

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 A-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 1970–2008

October	Total, ages 3–34	Ages 3–4	Ages 5–6	Ages 7–13	Ages 14–15	Ages 16–17	Ages 18–19			Ages 20–24				
							Total	In elementary/secondary	In college	Total	Ages 20–21	Ages 22–24	Ages 25–29	Ages 30–34
1970	0.22	0.73	0.53	0.08	0.22	0.50	0.87	0.53	0.84	0.48	0.87	0.53	0.33	0.27
1971	0.22	0.75	0.49	0.08	0.19	0.49	0.86	0.55	0.83	0.47	0.85	0.52	0.33	0.29
1972	0.22	0.80	0.50	0.08	0.24	0.51	0.84	0.52	0.81	0.46	0.81	0.51	0.34	0.28
1973	0.22	0.78	0.49	0.08	0.25	0.52	0.82	0.50	0.78	0.45	0.79	0.50	0.33	0.27
1974	0.22	0.83	0.43	0.07	0.23	0.52	0.82	0.49	0.78	0.45	0.77	0.51	0.34	0.29
1975	0.22	0.87	0.41	0.08	0.21	0.50	0.81	0.49	0.78	0.45	0.77	0.52	0.34	0.31
1976	0.22	0.90	0.38	0.09	0.21	0.50	0.80	0.49	0.77	0.45	0.77	0.52	0.33	0.29
1977	0.21	0.93	0.38	0.07	0.19	0.50	0.79	0.49	0.76	0.44	0.75	0.51	0.34	0.30
1978	0.21	0.94	0.41	0.09	0.20	0.49	0.79	0.47	0.76	0.43	0.73	0.50	0.32	0.28
1979	0.21	0.94	0.40	0.09	0.22	0.49	0.79	0.48	0.76	0.42	0.73	0.49	0.32	0.27
1980	0.21	0.94	0.40	0.09	0.22	0.50	0.79	0.49	0.76	0.42	0.74	0.49	0.31	0.27
1981	0.21	0.92	0.46	0.09	0.24	0.47	0.80	0.51	0.77	0.42	0.73	0.48	0.29	0.27
1982	0.22	0.96	0.44	0.10	0.22	0.51	0.85	0.54	0.82	0.45	0.79	0.50	0.31	0.27
1983	0.22	0.94	0.42	0.09	0.23	0.49	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	0.26	0.50	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	0.24	0.49	0.89	0.56	0.88	0.46	0.83	0.51	0.30	0.26
1986	0.22	0.93	0.41	0.10	0.28	0.47	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	0.22	0.48	0.89	0.60	0.89	0.48	0.88	0.53	0.30	0.25
1988	0.24	1.02	0.41	0.07	0.22	0.55	0.98	0.68	0.97	0.54	0.98	0.60	0.32	0.27
1989	0.24	1.02	0.45	0.09	0.22	0.53	0.97	0.69	0.96	0.56	0.99	0.64	0.34	0.26
1990	0.23	0.98	0.36	0.06	0.19	0.52	0.94	0.67	0.94	0.54	0.92	0.63	0.33	0.25
1991	0.23	0.96	0.41	0.06	0.22	0.49	0.96	0.71	0.97	0.55	0.92	0.64	0.34	0.26
1992	0.23	0.95	0.41	0.08	0.18	0.46	0.96	0.74	0.98	0.56	0.95	0.65	0.34	0.26
1993	0.23	0.93	0.41	0.07	0.20	0.46	0.95	0.74	0.97	0.56	0.97	0.65	0.35	0.25
1994	0.23	0.94	0.34	0.08	0.20	0.43	0.94	0.71	0.95	0.55	0.95	0.64	0.36	0.27
1995	0.23	0.94	0.37	0.11	0.19	0.45	0.93	0.70	0.93	0.56	0.97	0.64	0.37	0.26
1996	0.22	0.91	0.43	0.15	0.24	0.45	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	0.18	0.40	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	0.22	0.41	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	0.23	0.42	0.84	0.64	0.86	0.54	0.90	0.64	0.36	0.27
2000	0.22	0.93	0.38	0.13	0.20	0.45	0.84	0.64	0.85	0.53	0.88	0.63	0.37	0.28
2001	0.20	0.88	0.37	0.12	0.22	0.40	0.79	0.61	0.80	0.50	0.82	0.61	0.36	0.26
2002	0.20	0.87	0.37	0.12	0.20	0.37	0.78	0.62	0.81	0.50	0.83	0.59	0.36	0.26
2003	0.20	0.85	0.40	0.12	0.25	0.34	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	0.19	0.36	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	0.22	0.33	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	0.36	0.77	0.64	0.81	0.49	0.81	0.58	0.33	0.27
2007	0.20	0.86	0.39	0.12	0.18	0.36	0.75	0.61	0.80	0.49	0.81	0.59	0.33	0.27
2008	0.20	0.85	0.42	0.11	0.19	0.34	0.75	0.60	0.79	0.49	0.81	0.59	0.34	0.27

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1970–2008.

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Private School Enrollment

Table S-3-1. 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 school years, 1995-96 through 2007-08

Grade level and school year	Total enrollment (in thousands)	Roman Catholic				Other religious				Non-sectarian
		Total	Parochial	Diocesan	Private	Total	Conservative Christian	Affiliated	Unaffiliated	
Grades preK-12										
1995-96	31.8	0.19	0.13	0.08	0.03	0.19	0.12	0.08	0.18	0.23
1997-98	18.5	0.13	0.09	0.05	0.03	0.18	0.12	0.06	0.17	0.17
1999-2000	30.2	0.24	0.14	0.07	0.04	0.28	0.09	0.08	0.36	0.11
2001-02	40.3	0.25	0.14	0.12	0.04	0.22	0.13	0.13	0.18	0.33
2003-04	41.2	0.27	0.17	0.14	0.07	0.25	0.13	0.10	0.22	0.36
2005-06	42.4	0.26	0.13	0.14	0.07	0.25	0.14	0.09	0.20	0.34
2007-08	28.4	0.20	0.11	0.09	0.06	0.25	0.12	0.06	0.26	0.25
Grades preK-8										
1995-96	28.4	0.20	0.17	0.06	0.02	0.22	0.13	0.09	0.21	0.28
1997-98	17.3	0.15	0.12	0.05	0.03	0.20	0.13	0.06	0.19	0.19
1999-2000	23.1	0.23	0.16	0.06	0.04	0.26	0.09	0.07	0.32	0.12
2001-02	36.1	0.27	0.17	0.14	0.05	0.25	0.15	0.14	0.20	0.37
2003-04	30.3	0.25	0.18	0.13	0.01	0.23	0.12	0.09	0.24	0.22
2005-06	33.0	0.25	0.14	0.15	0.06	0.21	0.16	0.09	0.22	0.23
2007-08	21.9	0.20	0.13	0.09	0.07	0.27	0.14	0.07	0.30	0.21
Grades 9-12										
1995-96	4.6	0.20	0.03	0.20	0.09	0.20	0.18	0.06	0.14	0.12
1997-98	2.4	0.10	0.01	0.05	0.04	0.16	0.13	0.08	0.10	0.14
1999-2000	8.3	0.34	0.04	0.15	0.15	0.45	0.14	0.11	0.56	0.19
2001-02	6.7	0.26	0.17	0.12	0.10	0.19	0.17	0.12	0.13	0.28
2003-04	24.7	0.91	0.11	0.42	0.44	0.59	0.32	0.23	0.20	1.43
2005-06	18.1	0.60	0.07	0.28	0.27	0.52	0.28	0.16	0.37	0.97
2007-08	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-3-2. Standard errors for the 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 school years, 1995-96 through 2007-08

[Totals in thousands]

Grade level and school year	Total enrollment		Northeast		Midwest		South		West	
	Total	Percent of total enrollment	Total	Percent of total Northeast enrollment	Total	Percent of total Midwest enrollment	Total	Percent of total South enrollment	Total	Percent of total West enrollment
Grades preK-12										
1995-96	31.8	0.06	18.8	0.20	14.2	0.12	12.8	0.07	11.5	0.10
1997-98	18.5	0.04	8.3	0.09	11.6	0.09	11.3	0.06	5.2	0.04
1999-2000	30.2	0.06	7.9	0.08	10.3	0.08	26.7	0.15	5.4	0.04
2001-02	40.3	0.08	9.5	0.10	22.9	0.18	21.4	0.11	23.4	0.19
2003-04	41.2	0.08	25.8	0.27	15.1	0.12	21.0	0.11	19.1	0.15
2005-06	42.4	0.08	7.7	0.08	21.0	0.17	24.7	0.13	26.3	0.20
2007-08	28.4	0.05	11.0	0.12	8.3	0.07	21.5	0.11	12.3	0.09
Grades preK-8										
1995-96	28.4	0.08	16.8	0.25	13.5	0.15	11.9	0.09	9.2	0.11
1997-98	17.3	0.05	8.3	0.12	11.0	0.12	10.0	0.08	4.4	0.05
1999-2000	23.1	0.06	7.5	0.11	8.4	0.09	19.6	0.15	4.4	0.05
2001-02	36.1	0.09	9.4	0.14	21.2	0.24	17.8	0.13	21.2	0.23
2003-04	30.3	0.08	7.8	0.11	13.6	0.15	18.6	0.14	18.1	0.20
2005-06	33.0	0.09	6.6	0.10	19.3	0.22	21.2	0.15	15.0	0.16
2007-08	21.9	0.02	6.3	0.10	7.7	0.09	17.7	0.12	8.1	0.09
Grades 9-12										
1995-96	4.6	0.03	2.9	0.11	0.9	0.03	2.1	0.04	2.3	0.08
1997-98	2.4	0.02	0.5	0.02	0.7	0.02	1.7	0.03	1.2	0.04
1999-2000	8.3	0.06	1.1	0.04	2.5	0.07	7.6	0.15	1.8	0.05
2001-02	6.7	0.04	0.8	0.03	2.0	0.06	4.4	0.09	4.5	0.13
2003-04	24.7	0.16	24.0	0.83	4.1	0.11	3.0	0.06	3.5	0.09
2005-06	18.1	0.11	1.7	0.06	5.0	0.13	7.2	0.13	15.7	0.40
2007-08	12.0	0.01	8.8	0.30	1.3	0.04	5.5	0.10	5.7	0.14

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 2007-08.

Private School Enrollment

Table S-3-3. Standard errors for the percentage distribution of students in private schools, by selected school characteristics and race/ethnicity: School year 2007-08

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

Table S-4-1. Standard errors for the number and percentage distribution of the race/ethnicity of public school students enrolled in kindergarten through 12th grade: October 1988–October 2008

[Numbers in thousands]

October of year	Total	White	Black	Hispanic	Asian	Pacific Islander	American Indian/Alaska Native	Two or more races	Other
Enrollment									
1988	102.8	173.0	148.1	165.6	†	†	†	†	79.2
1989	96.2	164.4	140.9	155.7	63.8	†	36.1	†	14.4
1990	95.4	165.6	141.7	158.7	64.7	†	36.4	†	20.6
1991	96.4	167.0	143.6	160.5	66.9	†	34.8	†	16.7
1992	98.2	168.7	145.0	162.9	68.4	†	34.1	†	17.5
1993	95.1	169.3	145.2	165.0	69.2	†	34.1	†	19.1
1994	106.2	174.7	147.9	176.2	61.1	†	35.3	†	27.8
1995	103.2	164.5	127.1	125.7	50.2	†	26.8	†	25.2
1996	105.3	164.3	124.6	125.8	66.0	†	35.7	†	†
1997	100.8	173.4	134.4	136.2	69.3	†	38.8	†	†
1998	108.6	174.5	134.5	137.1	69.5	†	36.7	†	†
1999	109.1	175.6	133.0	140.9	73.4	†	35.6	†	†
2000	110.0	175.8	133.5	142.2	70.9	†	39.9	†	†
2001	101.7	167.3	127.0	136.1	68.6	†	38.5	†	†
2002	98.8	167.3	127.5	139.6	66.4	†	37.3	†	†
2003	102.3	168.7	126.4	143.0	64.3	19.2	26.9	51.7	†
2004	101.0	168.6	126.0	145.0	66.4	15.4	29.8	52.1	†
2005	100.7	168.9	124.9	146.7	64.8	14.3	28.1	53.8	†
2006	94.0	168.1	125.0	148.3	65.3	16.4	27.6	55.4	†
2007	95.1	168.3	124.1	150.1	68.1	17.9	30.4	54.7	†
2008	98.5	168.3	124.3	151.6	64.7	13.3	31.6	54.3	†
Percentage distribution									
1988	†	0.39	0.36	0.40	†	†	†	†	0.19
1989	†	0.37	0.34	0.38	0.15	†	0.09	†	0.03
1990	†	0.36	0.34	0.38	0.15	†	0.09	†	0.05
1991	†	0.36	0.34	0.38	0.16	†	0.08	†	0.04
1992	†	0.36	0.33	0.38	0.16	†	0.08	†	0.04
1993	†	0.36	0.33	0.37	0.16	†	0.08	†	0.04
1994	†	0.36	0.33	0.39	0.14	†	0.08	†	0.06
1995	†	0.33	0.28	0.28	0.11	†	0.06	†	0.06
1996	†	0.33	0.27	0.27	0.14	†	0.08	†	†
1997	†	0.34	0.28	0.29	0.15	†	0.08	†	†
1998	†	0.35	0.29	0.29	0.15	†	0.08	†	†
1999	†	0.34	0.28	0.30	0.16	†	0.08	†	†
2000	†	0.35	0.28	0.30	0.15	†	0.08	†	†
2001	†	0.33	0.26	0.28	0.14	†	0.08	†	†
2002	†	0.33	0.26	0.29	0.14	†	0.08	†	†
2003	†	0.33	0.26	0.29	0.13	0.04	0.06	0.10	†
2004	†	0.33	0.26	0.30	0.14	0.03	0.06	0.10	†
2005	†	0.33	0.26	0.30	0.13	0.03	0.06	0.10	†
2006	†	0.33	0.26	0.30	0.13	0.03	0.06	0.11	†
2007	†	0.33	0.25	0.31	0.14	0.04	0.06	0.11	†
2008	†	0.33	0.26	0.31	0.13	0.03	0.07	0.11	†

† Not applicable.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1988–2008.

