	2.08	2.29
Black	2.23	1.27	1.78	1.37	4.49	2.66	4.46	4.69
Hispanic	2.52	1.56	2.20	1.67	3.61	1.98	3.96	4.55
Asian	2.84	1.72	2.36	1.17	†	†	†	†
Pacific Islander	†	†	†	†	†	†	†	†
American Indian/ Alaska Native	†	†	†	†	†	†	†	†
More than one race	5.88	4.66	4.15	3.91	†	†	†	†
Type of institution								
2-year	1.49	1.06	1.34	0.88	1.90	1.35	2.38	2.49
Public	1.55	1.11	1.41	0.91	1.98	1.36	2.51	2.61
Private	5.23	3.13	4.07	3.24	6.66	5.78	7.31	8.36
4-year	0.85	0.62	0.66	0.47	2.03	1.18	2.07	2.51
Public	0.98	0.70	0.79	0.56	2.26	1.34	2.31	2.74
Private	1.70	1.34	1.18	0.87	4.55	2.22	4.34	6.04
Student enrollment level								
Undergraduate	0.77	0.55	0.62	0.42	1.51	1.00	1.72	1.89
Sex								
Male	1.11	0.75	0.89	0.62	2.25	1.31	2.65	2.91
Female	1.06	0.80	0.87	0.57	2.04	1.44	2.26	2.48
Race/ethnicity								
White	0.93	0.71	0.76	0.49	1.83	1.32	2.29	2.45
Black	2.29	1.32	1.83	1.40	4.83	2.90	4.59	4.88
Hispanic	2.55	1.58	2.23	1.69	3.67	2.12	4.13	4.70
Asian	3.09	1.97	2.61	1.00	†	†	†	†
Pacific Islander	†	†	†	†	†	†	†	†
American Indian/ Alaska Native	†	†	†	†	†	†	†	†
More than one race	5.94	4.76	3.96	4.00	†	†	†	†
Type of institution								
2-year	1.51	1.08	1.36	0.86	1.95	1.39	2.43	2.53
Public	1.56	1.13	1.42	0.89	2.02	1.41	2.56	2.64
Private	5.46	3.50	4.27	2.94	†	†	†	†
4-year	0.88	0.65	0.69	0.48	2.35	1.44	2.37	2.83
Public	1.01	0.72	0.81	0.57	2.53	1.55	2.56	3.01
Private	1.82	1.44	1.27	0.88	6.33	3.86	5.81	8.14
Graduate	2.87	2.09	2.26	2.07	3.49	1.50	3.90	4.83

† Not applicable.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 2007.