Table S-4-2. 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 1988–October 2008

[Numbers in thousands]

Region and October of year	Total	White	Black	Hispanic	Asian	Pacific Islander	American Indian/ Alaska Native	Two or more races	Other
Northeast									
1988	43.2	0.79	0.73	0.79	†	†	†	†	0.36
1989	40.3	0.76	0.70	0.75	0.32	†	0.08	†	0.10
1993	40.6	0.74	0.69	0.70	0.35	†	0.06	†	0.10
1998	46.9	0.71	0.58	0.59	0.29	†	0.10	†	†
2003	43.0	0.72	0.59	0.59	0.30	†	0.07	0.18	†
2004	42.2	0.73	0.58	0.59	0.35	†	0.07	0.18	†
2005	42.3	0.72	0.57	0.60	0.35	†	†	0.18	†
2006	39.0	0.79	0.62	0.67	0.36	†	0.09	0.20	†
2007	39.0	0.80	0.61	0.67	0.41	†	0.10	0.20	†
2008	39.9	0.83	0.64	0.72	0.42	†	0.06	0.24	†
Midwest									
1988	50.9	0.68	0.70	0.47	†	†	†	†	0.29
1989	47.9	0.63	0.64	0.44	0.21	†	0.18	†	†
1993	46.9	0.62	0.62	0.44	0.20	†	0.14	†	0.11
1998	51.9	0.62	0.55	0.37	0.25	†	0.15	†	†
2003	47.9	0.60	0.51	0.38	0.21	0.07	0.10	0.20	†
2004	47.4	0.60	0.50	0.39	0.22	†	0.11	0.21	†
2005	46.8	0.60	0.51	0.40	0.20	†	0.11	0.21	†
2006	44.0	0.64	0.52	0.44	0.25	†	0.11	0.22	†
2007	44.4	0.66	0.53	0.46	0.25	0.06	0.12	0.24	†
2008	46.3	0.66	0.52	0.49	0.25	†	0.11	0.24	†
South									
1988	61.8	0.69	0.72	0.68	†	†	†	†	0.25
1989	57.7	0.66	0.69	0.61	0.17	†	0.16	†	†
1993	56.1	0.66	0.69	0.63	0.22	†	0.12	†	0.06
1998	63.9	0.63	0.60	0.48	0.19	†	0.13	†	†
2003	61.4	0.59	0.54	0.50	0.18	†	0.09	0.17	†
2004	60.9	0.59	0.54	0.50	0.19	0.04	0.10	0.17	†
2005	60.5	0.59	0.53	0.52	0.17	†	0.10	0.18	†
2006	56.6	0.57	0.52	0.50	0.16	†	0.10	0.18	†
2007	57.7	0.56	0.52	0.50	0.18	0.04	0.11	0.17	†
2008	60.0	0.56	0.51	0.50	0.17	†	0.11	0.16	†
West									
1988	47.9	0.91	0.53	1.20	†	†	†	†	0.66
1989	44.7	0.86	0.49	1.15	0.56	†	0.24	†	0.09
1993	45.4	0.82	0.46	1.10	0.51	†	0.25	†	0.08
1998	53.2	0.76	0.41	0.79	0.46	†	0.23	†	†
2003	50.6	0.72	0.34	0.78	0.40	0.15	0.17	0.27	†
2004	49.8	0.71	0.36	0.80	0.39	0.12	0.19	0.26	†
2005	49.9	0.71	0.34	0.78	0.39	0.11	0.17	0.27	†
2006	46.6	0.67	0.31	0.74	0.37	0.13	0.14	0.26	†
2007	47.2	0.67	0.31	0.75	0.36	0.13	0.15	0.25	†
2008	48.5	0.68	0.34	0.76	0.34	0.11	0.19	0.26	†

† Not applicable.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, selected years, 1988–2008.

Language Minority School-Age Children

Table S-5-1. 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, 1979-2008

[Numbers in millions]

Year	Spoke a language other than English at home						Percent of those who spoke a language other than English at home
	Total population	Spoke English with difficulty		Number	Percent of total population	Percent of total population	
		Number	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	
2008	0.05	0.04	0.07	0.02	0.04	0.20	

— 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), 2000-2008.

Table S-5-2. 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: 2008

[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	51.5	37.2	0.07	23.4	0.04	15.8	0.08	16.6	0.05
Language spoken at home									
Spanish	30.1	30.1	†	20.2	0.24	14.7	0.40	14.6	0.29
Other Indo-European	18.4	18.4	†	7.9	0.49	5.3	0.86	5.3	0.53
Asian/Pacific Islander	14.3	14.3	†	8.4	0.64	4.9	1.00	5.9	0.71
Other	12.2	12.2	†	5.8	1.21	3.4	1.74	3.8	1.34
Race/ethnicity									
White	40.7	20.7	0.07	9.2	0.03	6.0	0.05	6.0	0.03
Black	29.6	11.5	0.16	5.5	0.07	3.0	0.11	4.1	0.09
Hispanic	22.7	28.8	0.22	18.7	0.17	13.5	0.28	13.8	0.21
Mexican	27.2	28.5	0.26	17.7	0.22	12.7	0.37	10.9	0.23
Puerto Rican	12.9	9.0	0.70	4.5	0.48	2.6	0.67	2.9	0.52
Cuban	6.7	5.4	1.22	2.0	0.77	1.2	1.20	1.7	1.11
Dominican	9.1	7.9	1.03	3.5	1.15	1.9	1.73	2.7	1.33
Central American	14.2	13.0	0.73	6.4	0.75	4.4	1.26	4.2	0.89
South American	9.7	8.9	0.91	3.7	0.76	2.1	1.18	2.8	0.87
Other Hispanic	10.8	6.8	0.97	2.5	0.44	1.6	0.78	1.8	0.55
Asian	15.2	14.4	0.51	8.9	0.41	5.5	0.63	5.9	0.45
Asian Indian	8.3	6.3	1.18	3.1	0.78	2.3	1.17	1.9	0.88
Chinese	8.5	7.2	0.94	3.7	0.76	2.4	1.18	2.8	0.96
Filipino	7.5	5.4	1.22	2.5	0.68	1.5	1.14	1.8	0.75
Japanese	3.2	2.4	2.52	1.4	2.02	1.1	3.30	0.8	1.99
Korean	6.3	5.8	1.59	2.9	1.27	1.7	2.08	2.0	1.34
Vietnamese	7.3	6.4	1.18	2.9	1.08	1.9	1.95	1.8	1.09
Other Asian	9.6	7.7	1.14	4.6	1.16	2.8	1.63	3.1	1.31
Pacific Islander	3.9	2.4	2.95	1.1	1.42	†	2.14	0.8	1.56
American Indian/Alaska Native	7.4	3.1	0.79	1.2	0.30	0.7	0.48	0.9	0.37
Two or more races	18.6	4.7	0.29	1.6	0.10	1.0	0.14	1.1	0.12
Citizenship									
U.S.-born citizen	54.8	37.1	0.07	16.8	0.03	14.1	0.07	10.4	0.03
Naturalized U.S. citizen	10.3	7.4	1.00	3.1	0.59	1.4	1.16	2.6	0.64
Non-U.S. citizen	25.2	23.4	0.28	14.2	0.53	7.1	1.00	11.3	0.56
Poverty status									
Poor	62.4	30.1	0.26	15.6	0.17	10.2	0.27	11.0	0.20
Near-poor	49.8	25.3	0.19	13.8	0.13	8.7	0.20	9.0	0.14
Nonpoor	77.3	26.0	0.07	11.4	0.03	8.1	0.07	8.2	0.04

† Not applicable.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2008.

Standard Error Tables to Indicator 5

Language Minority School-Age Children

Table S-5-3. 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: 2008

[Numbers in thousands]

Region and state	Spoke a language other than English at home								
	Total population	Number	Percent of total population	Spoke English with difficulty					
				Total		Percent distribution by language spoken			
				Number	Percent of total population	Spanish	Asian/Pacific Islander	Other Indo-European	Other
United States	51.5	37.2	0.07	23.4	0.04	0.41	0.29	0.29	0.21
Northeast	24.3	17.3	0.19	10.4	0.11	1.17	0.83	1.09	0.73
Connecticut	5.8	4.2	0.65	1.6	0.26	4.68	2.77	3.60	1.75
Maine	4.7	1.3	0.66	†	0.30	†	†	†	†
Massachusetts	6.0	6.0	0.55	3.2	0.30	4.04	3.12	2.66	1.47
New Hampshire	4.3	1.6	0.73	†	0.28	†	†	†	†
New Jersey	7.4	6.2	0.41	3.9	0.26	2.39	2.01	2.04	1.65
New York	12.4	12.4	0.37	7.9	0.25	1.61	1.27	1.70	1.24
Pennsylvania	12.9	6.2	0.31	3.3	0.16	3.51	2.19	3.32	1.02
Rhode Island	2.7	2.3	1.38	1.3	0.77	6.46	4.44	4.53	†
Vermont	3.0	1.1	1.11	†	0.36	†	†	†	†
Midwest	28.7	16.4	0.14	9.2	0.08	1.30	0.97	1.11	0.75
Illinois	10.5	9.5	0.38	5.7	0.25	1.91	0.94	1.55	0.44
Indiana	8.1	4.3	0.37	2.2	0.19	3.83	2.37	3.80	†
Iowa	7.0	3.6	0.72	1.4	0.27	6.61	4.51	5.44	†
Kansas	5.9	3.9	0.77	1.5	0.31	4.08	2.97	2.65	2.08
Michigan	12.0	6.7	0.38	3.4	0.19	4.22	2.93	1.86	4.65
Minnesota	10.1	6.3	0.66	3.7	0.39	3.82	4.23	2.21	3.82
Missouri	8.1	3.4	0.33	1.6	0.15	4.91	3.95	4.59	2.59
Nebraska	5.7	3.7	1.06	2.2	0.65	6.84	3.86	4.41	3.47
North Dakota	3.5	1.6	1.50	†	0.90	†	†	†	†
Ohio	10.4	5.1	0.26	3.0	0.15	3.83	1.62	4.31	4.04
South Dakota	4.0	1.7	1.13	†	0.24	†	†	†	†
Wisconsin	9.7	5.2	0.53	2.2	0.23	4.69	4.68	3.21	2.05
South	29.7	24.2	0.12	14.7	0.08	0.59	0.32	0.40	0.27
Alabama	5.7	2.4	0.30	1.5	0.18	3.93	3.17	1.86	1.74
Arkansas	5.3	2.8	0.55	1.5	0.29	3.75	2.92	2.01	†
Delaware	3.0	2.1	1.33	1.0	0.66	11.74	4.96	10.26	†
District of Columbia	1.6	1.2	1.55	†	0.53	†	†	†	†
Florida	8.7	8.9	0.31	5.3	0.19	1.50	0.56	1.46	0.81
Georgia	8.2	4.8	0.26	3.3	0.18	2.15	1.98	1.42	0.98
Kentucky	7.5	2.9	0.41	1.6	0.23	6.01	2.53	4.97	4.59
Louisiana	5.8	2.4	0.30	1.3	0.17	7.55	4.71	4.81	3.26
Maryland	5.7	4.5	0.47	2.3	0.24	3.49	3.28	3.03	1.82
Mississippi	4.7	1.5	0.27	0.8	0.15	8.79	6.59	4.65	6.43
North Carolina	7.6	5.5	0.33	3.8	0.24	1.89	1.02	1.28	0.64
Oklahoma	6.4	3.9	0.58	1.9	0.30	4.65	4.39	1.46	1.19
South Carolina	5.1	2.8	0.37	1.9	0.24	3.30	1.67	2.61	†
Tennessee	6.8	4.1	0.39	2.1	0.20	6.01	2.79	2.03	4.75
Texas	13.5	15.8	0.32	10.7	0.22	0.53	0.40	0.23	0.31
Virginia	8.2	6.2	0.47	2.8	0.21	2.93	2.19	2.27	1.45
West Virginia	4.8	1.1	0.38	†	0.21	†	†	†	†

See notes at end of table.

Table S-5-3. 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: 2008—Continued

[Numbers in thousands]

Region and state	Spoke a language other than English at home								
	Total population	Number	Percent of total population	Spoke English with difficulty					
				Total		Percent distribution by language spoken			
				Number	Percent of total population	Spanish	Asian/Pacific Islander	Other Indo-European	Other
United States	51.5	37.2	0.07	23.4	0.04	0.41	0.29	0.29	0.21
West	23.3	22.2	0.16	13.8	0.11	0.54	0.53	0.28	0.26
Alaska	4.1	1.7	1.27	0.8	0.60	†	14.03	†	13.37
Arizona	5.8	7.6	0.58	5.0	0.41	1.34	0.78	0.38	1.17
California	16.0	18.3	0.25	12.0	0.18	0.68	0.65	0.34	0.19
Colorado	5.8	5.6	0.63	3.2	0.37	2.04	1.44	1.34	0.55
Hawaii	3.2	2.8	1.42	1.6	0.79	4.52	5.20	2.85	†
Idaho	4.0	2.6	0.89	1.4	0.50	10.34	6.88	8.89	2.55
Montana	3.5	1.4	0.83	†	0.39	†	†	†	†
Nevada	3.3	4.9	1.03	2.6	0.54	2.29	1.55	0.87	1.60
New Mexico	4.5	4.2	1.19	2.1	0.61	4.11	1.87	1.62	3.68
Oregon	6.7	5.1	0.81	2.4	0.38	2.91	1.87	2.15	1.00
Utah	5.7	4.8	0.80	2.3	0.39	6.84	1.33	2.14	6.47
Washington	6.6	6.2	0.53	3.3	0.29	3.23	2.20	2.10	2.11
Wyoming	2.4	0.9	0.98	†	0.39	†	†	†	†

† Not applicable.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2008.

Reading Performance

Table S-9-1. Standard errors for the average reading scale scores and percentage of students at each achievement level, by grade: Selected years, 1992–2009

Grade, scale score, and achievement level	1992 ¹	1994 ¹	1998 ¹	1998	2002	2003	2005	2007	2009
Grade 4									
Average scale score	0.9	1.0	0.8	1.1	0.4	0.3	0.2	0.3	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	0.3
At or above <i>Basic</i>	1.1	1.0	0.9	1.2	0.5	0.3	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	0.4
At <i>Advanced</i>	0.6	0.7	0.5	0.5	0.2	0.1	0.1	0.2	0.2
Grade 8									
Average scale score	0.9	0.8	0.8	0.8	0.4	0.3	0.2	0.2	0.3
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	0.3
At or above <i>Basic</i>	1.0	0.9	0.9	0.8	0.5	0.3	0.2	0.2	0.3
At or above <i>Proficient</i>	1.1	0.9	0.9	1.1	0.5	0.3	0.2	0.2	0.4
At <i>Advanced</i>	0.3	0.3	0.4	0.3	0.2	0.1	0.1	0.1	0.1

¹ Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted in 1992 and 1994; students were tested with and without accommodations in 1998.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1992–2009 Reading Assessments, NAEP Data Explorer.

Table S-9-2. Standard errors for the average reading scale scores, by grade and selected student and school characteristics: Selected years, 1992-2009

Student or school characteristic	Grade 4			Grade 8		
	1992 ¹	2007	2009	1992 ¹	2007	2009
Total	0.9	0.3	0.3	0.9	0.2	0.3
Sex						
Male	1.2	0.3	0.3	1.1	0.3	0.3
Female	1.0	0.3	0.3	1.0	0.3	0.3
Race/ethnicity						
White	1.2	0.2	0.3	1.1	0.2	0.2
Black	1.7	0.4	0.5	1.7	0.4	0.4
Hispanic	2.6	0.5	0.5	1.6	0.4	0.6
Asian/Pacific Islander	2.9	1.0	1.0	3.9	1.1	1.1
American Indian/Alaska Native	†	1.2	1.3	†	1.2	1.2
Percentage of students in school eligible for free or reduced-price lunch						
0-25 percent	†	0.4	0.4	†	0.4	0.5
26-50 percent	†	0.4	0.5	†	0.4	0.4
51-75 percent	†	0.4	0.5	†	0.5	0.6
76-100 percent	†	0.5	0.5	†	0.7	0.7

† Not applicable.

¹ Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted in 1992.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1992-2009 Reading Assessments, NAEP Data Explorer.

Standard Error Tables to Indicator 9

Reading Performance

Table S-9-3. Standard errors for the average reading scale scores and achievement-level results for public school 4th- and 8th-graders, by state: 2007 and 2009

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>	
2007	2009	2007	2009	2007	2009	2007	2009	2007	2009	2007	2009	
United States	0.3	0.3	0.3	0.3	0.3	0.4	0.2	0.3	0.3	0.4	0.2	0.4
Alabama	1.3	1.2	1.4	1.4	1.4	1.3	1.0	1.1	1.2	1.4	1.3	1.2
Alaska	1.0	1.2	1.2	1.3	1.0	1.3	1.0	0.9	1.2	1.2	1.2	1.3
Arizona	1.6	1.2	1.7	1.5	1.5	1.2	1.2	1.2	1.6	1.5	1.4	1.3
Arkansas	1.2	1.1	1.3	1.3	1.3	1.4	1.0	1.2	1.3	1.3	1.1	1.4
California	1.0	1.5	1.0	1.5	0.9	1.7	0.8	1.2	0.8	1.4	0.8	1.3
Colorado	1.1	1.2	1.3	1.3	1.4	1.5	1.0	0.8	1.2	1.1	1.5	1.1
Connecticut	1.3	1.1	1.4	1.1	1.6	1.4	1.6	0.9	1.7	0.9	1.7	1.4
Delaware	0.7	0.5	1.2	1.1	1.4	1.3	0.6	0.7	0.8	1.0	1.2	0.9
District of Columbia	0.9	1.0	1.1	1.3	0.8	1.0	0.7	0.9	1.1	1.1	1.0	0.8
Florida	0.8	1.0	1.0	1.2	1.0	1.5	1.2	1.2	1.3	1.3	1.3	1.4
Georgia	0.9	1.1	1.3	1.5	1.5	1.2	1.0	1.0	1.4	1.8	1.4	1.3
Hawaii	1.1	1.0	1.4	1.3	1.4	1.2	0.8	0.6	1.0	0.9	0.9	1.4
Idaho	0.8	0.9	1.0	1.2	1.2	1.1	0.9	0.9	0.8	1.3	1.3	1.4
Illinois	1.2	1.4	1.6	1.5	1.3	1.6	1.0	1.2	1.1	1.3	1.5	1.5
Indiana	0.9	1.1	1.2	1.4	1.3	1.5	1.1	1.0	1.1	1.1	1.5	1.5
Iowa	1.1	1.2	1.6	1.3	1.4	1.4	0.9	0.9	1.0	1.0	1.4	1.4
Kansas	1.1	1.3	1.2	1.7	1.5	1.6	0.8	1.1	1.0	1.3	1.2	1.4
Kentucky	1.1	1.1	1.4	1.3	1.4	1.6	1.0	0.9	1.2	0.9	1.2	1.5
Louisiana	1.6	1.1	2.0	1.5	1.4	1.5	1.1	1.6	1.6	1.8	1.2	1.8
Maine	0.9	0.9	1.1	1.3	1.4	1.1	0.8	0.7	1.0	0.7	1.3	1.3
Maryland	1.1	1.4	1.3	1.5	1.5	1.8	1.2	1.1	1.3	1.4	1.5	1.4
Massachusetts	1.1	1.1	1.1	1.3	1.7	1.7	1.0	1.2	0.9	1.1	1.5	1.7
Michigan	1.4	1.0	1.7	1.3	1.6	1.2	1.2	1.4	1.5	1.6	1.3	1.7
Minnesota	1.1	1.3	1.3	1.3	1.5	1.6	0.9	1.0	1.2	1.1	1.2	1.5
Mississippi	1.0	1.1	1.4	1.4	1.0	1.2	1.1	1.0	1.4	1.4	1.4	1.2
Missouri	1.1	1.1	1.3	1.6	1.3	1.2	1.0	1.0	1.1	1.1	1.2	1.3
Montana	1.0	0.8	1.0	1.1	1.8	1.1	0.8	0.6	1.0	0.9	1.4	1.3
Nebraska	1.3	1.0	1.4	1.3	1.5	1.3	0.9	0.9	1.2	1.3	1.3	1.4
Nevada	1.2	1.1	1.3	1.2	1.3	1.1	0.8	0.9	0.9	1.0	1.0	1.0
New Hampshire	0.9	1.0	0.9	1.4	1.5	1.4	0.9	1.0	1.2	1.0	1.3	1.5

See notes at end of table.

Table S-9-3. Standard errors for the average reading scale scores and achievement-level results for public school 4th- and 8th-graders, by state: 2007 and 2009—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>	
	2007	2009	2007	2009	2007	2009	2007	2009	2007	2009	2007	2009
United States	0.3	0.3	0.3	0.3	0.3	0.4	0.2	0.3	0.3	0.4	0.2	0.4
New Jersey	1.2	0.9	1.3	1.2	1.5	1.3	1.1	1.3	1.0	1.3	1.5	1.7
New Mexico	1.3	1.4	1.5	1.7	1.6	1.3	0.8	1.2	1.3	1.4	0.9	1.5
New York	1.0	1.0	1.2	1.1	1.3	1.4	1.1	1.2	1.3	1.4	1.4	1.5
North Carolina	0.9	1.1	1.2	1.3	1.1	1.3	1.1	1.2	1.3	1.3	1.1	1.6
North Dakota	0.9	0.8	1.2	1.3	1.4	1.3	0.7	0.6	1.0	0.9	1.3	1.3
Ohio	1.1	1.1	1.5	1.3	1.6	1.6	1.2	1.3	1.2	1.5	1.6	1.8
Oklahoma	1.1	1.1	1.5	1.4	1.2	1.5	0.8	0.9	1.0	1.5	1.2	1.1
Oregon	1.4	1.2	1.5	1.3	1.5	1.2	0.9	1.0	1.2	1.2	1.7	1.4
Pennsylvania	1.0	1.4	1.3	1.4	1.1	1.7	1.2	0.8	1.4	0.9	1.5	1.4
Rhode Island	1.0	1.1	1.2	1.3	1.2	1.2	0.9	0.6	1.2	0.9	1.1	0.9
South Carolina	1.2	1.1	1.5	1.3	1.3	1.2	0.9	1.2	1.2	1.5	1.4	1.5
South Dakota	1.0	0.6	1.2	0.9	1.6	1.0	0.7	0.5	0.9	0.8	1.9	1.2
Tennessee	1.2	1.2	1.6	1.4	1.2	1.4	1.0	1.1	1.3	1.2	1.1	1.3
Texas	0.9	1.2	1.1	1.6	1.1	1.5	0.9	1.1	1.0	1.1	1.2	1.5
Utah	1.2	1.0	1.4	1.2	1.4	1.3	1.0	0.8	1.1	0.8	1.2	1.1
Vermont	0.8	0.8	1.2	1.0	1.2	1.0	0.8	0.6	1.1	0.7	1.3	1.0
Virginia	1.1	1.2	1.5	1.4	1.4	1.5	1.1	1.1	1.2	1.2	1.6	1.6
Washington	1.4	1.2	1.5	1.1	1.7	1.4	0.9	1.1	1.1	1.2	1.3	1.3
West Virginia	1.1	1.0	1.2	1.5	1.1	1.5	1.0	0.9	1.2	1.2	1.1	1.3
Wisconsin	1.2	1.1	1.4	1.4	1.4	1.2	1.0	1.0	1.3	1.2	1.7	1.4
Wyoming	0.5	0.7	1.0	1.1	1.0	1.0	0.7	1.0	1.1	1.4	1.0	1.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 and 2009 Reading Assessments, NAEP Data Explorer.

Standard Error Tables to Indicator 10

Reading Achievement Gaps

Table S-10-1. Standard errors for the average reading scale scores of 4th-grade students, by selected student characteristics: Selected years, 1992–2009

Student or school characteristic	1992 ¹	1994 ¹	1998 ¹	1998	2000	2002	2003	2005	2007	2009
Total	0.9	1.0	0.8	1.1	1.3	0.4	0.3	0.2	0.3	0.3
Sex										
Male	1.2	1.3	1.1	1.3	1.3	0.4	0.3	0.2	0.3	0.3
Female	1.0	1.1	0.7	1.3	1.4	0.5	0.3	0.3	0.3	0.3
Race/ethnicity										
White	1.2	1.3	0.9	1.0	1.1	0.3	0.2	0.2	0.2	0.3
Black	1.7	1.8	1.6	1.9	1.8	0.5	0.4	0.3	0.4	0.5
Hispanic	2.6	3.4	2.1	3.2	2.9	1.3	0.6	0.5	0.5	0.5
Asian/Pacific Islander	2.9	3.8	4.2	5.6	5.2	1.6	1.2	0.7	1.0	1.0
American Indian/Alaska Native	†	6.6	†	†	6.0	2.0	1.4	1.3	1.2	1.3
Percentage of students in school eligible for free or reduced-price lunch										
0–25 percent	†	†	1.4	1.4	1.5	0.4	0.4	0.3	0.4	0.4
26–50 percent	†	†	1.7	1.6	1.3	0.5	0.5	0.3	0.4	0.5
51–75 percent	†	†	1.7	1.8	2.1	0.7	0.5	0.4	0.4	0.5
76–100 percent	†	†	2.4	3.1	2.8	0.7	0.5	0.4	0.5	0.5

† Not applicable.

¹ Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted in 1992 and 1994; students were tested with and without accommodations in 1998.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1992–2009 Reading Assessments, NAEP Data Explorer.

Table S-10-2. Standard errors for the average reading scale scores of 8th-grade students, by selected student characteristics: Selected years, 1992–2009

Student or school characteristic	1992 ¹	1994 ¹	1998 ¹	1998	2002	2003	2005	2007	2009
Total	0.9	0.8	0.8	0.8	0.4	0.3	0.2	0.2	0.3
Sex									
Male	1.1	1.0	0.9	1.0	0.5	0.3	0.2	0.3	0.3
Female	1.0	1.0	0.9	0.8	0.5	0.3	0.2	0.3	0.3
Race/ethnicity									
White	1.1	1.0	0.9	0.9	0.4	0.2	0.2	0.2	0.2
Black	1.7	1.8	1.6	1.2	0.7	0.5	0.4	0.4	0.4
Hispanic	1.6	1.2	2.5	1.7	0.8	0.7	0.4	0.4	0.6
Asian/Pacific Islander	3.9	3.0	5.0	7.1	1.7	1.1	0.8	1.1	1.1
American Indian/Alaska Native	†	4.7	†	†	3.5	3.0	1.4	1.2	1.2
Percentage of students in school eligible for free or reduced-price lunch									
0–25 percent	†	†	1.1	1.1	0.6	0.4	0.3	0.4	0.5
26–50 percent	†	†	1.2	1.3	0.6	0.4	0.3	0.4	0.4
51–75 percent	†	†	2.1	2.1	0.8	0.6	0.4	0.5	0.6
76–100 percent	†	†	2.1	1.8	1.1	1.0	0.6	0.7	0.7

† Not applicable.

¹ Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted in 1992 and 1994; students were tested with and without accommodations in 1998.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1992–2009 Reading Assessments, NAEP Data Explorer.

Table S-10-3. Standard errors for the percentage of students at each achievement level, by grade and selected student characteristics: 1992 and 2009

Student or school characteristic	Grade 4						Grade 8					
	At or above <i>Basic</i>		At or above <i>Proficient</i>		At <i>Advanced</i>		At or above <i>Basic</i>		At or above <i>Proficient</i>		At <i>Advanced</i>	
	1992 ¹	2009	1992 ¹	2009	1992 ¹	2009	1992 ¹	2009	1992 ¹	2009	1992 ¹	2009
Total	1.1	0.3	1.2	0.4	0.6	0.2	1.0	0.3	1.1	0.4	0.3	0.1
Sex												
Male	1.6	0.3	1.4	0.4	0.7	0.2	1.3	0.4	1.2	0.4	0.2	0.1
Female	1.3	0.4	1.4	0.4	0.8	0.2	1.1	0.4	1.4	0.5	0.6	0.2
Race/ethnicity												
White	1.3	0.3	1.7	0.4	0.9	0.2	1.1	0.2	1.5	0.4	0.5	0.2
Black	2.3	0.8	1.3	0.5	0.3	0.1	1.9	0.6	1.0	0.5	†	†
Hispanic	2.8	0.7	1.7	0.5	0.8	0.2	2.5	0.8	1.4	0.6	0.3	0.1
Asian/Pacific Islander	4.8	1.0	4.4	1.3	2.1	1.2	4.3	1.1	4.5	1.7	2.7	0.6
American Indian/Alaska Native	†	1.7	†	1.4	†	0.8	†	2.0	†	1.2	†	0.6
Percentage of students in school eligible for free or reduced-price lunch												
0–25 percent	†	0.4	†	0.6	†	0.5	†	0.4	†	0.7	†	0.3
26–50 percent	†	0.6	†	0.6	†	0.2	†	0.5	†	0.5	†	0.2
51–75 percent	†	0.7	†	0.5	†	0.2	†	0.8	†	0.6	†	0.1
76–100 percent	†	0.7	†	0.5	†	0.1	†	0.9	†	0.5	†	†

† Not applicable.

¹ Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted in 1992.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992 and 2009 Reading Assessments, NAEP Data Explorer.

Mathematics Performance

Table S-11-1. Standard errors for the average mathematics scale scores and percentage of students at each achievement level, by grade: Selected years, 1990–2009

Grade, scale score, and achievement level	1990 ¹	1992 ¹	1996 ¹	1996	2000	2003	2005	2007	2009
Grade 4									
Average scale score	0.9	0.7	0.9	1.0	0.9	0.2	0.1	0.2	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	0.3
At or above <i>Basic</i>	1.4	1.0	1.2	1.3	1.3	0.3	0.2	0.2	0.3
At or above <i>Proficient</i>	1.2	1.0	0.9	1.1	1.0	0.3	0.2	0.3	0.3
At <i>Advanced</i>	0.4	0.3	0.3	0.3	0.3	0.1	0.1	0.1	0.2
Grade 8									
Average scale score	1.3	0.9	1.1	0.9	0.8	0.3	0.2	0.3	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	0.3
At or above <i>Basic</i>	1.4	1.1	1.1	1.0	0.9	0.3	0.2	0.3	0.3
At or above <i>Proficient</i>	1.1	1.0	1.1	1.0	0.8	0.3	0.2	0.3	0.3
At <i>Advanced</i>	0.3	0.4	0.5	0.4	0.4	0.1	0.1	0.2	0.2

¹ Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted in 1990 and 1992; students were tested with and without accommodations in 1996.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1990–2009 Mathematics Assessments, NAEP Data Explorer.

Table S-11-2. Standard errors for the average mathematics scale scores of 4th- and 8th-grade students, by select student characteristics: 1990, 2007, and 2009

Student characteristic	Grade 4			Grade 8		
	1990 ¹	2007	2009	1990 ¹	2007	2009
Total	0.9	0.2	0.2	1.3	0.3	0.3
Sex						
Male	1.2	0.2	0.3	1.6	0.3	0.3
Female	1.1	0.2	0.3	1.3	0.3	0.4
Race/ethnicity						
White	1.0	0.2	0.2	1.3	0.3	0.3
Black	1.8	0.3	0.3	2.7	0.4	0.5
Hispanic	2.2	0.3	0.4	4.3	0.4	0.6
Asian/Pacific Islander	4.1	0.8	1.0	5.0	0.9	1.2
American Indian/Alaska Native	†	0.7	0.9	†	1.2	1.1
Percentage of students in school eligible for free or reduced-price lunch						
0–25 percent	†	0.3	0.4	†	0.4	0.5
26–50 percent	†	0.3	0.4	†	0.4	0.5
51–75 percent	†	0.3	0.4	†	0.6	0.7
76–100 percent	†	0.4	0.4	†	0.7	0.7

† Not applicable.

¹ Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted in 1990 and 1992; students were tested with and without accommodations in 1996.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1990, 2007, and 2009 Mathematics Assessments, NAEP Data Explorer.

Mathematics Performance

Table S-11-3. Standard errors for the average mathematics scale scores and achievement-level results for public school 4th- and 8th-grade students, by state: 2007 and 2009

State	Grade 4						Grade 8					
	Average score		Percentage of students				Average score		Percentage of students			
	2007	2009	At or above <i>Basic</i>		At or above <i>Proficient</i>		2007	2009	At or above <i>Basic</i>		At or above <i>Proficient</i>	
United States	0.2	0.2	0.2	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Alabama	1.3	1.1	1.7	1.5	1.7	1.5	1.5	1.2	1.7	1.5	1.5	1.3
Alaska	1.0	0.9	1.2	1.1	1.5	1.3	1.1	1.0	1.3	1.5	1.4	1.3
Arizona	1.0	1.1	1.4	1.4	1.2	1.6	1.2	1.4	1.5	1.5	1.2	1.6
Arkansas	1.1	0.9	1.5	1.0	1.6	1.4	1.1	1.1	1.3	1.5	1.1	1.2
California	0.7	1.2	0.8	1.4	0.9	1.6	0.8	1.3	1.0	1.5	0.8	1.4
Colorado	1.0	1.0	1.3	1.2	1.6	1.6	0.9	1.4	1.0	1.5	1.2	1.4
Connecticut	1.1	1.0	1.3	1.1	1.6	1.6	1.5	1.0	1.6	1.2	1.6	1.4
Delaware	0.4	0.5	0.9	0.9	0.9	1.1	0.6	0.5	1.1	0.8	1.1	0.8
District of Columbia	0.8	0.7	1.4	1.3	0.7	0.8	0.9	0.9	1.2	1.4	0.6	0.8
Florida	0.8	1.0	0.8	1.2	1.4	1.5	1.3	1.1	1.4	1.1	1.4	1.4
Georgia	0.8	0.9	1.0	1.2	1.3	1.5	1.0	0.9	1.5	1.2	1.0	1.2
Hawaii	0.8	1.1	1.0	1.4	1.2	1.5	0.8	0.7	1.0	1.0	0.7	1.0
Idaho	0.7	0.8	0.9	1.0	1.3	1.4	0.9	0.8	1.1	1.0	1.3	0.9
Illinois	1.1	1.0	1.2	1.2	1.6	1.5	1.1	1.2	1.6	1.4	1.5	1.5
Indiana	0.8	0.9	0.9	1.0	1.5	1.4	1.1	0.9	1.4	1.2	1.4	1.1
Iowa	0.8	0.8	1.0	0.8	1.3	1.8	0.9	1.0	1.1	1.0	1.4	1.4
Kansas	0.9	1.0	0.8	1.1	1.7	1.9	1.1	1.0	1.1	1.3	1.5	1.4
Kentucky	0.9	1.1	1.0	1.0	1.4	1.7	1.1	1.1	1.5	1.2	1.2	1.4
Louisiana	1.0	1.0	1.4	1.3	1.3	1.4	1.1	1.6	1.8	1.6	1.2	1.8
Maine	0.8	0.8	1.0	0.8	1.3	1.4	0.8	0.7	1.1	1.1	1.2	1.1
Maryland	0.9	0.9	1.3	1.0	1.3	1.5	1.2	1.1	1.2	1.2	1.4	1.6
Massachusetts	0.8	0.9	0.7	0.8	1.5	1.4	1.3	1.3	1.1	1.2	1.7	1.6
Michigan	1.3	1.0	1.5	1.2	1.6	1.3	1.4	1.6	1.7	1.8	1.4	1.6
Minnesota	1.0	1.1	1.1	1.0	1.6	1.8	1.0	1.0	0.8	1.0	1.6	1.3
Mississippi	1.0	1.0	1.8	1.3	1.3	1.4	0.8	1.2	1.3	1.8	1.0	1.0
Missouri	0.9	1.2	1.0	1.2	1.5	1.8	1.0	1.0	1.5	1.3	1.3	1.2
Montana	0.8	0.7	0.8	0.9	1.4	1.3	0.7	0.9	1.0	0.9	1.1	1.2
Nebraska	1.1	1.0	1.4	1.3	1.6	1.5	1.0	1.1	1.2	1.3	1.4	1.3
Nevada	0.9	0.9	1.3	1.1	1.4	1.4	0.8	0.7	1.2	1.4	1.0	0.9
New Hampshire	0.8	0.8	0.7	0.8	1.5	1.7	0.7	0.9	1.0	1.3	1.1	1.3

See notes at end of table.

Table S-11-3. Standard errors for the average mathematics scale scores and achievement-level results for public school 4th- and 8th-grade students, by state: 2007 and 2009—Continued

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		
	2007	2009	2007	2009	2007	2009	2007	2009	2007	2009	2007	2009	
United States	0.2	0.2	0.2	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
New Jersey	1.1	1.0	0.9	1.1	2.0	1.5	1.2	1.4	1.4	1.4	1.4	1.6	1.7
New Mexico	0.9	1.0	1.4	1.6	1.3	1.4	0.9	1.1	1.6	1.3	1.1	1.4	1.4
New York	0.8	0.7	0.9	0.8	1.5	1.3	1.2	1.2	1.4	1.4	1.2	1.3	1.3
North Carolina	0.8	0.8	1.0	1.0	1.4	1.4	1.1	1.3	1.4	1.3	1.3	1.3	1.5
North Dakota	0.5	0.6	0.7	0.6	1.2	1.3	0.7	0.7	0.9	0.8	1.2	1.1	1.1
Ohio	1.0	1.1	1.1	1.0	1.6	1.9	1.2	1.0	1.4	1.4	1.5	1.3	1.3
Oklahoma	0.8	0.9	1.0	1.2	1.4	1.6	0.9	1.0	1.5	1.3	1.2	1.3	1.3
Oregon	1.0	0.9	1.1	1.0	1.5	1.5	1.1	1.0	1.1	1.0	1.3	1.3	1.3
Pennsylvania	0.8	1.1	0.9	1.0	1.3	1.8	1.1	1.3	1.3	1.1	1.3	1.8	1.8
Rhode Island	0.9	0.8	1.1	1.0	1.2	1.3	0.7	0.8	1.1	1.3	1.0	1.0	1.0
South Carolina	0.8	0.9	1.0	1.2	1.2	1.3	1.0	1.3	1.1	1.6	1.4	1.3	1.3
South Dakota	0.7	0.5	1.0	0.9	1.1	1.1	0.8	0.5	1.0	0.7	1.5	1.1	1.1
Tennessee	0.9	1.1	1.3	1.4	1.2	1.5	1.1	1.4	1.4	1.7	1.4	1.5	1.5
Texas	0.7	0.7	0.8	0.9	1.2	1.4	1.0	1.3	1.1	1.5	1.3	1.5	1.5
Utah	0.9	1.0	1.0	1.0	1.6	1.4	0.9	0.9	1.1	1.0	1.2	1.2	1.2
Vermont	0.5	0.4	0.7	0.8	1.3	1.0	0.7	0.6	1.0	0.8	1.3	0.9	0.9
Virginia	0.9	1.0	0.8	1.2	1.5	1.6	1.1	1.1	1.3	1.2	1.4	1.4	1.4
Washington	1.0	0.8	1.2	1.0	1.4	1.2	1.0	1.0	1.3	1.1	1.2	1.2	1.2
West Virginia	0.9	0.8	1.1	1.3	1.4	1.2	1.0	1.0	1.4	1.3	0.9	0.9	0.9
Wisconsin	0.9	0.9	1.0	1.0	1.5	1.6	1.1	0.9	1.4	1.0	1.3	1.2	1.2
Wyoming	0.5	0.6	0.7	0.9	1.0	1.2	0.7	0.6	1.1	1.2	1.6	1.1	1.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 and 2009 Mathematics Assessments, NAEP Data Explorer.

Mathematics Achievement Gaps

Table S-12-1. Standard errors for the average mathematics scale scores of 4th-grade students, by selected student characteristics: Selected years, 1990–2009

Student characteristic	1990 ¹	1992 ¹	1996 ¹	1996	2000	2003	2005	2007	2009
Total	0.9	0.7	0.9	1.0	0.9	0.2	0.1	0.2	0.2
Sex									
Male	1.2	0.8	1.1	1.1	1.0	0.3	0.2	0.2	0.3
Female	1.1	1.0	1.0	1.1	0.9	0.2	0.2	0.2	0.3
Race/ethnicity									
White	1.0	0.8	0.9	1.0	0.8	0.2	0.1	0.2	0.2
Black	1.8	1.4	2.4	1.6	1.2	0.4	0.3	0.3	0.3
Hispanic	2.2	1.5	3.0	1.9	1.5	0.4	0.3	0.3	0.4
Asian/Pacific Islander	4.1	2.1	4.3	4.2	†	1.1	0.7	0.8	1.0
American Indian/Alaska Native	†	†	†	5.6	3.5	1.0	0.9	0.7	0.9
Percentage of students in school eligible for free or reduced-price lunch									
0–25 percent	†	†	†	†	1.2	0.3	0.3	0.3	0.4
26–50 percent	†	†	†	†	1.2	0.3	0.3	0.3	0.4
51–75 percent	†	†	†	†	1.5	0.4	0.3	0.3	0.4
76–100 percent	†	†	†	†	1.2	0.5	0.3	0.4	0.4

† Not applicable.

¹ Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted in 1990 and 1992; students were tested with and without accommodations in 1996.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1990–2009 Mathematics Assessments, NAEP Data Explorer.

Table S-12-2. Standard errors for the average mathematics scale scores of 8th-grade students, by selected student characteristics: Selected years, 1990–2009

Student characteristic	1990 ¹	1992 ¹	1996 ¹	1996	2000	2003	2005	2007	2009
Total	1.3	0.9	1.1	0.9	0.8	0.3	0.2	0.3	0.3
Sex									
Male	1.6	1.1	1.4	1.1	0.9	0.3	0.2	0.3	0.3
Female	1.3	1.0	1.1	1.1	0.9	0.3	0.2	0.3	0.4
Race/ethnicity									
White	1.3	1.0	1.2	1.1	0.8	0.3	0.2	0.3	0.3
Black	2.7	1.3	2.0	1.9	1.2	0.5	0.4	0.4	0.5
Hispanic	4.3	1.2	2.4	1.7	1.3	0.6	0.4	0.4	0.6
Asian/Pacific Islander	5.0	5.9	†	†	3.5	1.3	0.9	0.9	1.2
American Indian/Alaska Native	†	†	†	†	7.5	1.8	0.9	1.2	1.1
Percentage of students in school eligible for free or reduced-price lunch									
0–25 percent	†	†	†	†	1.1	0.4	0.4	0.4	0.5
26–50 percent	†	†	†	†	1.4	0.4	0.3	0.4	0.5
51–75 percent	†	†	†	†	1.8	0.7	0.4	0.6	0.7
76–100 percent	†	†	†	†	2.2	0.7	0.6	0.7	0.7

† Not applicable.

¹ Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted in 1990 and 1992; students were tested with and without accommodations in 1996.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1990–2009 Mathematics Assessments, NAEP Data Explorer.

Table S-12-3. Standard errors for the percentage of students at each achievement level, by grade and selected student characteristics: 1990 and 2009

Student characteristic	Grade 4						Grade 8					
	At or above <i>Basic</i>		At or above <i>Proficient</i>		At <i>Advanced</i>		At or above <i>Basic</i>		At or above <i>Proficient</i>		At <i>Advanced</i>	
	1990 ¹	2009	1990 ¹	2009	1990 ¹	2009	1990 ¹	2009	1990 ¹	2009	1990 ¹	2009
Total	1.4	0.3	1.2	0.3	0.4	0.2	1.4	0.3	1.1	0.3	0.3	0.2
Sex												
Male	1.7	0.3	1.5	0.4	0.6	0.2	1.9	0.3	1.5	0.4	0.5	0.2
Female	1.9	0.3	1.3	0.4	0.4	0.2	1.5	0.4	1.1	0.4	0.4	0.2
Race/ethnicity												
White	1.8	0.2	1.5	0.4	0.5	0.2	1.6	0.3	1.3	0.4	0.4	0.3
Black	2.2	0.6	0.5	0.5	†	0.1	2.3	0.6	1.0	0.5	†	0.2
Hispanic	3.1	0.7	1.5	0.4	†	0.1	4.5	0.8	2.0	0.6	0.3	0.2
Asian/Pacific Islander	5.8	0.6	7.2	1.5	†	1.2	5.0	1.0	6.1	1.8	2.6	1.2
American Indian/Alaska Native	†	1.6	†	1.2	†	0.4	†	1.5	†	1.3	†	0.6
Percentage of students in school eligible for free or reduced-price lunch												
0–25 percent	†	0.4	†	0.7	†	0.4	†	0.4	†	0.7	†	0.5
26–50 percent	†	0.4	†	0.6	†	0.3	†	0.5	†	0.6	†	0.2
51–75 percent	†	0.6	†	0.5	†	0.2	†	0.6	†	0.8	†	0.3
76–100 percent	†	0.8	†	0.6	†	0.1	†	0.9	†	0.6	†	0.1

† Not applicable.

¹ Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted in 1990.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1990 and 2009 Mathematics Assessments, NAEP Data Explorer.

Reading and Mathematics Score Trends

Table S-13-1. 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-13-2. 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.

Achievement in the Arts

Table S-14-1. Standard errors for the average responding scores in music and visual arts for 8th-grade students, by selected student characteristics and the characteristics of the schools they attend: 2008

Student and school characteristics	Music	Visual arts
Average score	1.2	1.2
Sex		
Male	1.3	1.4
Female	1.4	1.2
Race/ethnicity		
White	1.3	1.2
Black	2.0	2.4
Hispanic	1.9	1.9
Asian/Pacific Islander	4.7	4.2
Alaska Native/American Indian	†	†
Parents' education		
Did not finish high school	2.3	2.0
Graduated from high school	2.4	2.0
Some education after high school	1.8	1.9
Graduated from college	1.4	1.4
School type		
Public	1.3	1.2
Private	2.8	5.2
Locale		
City	2.0	2.1
Suburban	1.9	1.8
Town	3.5	2.8
Rural	2.6	3.0
Percentage of students in school eligible for free or reduced-price lunch		
0–25 percent	2.1	1.7
26–50 percent	1.9	2.1
51–75 percent	1.9	2.2
76–100 percent	2.2	2.6

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2008 Music and Visual Arts Assessments, NAEP Data Explorer.

Table S-14-2. Standard errors for the percentage of 8th-grade students, by percentage of students in school eligible for free or reduced-price lunch and selected arts-related school characteristics: 2008

Arts-related school characteristics	Music					Visual arts				
	Percentage of students in school eligible for free or reduced-price lunch					Percentage of students in school eligible for free or reduced-price lunch				
	Total	0-25	26-50	51-75	76-100	Total	0-25	26-50	51-75	76-100
Total	†	†	†	†	†	†	†	†	†	†
District or state curriculum	2.9	6.8	5.4	7.1	5.7	3.0	5.9	6.8	6.7	6.4
Availability/frequency of instruction in subject										
Subject not taught	2.0	4.4	0.3	5.2	5.9	2.4	3.0	5.2	5.7	6.8
2 or fewer times per week	3.3	7.0	7.4	7.1	7.5	3.9	8.2	7.2	8.5	7.9
3 or more times per week	3.2	7.0	7.5	7.9	7.7	3.9	8.0	7.7	8.8	8.3
Percentage of students in school instructed in subject										
0-20 percent	3.2	6.4	6.4	5.5	8.5	3.6	5.6	7.7	7.1	8.2
21-60 percent	3.8	7.7	7.4	6.4	6.7	3.3	4.8	6.4	7.1	7.6
61-100 percent	3.4	7.4	7.3	5.5	8.6	2.9	6.8	6.7	8.0	7.5
Subject taught by full-time specialist	3.0	5.7	5.0	5.9	7.9	3.2	3.0	5.8	6.5	8.8
Attend event in subject with class										
None	1.4	2.3	3.2	2.6	2.7	1.0	1.8	1.7	2.3	2.2
1-2 times	1.1	1.9	2.7	2.3	2.1	1.0	1.8	1.7	2.1	2.2
3 or more times	0.7	1.3	1.2	1.4	1.0	0.2	0.3	0.4	0.5	0.6
Sponsor field trips in subject	3.6	6.5	7.2	6.9	7.5	3.2	7.1	7.6	6.6	7.1
Sponsor extracurricular activities in subject	2.5	6.4	2.9	4.8	6.7	3.3	5.1	7.7	8.3	8.2

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2008 Music and Visual Arts Assessments, NAEP Data Explorer.

International Mathematics Content

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

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

† Not applicable.

SOURCE: Gonzales, P., Williams, T., Jocelyn, L., Roey, S., Kastberg, D., and Brenwald, S. (2009). *Highlights From TIMSS 2007: Mathematics and Science Achievement of U.S. Fourth- and Eighth-Grade Students in an International Context* (NCES 2009-001 Revised), tables E-1 and E-3, data from the 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 and content domain scale scores of 8th-grade students, by country: 2007

Country (ordered by total score)	Total mathematics	Content domain			
		Number	Algebra	Geometry	Data and chance
TIMSS scale average	†	†	†	†	†
Chinese Taipei	4.5	4.2	5.4	4.6	3.6
Korea, Republic of	2.7	2.4	3.0	2.3	2.0
Singapore	3.8	3.5	3.7	3.4	3.9
Hong Kong SAR	5.8	5.6	5.6	5.5	4.7
Japan	2.4	2.3	2.5	2.2	2.2
Hungary	3.5	3.6	3.6	3.6	3.3
England	4.8	5.0	4.6	4.4	5.0
Russian Federation	4.1	3.8	4.5	4.1	3.8
United States	2.8	2.7	2.7	2.5	2.8
Lithuania	2.3	2.7	2.7	2.6	2.3
Czech Republic	2.4	2.5	2.4	2.7	2.8
Slovenia	2.1	2.3	2.4	2.4	2.3
Armenia	3.5	3.1	2.5	4.1	3.9
Australia	3.9	3.7	3.7	3.6	3.2
Sweden	2.3	1.8	2.4	2.5	3.0
Malta	1.2	1.3	1.4	1.1	1.4
Scotland	3.7	3.7	3.7	3.9	3.5
Serbia	3.3	2.9	3.2	3.6	3.0
Italy	3.0	2.8	3.2	3.1	3.1
Malaysia	5.0	5.1	4.3	5.6	4.1
Norway	2.0	2.0	2.8	2.3	2.5
Cyprus	1.6	1.6	2.0	2.7	1.6
Bulgaria	5.0	4.7	5.1	5.0	4.7
Israel	3.9	3.2	3.9	4.3	4.4
Ukraine	3.6	3.7	3.9	3.6	3.5
Romania	4.1	3.5	4.6	4.0	3.7
Bosnia and Herzegovina	2.7	3.0	3.2	3.5	2.3
Lebanon	4.0	3.4	3.2	4.0	4.4
Thailand	5.0	4.8	5.0	5.3	4.1
Turkey	4.8	4.0	5.1	5.1	4.4
Jordan	4.1	4.3	4.1	3.9	3.8
Tunisia	2.4	2.6	2.6	2.6	2.3
Georgia	6.0	5.6	6.6	6.7	4.3
Iran, Islamic Republic of	4.1	3.9	3.9	4.4	3.5
Bahrain	1.6	2.0	1.8	2.1	2.1
Indonesia	3.8	3.7	3.5	4.5	3.6
Syrian Arab Republic	3.8	3.4	3.7	3.4	2.7
Egypt	3.6	3.1	3.3	3.4	3.1
Algeria	2.1	1.7	2.4	2.1	1.7
Colombia	3.6	3.5	3.1	3.3	3.8

See notes at end of table.

International Mathematics Content

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

Country (ordered by total score)	Total mathematics	Content domain			
		Number	Algebra	Geometry	Data and chance
TIMSS scale average	†	†	†	†	†
Oman	3.4	2.7	3.2	3.0	3.0
Palestinian National Authority	3.5	3.2	3.4	3.8	2.9
Botswana	2.3	2.9	2.2	3.2	2.6
Kuwait	2.3	3.1	3.0	2.8	3.5
El Salvador	2.8	3.0	3.7	3.7	3.0
Saudi Arabia	2.9	3.3	2.8	2.6	2.2
Ghana	4.4	4.0	3.6	4.9	3.6
Qatar	1.4	1.6	1.5	1.8	1.6

† Not applicable.

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

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

Country (ordered by total score)	Content domain									
	Total mathematics		Content domain							
	Male	Female	Number		Geometric shapes and measures		Data display			
		Male	Female	Male	Female	Male	Female	Male	Female	
International average	0.7	0.7	0.7	0.6	0.7	0.6	0.7	0.6	0.7	0.6
Hong Kong SAR	4.4	3.2	4.8	3.3	4.0	3.0	3.4	2.9		
Singapore	4.1	3.8	4.8	4.4	4.1	3.6	4.0	3.6		
Chinese Taipei	2.0	2.0	2.2	2.2	2.6	2.5	2.3	2.0		
Japan	2.7	2.5	2.6	2.7	2.5	3.1	3.2	3.2		
Kazakhstan	7.9	6.7	7.9	5.9	8.2	7.3	7.3	5.7		
Russian Federation	4.9	5.5	4.4	5.0	5.0	6.0	5.2	5.7		
England	3.6	3.2	4.0	3.6	3.5	3.0	3.1	2.9		
Latvia	3.0	2.9	2.9	2.7	3.3	3.6	4.4	3.6		
Netherlands	2.4	2.7	2.2	3.4	2.2	3.7	2.6	3.6		
Lithuania	3.2	2.8	3.0	2.7	2.9	2.6	4.1	3.0		
United States	2.7	2.7	3.1	2.8	2.7	2.6	2.9	2.6		
Germany	2.5	2.5	2.7	2.5	2.6	2.6	3.4	3.6		
Denmark	3.2	2.9	4.1	3.0	2.9	3.3	4.0	3.9		
Australia	3.6	4.2	4.3	3.9	3.3	3.8	3.1	3.7		
Hungary	3.8	4.6	3.7	5.0	3.4	4.8	3.8	4.6		
Italy	3.6	3.2	3.5	3.4	3.5	3.1	4.2	4.1		
Austria	2.3	2.5	2.7	2.4	3.2	2.8	2.5	3.8		
Sweden	3.1	2.4	3.3	2.7	3.0	2.3	3.6	2.9		
Slovenia	2.1	2.4	2.2	2.5	2.3	2.5	3.1	2.6		
Armenia	3.7	5.7	3.9	5.1	5.0	5.9	4.5	5.1		
Slovak Republic	4.7	4.6	4.0	4.4	4.4	4.6	4.3	4.7		
Scotland	2.8	2.6	3.4	2.8	2.9	3.1	2.8	2.6		
New Zealand	3.1	2.4	3.3	2.9	2.8	2.7	3.1	3.1		
Czech Republic	3.0	3.3	3.2	3.3	3.1	3.6	4.1	4.2		
Norway	3.0	3.2	3.3	3.8	3.7	3.5	3.5	3.2		
Ukraine	3.4	3.3	3.1	3.6	3.3	3.9	3.8	3.8		
Georgia	4.9	4.2	4.3	4.0	5.8	4.9	5.6	4.9		
Iran, Islamic Republic of	5.5	5.2	5.3	4.3	5.0	3.9	6.1	5.7		
Algeria	5.2	5.9	5.1	5.5	5.3	4.2	6.6	5.1		
Colombia	5.5	5.2	4.7	4.6	5.8	4.8	6.4	6.7		
Morocco	5.4	5.0	5.8	5.0	5.2	4.3	7.3	5.8		
El Salvador	5.5	4.6	5.0	4.4	5.2	5.4	4.8	4.2		
Tunisia	5.0	4.7	5.2	5.0	5.1	4.9	5.3	5.3		
Kuwait	6.2	4.3	5.3	4.5	5.8	3.9	6.7	5.7		
Qatar	2.1	2.0	1.9	1.7	2.6	2.2	2.4	1.9		
Yemen	6.6	8.0	†	†	†	†	†	†		

† Not applicable.

SOURCE: Gonzales, P., Williams, T., Jocelyn, L., Roey, S., Kastberg, D., and Brenwald, S. (2009). *Highlights From TIMSS 2007: Mathematics and Science Achievement of U.S. Fourth- and Eighth-Grade Students in an International Context* (NCES 2009-001 Revised), table E-10, and Mullis, I.V.S., Martin, M.O., and Foy, P. (2008). *TIMSS 2007: International Mathematics Report*, exhibit 3.3, data from the International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2007.

International Mathematics Content

Table S-15-4. Standard errors for the average mathematics and content domain scale scores of 8th-grade students, by sex and country: 2007

Country (ordered by total score)	Content domain									
	Total mathematics		Number		Algebra		Geometry		Data and chance	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
International average	0.7	0.7	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.5
Chinese Taipei	5.3	4.6	4.9	4.6	6.3	5.8	5.3	4.9	4.1	4.5
Korea, Republic of	3.1	3.3	2.8	3.4	3.9	4.1	3.3	2.7	2.5	2.5
Singapore	4.6	4.1	4.3	3.9	4.5	3.9	4.2	3.7	4.3	4.5
Hong Kong SAR	8.0	5.0	7.7	5.1	7.5	5.1	7.5	4.6	6.7	4.2
Japan	3.2	3.2	3.1	3.3	3.3	4.0	3.2	2.9	3.1	2.5
Hungary	3.7	4.1	3.7	4.4	4.2	4.0	4.0	4.1	3.9	3.6
Engla	6.1	5.0	6.2	5.2	6.0	4.8	5.7	4.5	6.2	5.2
Russian Federation	4.7	4.3	4.2	4.1	4.9	5.2	4.7	4.4	4.2	4.4
United States	3.1	3.0	3.1	3.1	3.2	2.9	2.8	2.7	3.0	3.1
Lithuania	2.3	3.0	3.5	3.0	2.9	3.6	3.8	3.0	2.6	2.6
Czech Republic	2.8	2.5	2.7	2.8	2.7	2.6	3.4	2.7	3.0	3.6
Slovenia	2.6	2.7	2.6	2.8	2.8	2.9	2.5	3.1	3.4	2.5
Armenia	3.5	4.4	3.5	4.1	2.8	3.4	4.6	5.1	4.1	5.4
Australia	5.4	5.5	5.6	5.3	5.2	5.6	5.3	4.8	4.8	4.8
Sweden	2.5	2.6	1.9	2.3	2.7	2.8	2.9	3.5	3.6	3.7
Malta	1.7	1.5	2.0	2.1	2.6	1.5	2.9	2.1	1.9	2.3
Scotland	4.4	3.8	4.6	3.7	4.4	3.9	4.8	3.6	4.3	3.7
Serbia	4.0	3.6	3.8	3.4	3.9	3.8	4.4	4.3	3.6	3.9
Italy	3.5	3.3	3.0	3.5	3.6	3.6	3.6	3.5	3.7	3.4
Malaysia	5.3	5.6	5.7	5.6	4.6	4.7	6.6	6.4	4.6	4.5
Norway	2.6	2.1	2.5	2.5	3.4	3.0	3.2	2.5	3.4	3.1
Cyprus	2.4	2.2	2.4	2.2	2.9	2.5	2.9	4.0	2.5	2.4
Bulgaria	6.3	4.6	6.0	4.4	6.3	5.0	6.1	5.0	6.4	4.6
Israel	4.9	4.6	4.3	4.0	5.3	4.3	5.9	4.5	6.0	4.8
Ukraine	3.9	3.9	3.8	4.1	4.3	4.4	3.9	4.1	4.3	3.7
Romania	4.6	4.2	4.1	4.0	5.3	4.7	4.9	4.4	4.5	4.3
Bosnia and Herzegovina	2.8	3.1	3.5	3.0	3.6	3.5	3.4	4.6	2.6	3.1
Lebanon	4.7	4.1	4.1	3.8	3.7	3.9	4.8	4.5	5.3	4.8
Thailand	5.5	5.3	5.1	5.5	5.4	5.5	5.6	6.0	4.4	4.3
Turkey	5.0	5.3	4.5	4.3	5.6	5.8	5.4	5.5	4.9	4.7
Jordan	5.6	6.4	5.7	6.3	5.6	6.5	5.1	6.1	5.4	5.3
Tunisia	2.7	2.8	2.7	3.0	3.1	2.8	3.2	3.0	3.0	3.0
Georgia	6.7	5.9	6.4	5.4	7.1	6.6	7.3	6.8	5.0	4.7
Iran, Islamic Republic of	6.1	5.3	5.8	5.2	5.8	5.2	6.6	6.1	5.2	4.7
Bahrain	2.6	2.2	3.2	2.4	3.4	2.9	3.1	2.7	2.5	3.1
Indonesia	4.4	4.1	4.3	4.3	4.6	3.8	5.1	4.9	3.8	4.4
Syrian Arab Republic	5.1	4.3	4.6	4.3	5.3	4.2	5.4	3.5	4.5	2.9
Egypt	4.6	5.0	4.5	4.3	4.6	5.1	4.8	5.0	4.2	3.9
Algeria	2.2	2.4	2.3	2.2	3.8	2.8	2.5	2.5	1.9	2.0
Colombia	4.1	4.2	4.1	4.0	3.8	3.6	4.5	4.2	4.0	4.7

See notes at end of table.

Table S-15-4. Standard errors for the average mathematics and content domain scale scores of 8th-grade students, by sex and country: 2007—Continued

Country (ordered by total score)	Content domain										
	Total mathematics		Content domain								
	Male	Female	Number		Algebra		Geometry		Data and chance		
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
International average	0.7	0.7	4.1	3.1	0.6	0.6	0.6	0.6	0.6	0.6	0.5
Oman	5.0	3.6	4.8	4.2	4.8	3.8	4.8	3.7	4.3	4.3	4.1
Palestinian National Authority	5.4	4.2	4.0	3.4	5.5	4.0	5.2	4.7	4.4	4.4	3.6
Botswana	3.2	2.4	3.9	4.3	2.7	2.7	4.1	4.3	4.0	4.0	3.3
Kuwait	4.0	2.7	4.0	4.0	5.5	3.8	4.4	3.6	3.8	3.8	4.7
El Salvador	3.6	3.8			5.1	4.4	4.4	4.9	4.0	4.0	4.3
Saudi Arabia	4.0	3.6	4.3	4.6	3.8	3.8	4.0	4.2	3.1	3.1	3.3
Ghana	4.4	5.0	4.1	4.6	3.5	4.5	5.4	5.5	3.7	3.7	6.2
Qatar	2.0	2.1	2.1	2.1	2.8	2.4	3.7	2.8	2.5	2.5	2.3

SOURCE: Gonzales, P., Williams, T., Jocelyn, L., Roey, S., Kastberg, D., and Brenwald, S. (2009). *Highlights From TIMSS 2007: Mathematics and Science Achievement of U.S. Fourth- and Eighth-Grade Students in an International Context* (NCES 2009-001 Revised), table E-11, and Mullis, I.V.S., Martin, M.O., and Foy, P. (2008). *TIMSS 2007: International Mathematics Report*, exhibit 3.3, data from the International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2007.

Standard Error Tables to Indicator 16

International Science Content

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

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

† Not applicable.

SOURCE: Gonzales, P., Williams, T., Jocelyn, L., Roey, S., Kastberg, D., and Brenwald, S. (2009). *Highlights From TIMSS 2007: Mathematics and Science Achievement of U.S. Fourth- and Eighth-Grade Students in an International Context* (NCES 2009-001 Revised), tables E-20 and E-22, 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 and content domain scale scores of 8th-grade students, by country: 2007

Country (ordered by total score)	Total science	Content domain			
		Biology	Chemistry	Physics	Earth science
TIMSS scale average	†	†	†	†	†
Singapore	4.4	4.2	4.1	3.9	4.1
Chinese Taipei	3.7	3.4	4.2	3.7	2.9
Japan	1.9	1.9	1.9	1.9	2.5
Korea, Republic of	2.0	1.9	2.4	2.4	2.2
England	4.5	4.4	4.0	4.0	4.3
Hungary	2.9	2.7	3.5	3.2	2.9
Czech Republic	1.9	2.1	2.7	2.1	2.0
Slovenia	2.2	2.3	2.5	2.0	2.2
Hong Kong SAR	4.9	4.6	4.6	4.8	4.5
Russian Federation	3.9	3.6	3.7	4.0	3.4
United States	2.9	2.8	2.7	2.7	3.1
Lithuania	2.6	2.3	2.3	2.9	2.5
Australia	3.6	3.4	3.6	4.2	3.8
Sweden	2.6	2.4	2.4	2.7	3.0
Scotland	3.4	3.2	3.2	3.7	3.2
Italy	2.8	3.0	2.9	3.1	3.1
Armenia	5.8	5.9	6.3	5.6	5.8
Norway	2.2	2.3	2.2	3.0	2.5
Ukraine	3.5	3.4	3.3	3.9	4.0
Jordan	4.0	3.8	4.1	4.2	3.6
Malaysia	6.0	5.8	5.0	5.8	5.4
Thailand	4.3	4.5	4.1	4.2	3.8
Serbia	3.2	3.2	3.7	3.0	3.8
Bulgaria	5.9	6.0	6.1	5.6	5.5
Israel	4.3	4.2	4.6	4.6	4.1
Bahrain	1.7	2.0	2.4	1.5	2.4
Bosnia and Herzegovina	2.8	3.0	2.9	3.1	3.4
Romania	3.9	3.2	4.0	3.4	3.3
Iran, Islamic Republic of	3.6	3.6	3.5	3.6	3.7
Malta	1.4	1.7	2.1	1.7	1.5
Turkey	3.7	3.4	5.2	4.3	3.3
Syrian Arab Republic	2.9	2.7	2.9	2.7	3.2
Cyprus	2.0	1.9	2.5	2.8	2.3
Tunisia	2.1	2.2	2.5	2.5	1.8
Indonesia	3.4	3.1	3.4	3.1	3.3
Oman	3.0	3.1	3.6	2.9	2.5
Georgia	4.8	3.9	4.6	5.8	4.1
Kuwait	2.8	2.6	3.8	2.8	3.0
Colombia	3.5	3.7	3.1	3.5	3.9
Lebanon	5.9	6.2	5.5	5.1	6.4

See notes at end of table.

Standard Error Tables to Indicator 16

International Science Content

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

Country (ordered by total score)	Total science	Content domain			
		Biology	Chemistry	Physics	Earth science
TIMSS scale average	†	†	†	†	†
Egypt	3.6	3.4	4.0	3.3	3.8
Algeria	1.7	1.9	1.7	2.2	1.6
Palestinian National Authority	3.5	4.1	4.2	3.7	3.7
Saudi Arabia	2.4	2.4	2.5	2.3	2.3
El Salvador	2.9	3.0	3.2	3.5	2.9
Botswana	3.1	2.9	2.4	3.2	4.0
Qatar	1.7	1.7	1.8	2.1	1.9
Ghana	5.4	5.0	4.9	5.8	5.8

† Not applicable.

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

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

Country (ordered by total score)	Total science		Content domain					
			Life science		Physical science		Earth science	
	Male	Female	Male	Female	Male	Female	Male	Female
International average	1.2	1.2	0.8	0.7	0.7	0.7	0.7	0.7
Singapore	4.4	4.3	4.7	4.1	4.0	4.5	3.7	3.7
Chinese Taipei	2.4	2.3	2.7	2.4	3.4	2.8	2.6	2.2
Hong Kong SAR	4.3	3.6	4.2	3.3	4.4	3.3	4.1	2.7
Japan	2.4	2.5	2.9	2.1	2.7	2.6	2.9	4.2
Russian Federation	5.0	5.1	4.5	5.0	4.8	5.1	4.5	4.9
Latvia	3.0	2.8	2.8	2.5	2.8	3.2	3.1	2.9
England	3.4	3.1	3.4	3.0	3.5	2.8	3.5	3.2
United States	3.1	3.0	2.9	3.0	2.7	2.5	2.7	2.9
Hungary	3.6	4.4	3.3	3.8	3.7	4.2	4.6	4.4
Italy	3.7	3.2	3.6	3.5	3.6	3.2	3.5	3.4
Kazakhstan	6.3	5.5	6.0	4.6	6.9	5.4	6.5	5.0
Germany	2.9	2.6	2.3	2.2	3.0	2.8	3.1	2.8
Australia	3.5	4.0	4.0	3.7	3.6	3.4	3.6	4.3
Slovak Republic	4.8	5.2	4.6	4.3	5.1	5.0	4.9	5.2
Austria	2.9	2.7	2.7	2.1	2.9	2.8	2.8	2.6
Sweden	3.7	2.7	3.2	2.7	4.0	2.5	3.5	3.3
Netherlands	2.8	3.0	2.8	2.7	2.7	2.9	3.0	3.8
Slovenia	2.4	2.4	2.6	2.5	2.2	2.1	3.8	2.5
Denmark	3.6	3.2	3.7	2.5	3.4	3.2	3.3	3.1
Czech Republic	3.4	3.7	3.4	3.1	3.1	3.4	2.7	3.0
Lithuania	2.9	2.7	2.4	2.1	2.1	1.9	3.2	3.4
New Zealand	3.5	2.8	3.8	3.0	3.2	3.2	3.0	2.9
Scotland	2.4	3.0	2.7	2.9	2.5	2.4	3.6	2.8
Armenia	5.2	7.3	5.5	7.3	4.4	6.4	6.0	6.3
Norway	4.2	3.8	3.0	3.6	3.0	3.5	3.4	3.6
Ukraine	3.5	3.4	2.8	3.1	3.0	3.9	3.5	4.0
Iran, Islamic Republic of	6.0	5.6	6.4	5.9	6.1	5.7	5.2	5.8
Georgia	5.1	4.7	3.9	4.1	4.9	4.3	5.5	6.0
Colombia	6.0	5.5	5.8	5.7	5.5	5.4	6.8	5.9
El Salvador	4.6	4.5	4.3	4.8	4.7	5.0	4.7	4.4
Algeria	6.0	6.5	6.5	7.3	6.2	5.7	6.3	6.4
Kuwait	7.3	4.6	8.7	5.3	7.5	5.9	7.2	4.9
Tunisia	6.2	6.4	6.2	5.8	7.1	6.8	6.8	7.1
Morocco	6.8	6.4	7.0	8.4	7.3	6.8	7.8	7.5
Qatar	2.8	2.9	2.2	2.1	3.7	3.7	3.3	1.9
Yemen	8.1	9.9	†	†	†	†	†	†

† Not applicable.

SOURCE: Martin, M.O., Mullis, I.V.S., and Foy, P. (2008). *TIMSS 2007 International Science Report: Findings from IEA's Trends in International Mathematics and Science Study at the Fourth and Eighth Grades*, exhibits 1.5 and 3.3, data from International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2007.

Standard Error Tables to Indicator 16

International Science Content

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

Country (ordered by total score)	Content domain									
	Total science		Biology		Chemistry		Physics		Earth science	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
International average	0.7	0.8	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.5
Singapore	5.2	4.7	5.1	4.4	5.0	4.2	4.6	4.4	5.2	4.2
Chinese Taipei	4.4	3.7	4.1	3.3	5.1	4.4	4.5	3.6	3.4	4.2
Japan	2.5	2.8	2.5	2.6	2.9	2.7	2.6	3.2	2.6	4.3
Korea, Republic of	2.5	2.7	2.2	2.8	2.7	2.9	2.9	2.9	2.8	2.6
England	5.8	4.6	5.4	4.6	5.2	4.3	5.4	4.2	5.0	5.0
Hungary	3.3	3.5	3.0	3.2	4.1	3.9	3.6	4.2	3.3	3.6
Czech Republic	2.4	2.2	3.4	2.2	2.8	3.4	2.4	2.8	2.7	2.4
Slovenia	2.7	2.6	3.1	2.9	2.8	3.0	2.6	2.7	3.1	2.5
Hong Kong SAR	6.6	4.5	6.2	4.1	6.6	4.4	6.7	4.7	6.2	4.0
Russian Federation	4.2	4.3	4.5	3.9	4.5	3.7	4.0	5.0	4.0	3.5
United States	3.2	3.0	2.9	3.2	2.9	3.2	3.1	3.2	3.7	3.5
Lithuania	2.7	3.2	2.8	2.9	2.6	3.8	3.4	3.6	2.8	3.4
Australia	5.4	5.1	5.1	5.0	5.6	4.3	5.6	5.5	5.2	5.6
Sweden	2.8	3.0	2.7	2.8	3.0	2.8	2.9	3.0	3.6	3.5
Scotland	4.2	3.5	4.1	3.4	4.0	4.0	4.7	4.4	4.2	4.1
Italy	3.1	3.3	3.3	3.3	3.5	3.0	3.6	3.6	3.8	3.6
Armenia	5.2	7.1	5.2	7.4	5.7	7.9	5.2	7.1	5.4	7.3
Norway	3.0	2.4	2.6	3.0	3.7	2.2	4.4	2.7	3.1	2.8
Ukraine	3.6	3.9	4.0	3.8	3.3	4.1	5.1	4.4	3.6	5.4
Jordan	5.5	5.8	5.2	5.4	5.8	5.6	5.9	5.9	4.9	5.4
Malaysia	6.7	6.4	6.4	6.2	5.7	5.6	6.3	6.4	6.1	5.7
Thailand	4.9	4.5	4.8	5.1	4.5	4.6	4.9	4.8	4.4	4.2
Serbia	3.8	3.7	4.1	3.5	4.0	4.3	3.8	3.8	4.0	4.9
Bulgaria	6.8	6.2	7.1	6.1	7.1	6.5	6.9	6.0	6.1	6.0
Israel	5.2	4.9	5.2	4.7	5.3	5.8	5.7	5.3	4.8	5.0
Bahrain	2.6	1.9	2.8	2.0	2.6	3.5	3.5	2.8	3.0	2.8
Bosnia and Herzegovina	2.9	3.4	3.6	3.3	3.7	2.9	3.7	3.7	3.8	3.7
Romania	4.6	4.1	3.7	3.9	4.4	4.6	4.6	4.3	4.1	3.8
Iran, Islamic Republic of	5.4	4.6	5.3	4.9	5.7	4.9	5.3	4.8	5.1	6.0
Malta	2.2	1.8	2.7	1.9	2.8	2.9	2.2	2.3	2.3	2.2
Turkey	4.0	4.0	3.7	3.9	6.5	5.2	4.7	4.5	4.5	3.7
Syrian Arab Republic	4.2	3.3	3.9	3.8	4.1	3.9	4.1	3.3	3.6	5.2
Cyprus	2.4	2.8	2.7	3.5	3.3	3.1	3.5	3.9	3.4	2.5
Tunisia	2.6	2.3	2.8	3.1	2.6	2.8	3.4	3.2	3.2	2.9
Indonesia	3.6	3.8	3.8	3.6	3.9	4.3	4.2	3.5	3.3	4.3
Oman	4.6	3.6	5.2	4.1	4.8	5.2	3.8	4.5	4.0	3.5
Georgia	5.2	4.8	5.2	3.6	5.9	4.8	6.4	5.9	5.0	4.5
Kuwait	4.2	3.4	4.2	3.3	5.2	4.5	4.3	3.7	4.3	3.9
Colombia	3.7	4.4	4.0	4.6	3.5	3.7	3.8	4.6	4.5	5.0
Lebanon	6.7	6.2	7.4	6.1	7.0	5.7	6.0	5.2	8.3	6.0

See notes at end of table.

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

Country (ordered by total score)	Content domain									
	Total science		Biology		Chemistry		Physics		Earth science	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
International average	0.7	0.8	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.5
Egypt	4.6	4.8	4.4	4.9	5.4	5.3	4.2	4.9	4.8	5.6
Algeria	2.2	1.9	2.7	2.3	2.1	2.9	2.9	2.6	2.0	2.4
Palestinian National Authority	5.1	4.5	6.1	4.9	6.4	5.0	5.7	5.1	5.4	4.5
Saudi Arabia	3.9	2.9	3.9	3.6	3.8	4.3	3.7	2.8	3.4	3.2
El Salvador	4.1	3.7	4.2	4.1	4.2	4.7	3.4	5.3	3.7	4.5
Botswana	3.6	3.7	4.0	3.2	4.0	4.2	5.2	4.3	4.4	4.9
Qatar	2.3	2.3	2.1	2.1	3.0	2.5	3.6	1.7	2.3	2.2
Ghana	5.6	5.9	5.0	6.0	5.1	5.6	6.2	7.6	5.9	7.0

SOURCE: Martin, M.O., Mullis, I.V.S., and Foy, P. (2008). *TIMSS 2007 International Science Report: Findings from IEA's Trends in International Mathematics and Science Study at the Fourth and Eighth Grades*, exhibits 1.5 and 3.3, data from International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2007.

Standard Error Table to Indicator 17

Annual Earnings of Young Adults

Table S-17-1. Standard errors for the median annual earnings and percentage of full-time, full-year wage and salary workers ages 25–34, by educational attainment, sex, and race/ethnicity: Selected years, 1980–2008

Educational attainment, sex, and race/ethnicity	Median earnings [In constant 2008 dollars]							Percentage of full-time, full-year wage and salary workers in 2008
	1980	1985	1990	1995	2000	2005	2008	
Total	\$220	\$260	\$270	\$190	\$130	\$340	\$130	0.46
Less than high school	670	1,010	540	430	380	310	500	1.81
High school diploma or equivalent	410	300	340	280	230	350	170	0.88
Some college	430	460	500	610	460	210	180	1.03
Associate's degree	†	†	†	580	340	810	330	1.45
Bachelor's degree or higher	560	550	550	790	290	680	200	0.73
Bachelor's degree	†	†	†	360	680	240	280	0.86
Master's degree or higher	†	†	†	1,030	820	410	570	1.35
Sex and educational attainment								
Male	360	290	270	380	500	190	170	0.60
Less than high school	1,210	840	800	970	390	750	610	2.22
High school diploma or equivalent	400	470	360	560	560	250	380	1.09
Some college	660	790	530	510	760	370	510	1.36
Associate's degree	†	†	†	940	940	1,300	440	1.97
Bachelor's degree or higher	610	790	530	810	560	690	520	1.00
Bachelor's degree	†	†	†	650	930	460	750	1.18
Master's degree or higher	†	†	†	2,000	2,250	2,190	1,730	1.89
Female	210	260	310	250	210	160	370	0.69
Less than high school	910	880	950	860	710	770	500	2.99
High school diploma or equivalent	290	440	320	420	330	430	340	1.45
Some college	360	460	490	410	470	720	630	1.56
Associate's degree	†	†	†	1,260	510	530	860	2.07
Bachelor's degree or higher	580	460	510	590	320	260	300	1.03
Bachelor's degree	†	†	†	850	370	710	280	1.24
Master's degree or higher	†	†	†	1,350	1,070	950	380	1.87
Race/ethnicity and educational attainment								
White	240	240	350	220	290	170	160	0.57
Less than high school	1,160	860	640	1,160	470	880	950	3.10
High school diploma or equivalent	450	460	320	350	420	240	230	1.15
Some college	470	440	700	640	520	270	850	1.30
Associate's degree	†	†	†	710	390	570	720	1.74
Bachelor's degree or higher	590	440	470	840	310	530	230	0.85
Bachelor's degree	†	†	†	440	490	270	440	1.01
Master's degree or higher	†	†	†	980	910	490	650	1.59
Black	490	540	780	510	360	620	330	1.40
Less than high school	1,460	1,360	1,130	1,530	1,280	1,030	1,280	5.13
High school diploma or equivalent	730	750	530	810	400	840	520	2.39
Some college	1,360	940	1,020	1,200	650	1,330	580	2.78
Associate's degree	†	†	†	1,280	840	1,140	1,110	4.52
Bachelor's degree or higher	1,520	1,290	950	1,320	1,530	1,370	1,100	2.63
Bachelor's degree	†	†	†	1,200	1,870	950	470	3.11
Master's degree or higher	†	†	†	1,760	2,960	2,610	2,720	4.88

See notes at end of table.

Table S-17-1. Standard errors for the median annual earnings and percentage of full-time, full-year wage and salary workers ages 25–34, by educational attainment, sex, and race/ethnicity: Selected years, 1980–2008—Continued

Educational attainment, sex, and race/ethnicity	Median earnings [In constant 2008 dollars]							Percentage of full-time, full-year wage and salary workers in 2008
	1980	1985	1990	1995	2000	2005	2008	
Race/ethnicity and educational attainment								
Hispanic	\$1,400	\$770	\$850	\$550	\$440	\$520	\$240	1.18
Less than high school	2,730	2,160	2,140	980	790	470	520	2.76
High school diploma or equivalent	1,420	1,070	1,160	1,100	1,050	770	770	1.93
Some college	2,780	2,810	1,330	1,260	1,060	840	460	2.75
Associate's degree	†	†	†	2,020	1,060	1,720	1,770	3.97
Bachelor's degree or higher	3,830	3,070	2,310	1,640	2,190	1,010	1,400	2.75
Bachelor's degree	†	†	†	1,890	2,000	980	1,270	3.07
Master's degree or higher	†	†	†	†	†	3,670	2,700	6.17
Asian	†	†	1,640	1,300	620	680	700	2.01
Less than high school	†	†	†	†	†	†	†	†
High school diploma or equivalent	†	†	2,300	2,050	1,520	1,440	2,140	5.85
Some college	†	†	1,890	2,460	2,690	1,440	3,400	5.87
Associate's degree	†	†	†	1,730	2,360	4,670	2,250	7.19
Bachelor's degree or higher	†	†	2,410	2,000	920	720	890	2.42
Bachelor's degree	†	†	†	900	1,920	2,230	1,120	3.17
Master's degree or higher	†	†	†	5,130	2,730	4,150	2,980	3.72
Pacific Islander	†	†	†	†	†	†	†	7.85
American Indian/Alaska Native	†	†	4,300	2,680	1,430	1,160	2,180	6.40
Two or more races	†	†	†	†	†	1,670	1,910	4.31

† Not applicable.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, selected years, 1981–2009.

Status Dropout Rates

Table S-19-1. Standard errors for the status dropout rates of 16- through 24-year-olds in the civilian, noninstitutionalized population, by race/ethnicity: October Current Population Survey (CPS) 1980–2008

Year	Total	Race/ethnicity					
		White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native	
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	0.75	1.16	1.73	4.76	
1995	0.27	0.28	0.74	1.15	1.06	4.06	
1996	0.27	0.26	0.75	1.13	0.97	3.30	
1997	0.27	0.28	0.80	1.11	1.14	3.16	
1998	0.27	0.28	0.81	1.12	0.88	3.39	
1999	0.26	0.27	0.77	1.11	0.85	†	
2000	0.26	0.26	0.78	1.08	0.83	3.39	
2001	0.25	0.26	0.71	1.06	0.75	2.83	
2002	0.24	0.24	0.70	0.93	0.74	3.00	
2003	0.23	0.24	0.69	0.90	0.78	3.58	
2004	0.23	0.24	0.70	0.89	0.72	3.46	
2005	0.22	0.23	0.66	0.87	0.66	3.31	
2006	0.22	0.23	0.66	0.86	0.74	3.62	
2007	0.21	0.22	0.59	0.83	0.95	3.65	
2008	0.20	0.21	0.63	0.78	0.82	3.20	

† Not applicable.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1980–2008.

Table S-19-2. Standard errors for the number of status dropouts and status dropout rates of 16- through 24-year-olds in the household population, by nativity and selected characteristics: American Community Survey (ACS) 2008

Characteristic	Number of status dropouts (in thousands)	Status dropout rate (percent)	Percent of all status dropouts	Native-born dropout rate (percent)	Foreign-born dropout rate (percent)
Total	29.1	0.08	†	0.07	0.26
Sex					
Male	21.1	0.11	0.38	0.10	0.40
Female	17.0	0.09	0.38	0.09	0.35
Race/ethnicity					
White	16.5	0.07	0.37	0.07	0.36
Black	9.5	0.19	0.27	0.20	0.70
Hispanic	16.3	0.23	0.35	0.22	0.44
Asian	2.9	0.21	0.09	0.28	0.31
Native Hawaiian/Pacific Islander	1.2	1.66	0.04	2.15	2.72
American Indian/Alaska Native	3.0	0.84	0.09	0.85	†
Two or more races	3.2	0.40	0.10	0.43	0.91
Race/ethnicity by sex					
Male					
White	11.2	0.10	0.45	0.11	0.46
Black	6.6	0.25	0.31	0.28	0.93
Hispanic	12.4	0.34	0.44	0.35	0.62
Asian	2.0	0.28	0.11	0.38	0.42
Native Hawaiian/Pacific Islander	0.7	2.00	0.04	2.71	3.10
American Indian/Alaska Native	2.0	1.20	0.10	1.21	†
Two or more races	2.0	0.52	0.11	0.57	1.26
Female					
White	10.5	0.10	0.49	0.10	0.52
Black	6.8	0.26	0.42	0.27	0.99
Hispanic	8.3	0.25	0.53	0.25	0.61
Asian	1.6	0.24	0.12	0.36	0.37
Native Hawaiian/Pacific Islander	0.8	2.26	0.06	2.83	3.71
American Indian/Alaska Native	1.9	1.14	0.14	1.18	†
Two or more races	2.0	0.51	0.15	0.53	1.06
Age					
16	4.2	0.10	0.13	0.09	0.57
17	5.0	0.12	0.15	0.11	0.57
18	8.0	0.20	0.23	0.20	0.85
19	8.4	0.23	0.22	0.22	0.79
20-24	22.7	0.11	0.35	0.10	0.35
Region					
Northeast	9.5	0.15	0.25	0.13	0.60
Midwest	12.4	0.15	0.33	0.14	0.74
South	15.7	0.12	0.36	0.11	0.49
West	13.7	0.15	0.36	0.14	0.55

† Not applicable.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2008.

Status Dropout Rates

Table S-19-3. Standard errors for the status dropout rates of 16- through 24-year-olds in the household and group quarters population, by housing type and race/ethnicity: American Community Survey (ACS) 2008

Race/ethnicity	Total status dropout rate	Institutionalized group quarters		Noninstitutionalized group quarters and households	
		Number of status dropouts	Status dropout rate	Number of status dropouts	Status dropout rate
Total	0.08	6,280	0.98	29,370	0.07
White	0.07	3,130	1.49	16,920	0.07
Black	0.17	3,200	1.27	9,400	0.18
Hispanic	0.23	2,750	1.79	16,430	0.22
Asian	0.18	330	5.76	2,940	0.18
Native Hawaiian/ Pacific Islander	1.54	†	†	1,210	1.55
American Indian/ Alaska Native	0.80	540	6.91	2,950	0.79
Two or more races	0.39	700	4.49	3,230	0.38

† Not applicable.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2008.

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Immediate Transition to College

Table S-20-1. 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: 1972-2008

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	2.51	1.64	2.04	3.23	2.61
2008	1.21	3.50	2.50	1.62	1.90	3.14	2.49

† Not applicable.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972-2008.

Table S-20-2. 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: 1992-2008

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
2008	2.33	2.16	1.72	4.91	2.90	2.76

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1992-2008.

Immediate Transition to College

Table S-20-3. 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: 1972-2008

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	†
1973	1.40	4.30	2.62	9.01	5.33	2.97	†
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	†
1976	1.43	4.82	2.72	7.97	4.68	3.07	†
1977	1.41	4.65	2.70	7.96	4.72	3.05	†
1978	1.41	4.51	2.67	8.44	4.69	†	†
1979	1.41	4.69	2.62	7.92	4.83	2.98	†
1980	1.43	4.44	2.61	8.70	4.78	2.98	†
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	†
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	1.47	3.78	2.67	3.72	2.82	3.05	3.18
2008	1.44	3.78	2.67	3.72	2.79	3.04	3.14

† Not applicable.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972-2008.

Table S-20-4. 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: 1972-2008

Year	Total		Male			Female		
	2-year	4-year	Total	2-year	4-year	Total	2-year	4-year
1972	†	†	1.89	†	†	1.81	†	†
1973	0.92	1.20	1.87	1.32	1.79	1.77	1.28	1.61
1974	0.92	1.20	1.85	1.37	1.74	1.77	1.23	1.66
1975	0.98	1.19	1.83	1.44	1.73	1.75	1.32	1.62
1976	0.95	1.23	1.87	1.32	1.76	1.82	1.35	1.72
1977	0.98	1.21	1.87	1.41	1.79	1.77	1.36	1.65
1978	0.96	1.21	1.87	1.36	1.79	1.76	1.36	1.63
1979	0.98	1.20	1.88	1.41	1.78	1.76	1.35	1.62
1980	1.03	1.19	1.86	1.40	1.70	1.81	1.49	1.66
1981	1.05	1.23	1.86	1.52	1.77	1.82	1.46	1.72
1982	1.07	1.26	1.95	1.48	1.81	1.90	1.54	1.76
1983	1.10	1.31	2.03	1.63	1.89	1.91	1.48	1.82
1984	1.09	1.32	1.99	1.53	1.95	1.90	1.55	1.80
1985	1.16	1.43	2.08	1.69	2.06	2.02	1.61	1.97
1986	1.13	1.37	2.06	1.70	1.97	1.99	1.50	1.89
1987	1.15	1.43	2.09	1.60	2.09	2.04	1.65	1.95
1988	1.32	1.54	2.24	1.85	2.17	2.20	1.88	2.19
1989	1.35	1.63	2.35	1.84	2.32	2.27	1.97	2.28
1990	1.31	1.60	2.29	1.85	2.26	2.24	1.87	2.28
1991	1.44	1.62	2.33	1.98	2.25	2.22	2.09	2.32
1992	1.37	1.59	2.24	1.89	2.21	2.23	1.98	2.27
1993	1.38	1.61	2.33	2.00	2.30	2.17	1.91	2.25
1994	1.20	1.45	2.05	1.76	2.03	1.99	1.63	2.05
1995	1.19	1.42	2.03	1.82	2.03	1.95	1.54	1.98
1996	1.26	1.47	2.09	1.76	2.08	1.92	1.80	2.07
1997	1.23	1.45	2.01	1.71	2.07	1.87	1.75	2.04
1998	1.25	1.43	1.96	1.74	1.96	1.93	1.79	2.08
1999	1.17	1.41	1.95	1.63	1.97	1.95	1.67	2.02
2000	1.20	1.45	2.13	1.83	2.10	1.88	1.59	1.98
2001	1.15	1.43	2.01	1.59	2.01	1.97	1.66	2.03
2002	1.13	1.36	1.88	1.56	1.91	1.82	1.64	1.94
2003	1.16	1.39	1.97	1.67	1.97	1.86	1.61	1.96
2004	1.16	1.38	1.95	1.65	1.96	1.74	1.63	1.93
2005	1.21	1.40	1.94	1.77	2.03	1.77	1.64	1.94
2006	1.21	1.39	1.90	1.73	1.97	1.87	1.70	1.95
2007	1.15	1.33	1.78	1.57	1.86	1.79	1.67	1.90
2008	1.16	1.28	1.71	1.56	1.77	1.69	1.73	1.85

† Not applicable.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972-2008.

Educational Attainment

Table S-22-1. 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 1971–2009

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
2009	0.24	0.35	0.33	0.22	0.31	0.31	0.70	1.03	0.95
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
2009	0.37	0.52	0.51	0.45	0.66	0.61	1.11	1.62	1.49
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
2009	0.35	0.47	0.51	0.47	0.64	0.68	0.87	1.15	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
2009	0.20	0.25	0.31	0.28	0.36	0.42	0.45	0.57	0.67

See notes at end of table.

Table S-22-1. 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 1971–2009—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
2009	0.68	0.92	1.00	0.66	0.85	1.01
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
2009	0.70	0.90	1.09	1.30	1.82	1.86
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
2009	0.48	0.61	0.77	1.57	2.26	2.18
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
2009	0.20	0.22	0.36	1.29	1.83	1.82

† Not applicable.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, selected years 1971–2009.

Characteristics of Public Schools

Table S-24-5. Standard errors for the percentage of elementary and secondary public school students, by percentage of students in school approved for free or reduced-price lunch and selected characteristics: School years 1999-2000 and 2007-08

Characteristic	1999-2000				
	Total	Percentage of students in school approved for free or reduced-price lunch			
		0-25	26-50	51-75	76-100
		Elementary			
Percentage of students with an Individualized Education Plan (IEP)	0.21	0.18	0.45	0.47	0.56
Percentage of students who are limited English proficient (LEP)	0.32	0.28	0.34	0.78	1.61
		Secondary			
Percentage of students with an Individualized Education Plan (IEP)	0.12	0.18	0.24	0.29	0.66
Percentage of students who are limited English proficient (LEP)	0.19	0.16	0.49	0.98	1.61
Average percentage of 12th-grade students who graduated with a diploma during the previous year	0.71	0.59	1.56	3.54	1.12
Average percentage of graduates from the previous year who attended a 4-year college	0.49	0.70	0.91	1.97	1.68
Characteristic	2007-08				
	Total	Percentage of students in school approved for free or reduced-price lunch			
		0-25	26-50	51-75	76-100
		Elementary			
Percentage of students with an Individualized Education Plan (IEP)	0.21	0.40	0.38	0.36	0.69
Percentage of students who are limited English proficient (LEP)	0.56	0.58	0.50	1.09	1.70
		Secondary			
Percentage of students with an Individualized Education Plan (IEP)	0.31	0.51	0.38	0.50	2.78
Percentage of students who are limited English proficient (LEP)	0.53	0.25	0.71	1.67	2.96
Average percentage of 12th-grade students who graduated with a diploma during the previous year	1.27	1.42	1.23	4.51	5.88
Average percentage of graduates from the previous year who attended a 4-year college	1.05	1.69	1.62	2.22	4.33

SOURCE: U.S. Department of Education, National Center for Education Statistics. Schools and Staffing Survey (SASS), "Public Charter School Data File," 1999-2000 and "Public School Data File," 1999-2000 and 2007-08.

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School Crime and Safety

Table S-26-1. Standard errors for the percentage of public schools recording and reporting to the police at least one incident of crime that occurred at school, by type of incident: School years 1999–2000, 2003–04, 2005–06, and 2007–08

Type of incident	Recorded incidents			
	1999–2000	2003–04	2005–06	2007–08
Total	1.23	0.85	1.07	0.87
Violent incidents	1.37	1.05	1.11	1.09
Physical attack or fight without a weapon	1.52	1.21	1.20	1.07
Threat of physical attack without a weapon	1.47	1.34	1.27	1.19
Serious violent incidents	0.98	0.99	0.91	1.06
Rape or attempted rape	0.10	0.17	0.07	0.17
Sexual battery other than rape	0.33	0.32	0.24	0.33
Physical attack or fight with a weapon	0.60	0.46	0.38	0.33
Threat of physical attack with a weapon	0.70	0.71	0.66	0.77
Robbery with a weapon	0.15	0.15	0.12	0.14
Robbery without a weapon	0.56	0.60	0.59	0.56
Theft/larceny	1.37	1.29	1.07	1.29
Other incidents	1.30	1.27	1.07	1.13
Possession of a firearm/explosive device	0.44	0.49	0.60	0.38
Possession of a knife or sharp object	1.28	†	1.23	1.10
Distribution of illegal drugs	0.50	0.55	†	†
Possession or use of alcohol or illegal drugs	0.72	0.87	†	†
Distribution, possession, or use of illegal drugs	†	†	0.68	0.68
Distribution, possession, or use of alcohol	†	†	0.68	0.57
Student sexual harassment of other students	1.26	†	†	†
Vandalism	1.61	1.17	1.17	1.16

See notes at end of table.

Table S-26-1. Standard errors for the percentage of public schools recording and reporting to the police at least one incident of crime that occurred at school, by type of incident: School years 1999–2000, 2003–04, 2005–06, and 2007–08—Continued

Type of incident	Reported incidents to police			
	1999–2000	2003–04	2005–06	2007–08
Total	1.37	1.35	1.15	1.24
Violent incidents	1.26	1.15	1.09	1.16
Physical attack or fight without a weapon	0.91	0.98	1.00	0.90
Threat of physical attack without a weapon	0.94	0.82	0.69	0.76
Serious violent incidents	0.82	0.88	0.70	0.86
Rape or attempted rape	0.10	0.17	0.07	0.17
Sexual battery other than rape	0.34	0.28	0.26	0.29
Physical attack or fight with a weapon	0.50	0.38	0.27	0.27
Threat of physical attack with a weapon	0.59	0.55	0.49	0.59
Robbery with a weapon	0.09	0.15	0.12	0.14
Robbery without a weapon	0.41	0.51	0.48	0.42
Theft/larceny	1.04	1.17	0.97	1.12
Other incidents	1.14	1.18	1.00	1.17
Possession of a firearm/explosive device	0.41	0.44	0.51	0.32
Possession of a knife or sharp object	0.84	†	1.00	0.69
Distribution of illegal drugs	0.48	0.57	†	†
Possession or use of alcohol or illegal drugs	0.67	0.76	†	†
Distribution, possession, or use of illegal drugs	†	†	0.62	0.60
Distribution, possession, or use of alcohol	†	†	0.61	0.55
Student sexual harassment of other students	0.78	†	†	†
Vandalism	1.10	1.06	1.02	1.18

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000, 2003–04, 2005–06, and 2007–08 School Survey on Crime and Safety (SSOCS), 2000, 2004, 2006, and 2008.

School Crime and Safety

Table S-26-2. Standard errors for the percentage of public schools recording at least one incident of crime that occurred at school, by type of incident, number of incidents, and selected school characteristics: School year 2007-08

School characteristic	Violent incidents					
	At least one	Number of incidents				
		None	1-2	3-9	10-19	20 or more
Total	1.09	1.09	0.99	1.04	0.984	0.96
School level						
Primary	1.64	1.64	1.38	1.43	1.45	1.28
Middle	0.88	0.88	1.01	1.57	1.41	1.46
High school	1.07	1.07	1.05	1.89	1.21	1.45
Combined	4.50	4.50	5.03	4.47	3.47	2.50
Enrollment size						
Less than 300	3.53	3.53	2.54	2.63	2.04	1.60
300-499	2.75	2.75	2.22	2.25	2.24	2.12
500-999	1.69	1.69	1.35	1.65	1.63	1.82
1,000 or more	1.08	1.08	0.87	1.55	1.87	2.34
Locale						
City	2.01	2.01	1.27	2.30	2.22	2.53
Suburban	2.17	2.17	1.47	1.91	1.25	1.73
Town	2.79	2.79	2.29	3.00	2.80	2.05
Rural	2.13	2.13	2.30	1.77	1.90	1.32
Racial/ethnic concentration						
More than 50 percent White	1.60	1.60	1.24	1.50	1.17	0.97
More than 50 percent Black	3.09	3.09	1.43	4.21	3.27	4.26
More than 50 percent Hispanic	3.86	3.86	2.64	3.43	2.91	3.00
Percentage of students in school eligible for free or reduced-price lunch						
0-25 percent	2.31	2.31	1.27	2.04	1.43	1.24
26-50 percent	2.60	2.60	2.03	2.14	1.44	1.48
51-75 percent	2.83	2.83	2.20	2.45	2.19	2.07
76 to 100 percent	2.52	2.52	1.92	2.46	2.56	3.21

See notes at end of table.

Table S-26-2. Standard errors for the percentage of public schools recording at least one incident of crime that occurred at school, by type of incident, number of incidents, and selected school characteristics: School year 2007-08—Continued

School characteristic	Serious violent incidents						Theft At least one	Other At least one
	At least one	Number of incidents						
		None	1-2	3-9	10 or more			
Total	1.06	1.06	0.81	0.49	0.24	1.29	1.13	
School level								
Primary	1.69	1.69	1.33	0.78	0.36	1.85	1.79	
Middle	1.32	1.32	1.21	0.66	0.45	1.59	1.36	
High school	1.53	1.53	1.26	0.88	0.44	1.51	1.20	
Combined	4.70	4.70	4.77	†	†	5.24	4.82	
Enrollment size								
Less than 300	2.21	2.21	1.96	0.92	†	2.66	2.85	
300-499	1.89	1.89	1.53	0.96	†	2.49	3.14	
500-999	1.44	1.44	1.16	0.91	0.42	2.09	1.68	
1,000 or more	2.03	2.03	1.70	1.14	0.64	1.78	1.24	
Locale								
City	2.15	2.15	1.44	1.30	0.73	2.08	2.55	
Suburban	1.29	1.29	1.07	0.78	0.38	1.94	2.16	
Town	2.51	2.51	1.96	1.66	†	3.25	3.77	
Rural	1.59	1.59	1.46	0.56	0.27	2.89	2.51	
Racial/ethnic concentration								
More than 50 percent White	1.10	1.10	1.02	0.41	0.24	1.66	1.35	
More than 50 percent Black	2.85	2.85	1.89	2.32	1.78	4.20	4.13	
More than 50 percent Hispanic	3.03	3.03	2.85	2.24	0.93	3.18	3.50	
Percentage of students in school eligible for free or reduced-price lunch								
0-25 percent	1.66	1.66	1.39	0.61	0.14	2.59	2.71	
26-50 percent	1.19	1.19	1.09	0.48	0.32	2.28	2.13	
51-75 percent	2.26	2.26	1.62	1.29	0.57	3.21	2.52	
76 to 100 percent	2.56	2.56	2.15	1.50	1.00	3.03	2.89	

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007-08 School Survey on Crime and Safety (SSOCS), 2008.

Characteristics of Full-Time Teachers

Table S-27-1. Standard errors for the number and percentage distribution of full-time teachers, by school level, sector, and selected teacher characteristics: School years 1999–2000 and 2007–08

Teacher characteristic	All teachers		Elementary					
	1999–2000	2007–08	1999–2000			2007–08		
			All	Public	Private	All	Public	Private
Total, number	24,340	42,470	17,330	16,410	3,150	31,130	30,400	8,220
Total, percentage	†	†	†	0.15	0.15	†	0.26	0.26
Sex	†	†	†	†	†	†	†	†
Male	0.27	0.45	0.38	0.42	0.59	0.57	0.62	0.89
Female	0.27	0.45	0.38	0.42	0.59	0.57	0.62	0.89
Age	†	†	†	†	†	†	†	†
Under 30	0.28	0.50	0.43	0.47	0.83	0.82	0.82	0.88
30–39	0.29	0.39	0.43	0.46	0.85	0.61	0.61	0.66
40–49	0.31	0.46	0.48	0.51	0.81	0.71	0.71	0.76
50–59	0.32	0.47	0.49	0.52	0.81	0.71	0.71	0.80
60 and over	0.13	0.27	0.19	0.20	0.36	0.44	0.44	0.46
Race/ethnicity	†	†	†	†	†	†	†	†
White	0.27	0.50	0.41	0.45	0.68	0.77	0.85	1.07
Black	0.19	0.44	0.30	0.33	0.51	0.53	0.57	0.78
Hispanic	0.19	0.19	0.29	0.32	0.45	0.76	0.83	0.61
Asian	0.08	0.04	0.13	0.14	0.24	0.22	0.24	0.28
Native Hawaiian/ Pacific Islander	†	0.05	†	†	†	0.06	0.07	0.08
American Indian/ Alaska Native	0.06	0.42	0.08	0.09	0.15	0.07	0.08	0.17
Two or more races	†	0.09	†	†	†	0.12	0.14	0.18
Highest degree earned	†	†	†	†	†	†	†	†
Less than bachelor's	0.07	0.08	0.08	0.04	0.78	0.09	0.06	0.78
Bachelor's	0.39	0.55	0.55	0.59	1.07	0.72	0.77	1.28
Postbaccalaureate	0.39	0.56	0.57	0.60	0.87	0.73	0.78	1.23
Master's	0.38	0.51	0.51	0.53	0.82	0.67	0.73	1.14
Education specialist or professional diploma	0.16	0.23	0.24	0.26	0.26	0.34	0.37	0.36
Doctoral or first- professional	0.06	0.08	0.08	0.09	0.13	0.10	0.10	0.18
Average base salary, in constant 2008–09 dollars	\$140	\$180	\$190	\$200	\$300	\$260	\$280	\$480
Base salary, in constant 2008–09 dollars, percentage	†	†	†	†	†	†	†	†
Less than \$30,000	0.15	0.15	0.18	0.15	1.17	0.22	0.21	1.38
\$30,000–\$44,000	0.40	0.61	0.57	0.61	1.14	0.85	0.90	1.31
\$45,000–\$59,000	0.33	0.46	0.50	0.54	0.58	0.69	0.75	1.09
\$60,000–\$74,000	0.29	0.37	0.40	0.43	0.23	0.53	0.58	0.51
\$75,000 or more	0.23	0.30	0.34	0.37	0.16	0.46	0.50	0.15

See notes at end of table.

Table S-27-1. Standard errors for the number and percentage distribution of full-time teachers, by school level, sector, and selected teacher characteristics: School years 1999–2000 and 2007–08—Continued

Teacher characteristic	Secondary					
	1999–2000			2007–08		
	All	Public	Private	All	Public	Private
Total, number	11,120	10,910	2,390	24,800	24,750	2,960
Total, percentage	†	0.24	0.24	†	0.29	0.29
Sex	†	†	†	†	†	†
Male	0.34	0.34	1.35	0.65	0.68	2.47
Female	0.34	0.34	1.35	0.65	0.68	2.47
Age	†	†	†	†	†	†
Under 30	0.27	0.28	0.94	0.44	0.44	2.04
30–39	0.30	0.29	1.04	0.49	0.50	1.77
40–49	0.30	0.32	1.07	0.47	0.48	2.05
50–59	0.38	0.39	0.96	0.49	0.49	2.01
60 and over	0.15	0.15	0.48	0.37	0.37	1.91
Race/ethnicity	†	†	†	†	†	†
White	0.31	0.33	0.84	0.93	1.00	1.61
Black	0.21	0.23	0.36	0.59	0.64	0.71
Hispanic	0.22	0.24	0.66	0.79	0.86	1.10
Asian	0.07	0.07	0.19	0.33	0.35	0.53
Native Hawaiian/ Pacific Islander	†	†	†	0.07	0.07	†
American Indian/ Alaska Native	0.06	0.06	0.13	0.08	0.08	0.32
Two or more races	†	†	†	0.12	0.12	0.40
Highest degree earned	†	†	†	†	†	†
Less than bachelor's	0.06	0.04	0.62	0.13	0.14	0.83
Bachelor's	0.40	0.42	0.80	0.85	0.89	2.62
Postbaccalaureate	0.43	0.45	0.77	0.87	0.91	2.55
Master's	0.39	0.40	0.73	0.92	0.96	2.62
Education specialist or professional diploma	0.17	0.19	0.22	0.26	0.28	0.98
Doctoral or first- professional	0.06	0.06	0.12	0.14	0.13	0.92
Average base salary, in constant 2008–09 dollars	\$170	\$170	\$370	\$330	\$350	\$700
Base salary, in constant 2008–09 dollars, percentage	†	†	†	†	†	†
Less than \$30,000	0.15	0.13	1.05	0.18	0.16	1.57
\$30,000–\$44,000	0.42	0.44	1.29	0.80	0.85	2.83
\$45,000–\$59,000	0.39	0.43	1.27	0.59	0.64	2.01
\$60,000–\$74,000	0.40	0.41	0.61	0.64	0.65	1.54
\$75,000 or more	0.29	0.30	0.24	0.56	0.60	0.75

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher and Private School Teacher Data Files," 1999–2000 and 2007–08 and "Charter School Teacher Data File," 1999–2000.

Characteristics of Full-Time Teachers

Table S-27-2. Standard errors for the number and percentage distribution of full-time teachers, by school level, sector, and selected teaching characteristics: School years 1999-2000 and 2007-08

Teacher characteristic	Elementary					
	1999-2000			2007-08		
	All	Public	Private	All	Public	Private
Total, number	17,330	16,410	3,150	31,130	30,400	8,220
Total, percentage	†	0.15	0.15	†	0.26	0.26
Years as a teacher	†	†	†	†	†	†
3 or fewer	0.42	0.45	0.91	0.75	0.82	0.83
4-9	0.51	0.55	0.85	0.64	0.68	0.93
10-19	0.46	0.51	0.80	0.71	0.77	1.03
20 or more	0.51	0.55	0.81	0.94	0.99	1.25
Average years of teaching experience	0.12	0.13	0.19	0.22	0.24	0.28
Main teaching assignment						
Elementary						
General	0.66	0.72	0.80	1.03	1.12	1.40
English	0.18	0.19	0.35	0.45	0.48	0.59
English as a second language	0.09	0.10	†	0.14	0.15	0.06
Mathematics	0.11	0.11	0.32	0.18	0.19	0.35
Special education	0.26	0.30	0.43	0.57	0.61	0.30
Other	0.32	0.36	0.54	0.44	0.47	0.81
Secondary						
English	0.22	0.24	0.31	0.35	0.37	0.42
English as a second language	0.03	0.04	†	0.09	0.10	†
Foreign language	0.08	0.09	0.09	0.10	0.10	0.16
Mathematics	0.19	0.20	0.26	0.37	0.40	0.41
Science	0.17	0.18	0.28	0.27	0.28	0.44
Social sciences	0.16	0.18	0.34	0.35	0.38	0.33
Special education	0.10	0.11	0.14	0.28	0.30	0.09
Vocational/technical	0.10	0.11	†	0.17	0.19	†
Other	0.26	0.29	0.22	0.28	0.30	0.31
Certification type	†	†	†	†	†	†
Regular	0.31	0.31	1.15	0.47	0.52	1.20
Probationary	0.15	0.15	0.64	0.28	0.30	0.37
Provisional	0.18	0.20	0.26	†	†	†
Temporary	0.10	0.11	0.27	0.33	0.35	0.35
Waiver or emergency	0.08	0.09	0.12	0.21	0.23	0.42
No certification	0.23	0.23	1.09	0.18	0.12	1.20

See notes at end of table.

Table S-27-2. Standard errors for the number and percentage distribution of full-time teachers, by school level, sector, and selected teaching characteristics: School years 1999–2000 and 2007–08—Continued

Teacher characteristic	Secondary					
	1999–2000			2007–08		
	All	Public	Private	All	Public	Private
Total, number	11,120	10,910	2,390	24,800	24,750	2,960
Total, percentage	†	0.24	0.24	†	0.29	0.29
Years as a teacher	†	†	†	†	†	†
3 or fewer	0.26	0.27	0.94	0.44	0.48	1.76
4–9	0.31	0.33	1.04	0.52	0.52	2.19
10–19	0.34	0.36	0.90	0.56	0.58	2.15
20 or more	0.39	0.40	1.18	0.55	0.57	2.27
Average years of teaching experience	0.09	0.09	0.28	0.13	0.14	0.63
Main teaching assignment						
Elementary						
General	0.04	0.04	†	0.08	0.07	†
English	†	†	†	0.04	0.04	†
English as a second language	†	†	†	†	†	†
Mathematics	†	†	†	0.03	0.03	†
Special education	0.08	0.09	0.06	0.09	0.09	0.51
Other	0.03	0.03	†	0.06	0.06	†
Secondary						
English	0.21	0.22	0.83	0.45	0.41	2.12
English as a second language	0.06	0.06	0.21	0.11	0.12	†
Foreign language	0.14	0.15	0.54	0.30	0.31	1.05
Mathematics	0.16	0.17	0.60	0.29	0.30	1.49
Science	0.17	0.18	0.66	0.41	0.41	1.32
Social sciences	0.20	0.21	0.70	0.31	0.32	1.16
Special education	0.17	0.17	0.71	0.34	0.35	0.78
Vocational/technical	0.19	0.20	0.51	0.36	0.39	0.78
Other	0.23	0.24	0.83	0.42	0.43	1.79
Certification type	†	†	†	†	†	†
Regular	0.27	0.25	1.21	0.50	0.57	3.30
Probationary	0.11	0.12	0.50	0.28	0.29	0.48
Provisional	0.13	0.14	0.27	†	†	†
Temporary	0.07	0.07	0.32	0.22	0.24	0.57
Waiver or emergency	0.06	0.07	0.12	0.20	0.21	0.40
No certification	0.17	0.15	1.25	0.22	0.19	3.31

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher and Private School Teacher Data Files," 1999–2000 and 2007–08 and "Charter School Teacher Data File," 1999–2000.

Characteristics of Full-Time Teachers

Table S-27-3. Standard errors for the number and percentage distribution of full-time public school teachers, by school level, percentage of students in school approved for free or reduced-price lunch, and selected characteristics: School years 1999–2000 and 2007–08

Selected characteristic	Elementary							
	Percentage of students in school approved for free or reduced-price lunch							
	1999–2000				2007–08			
	0–25 percent	26–50 percent	51–75 percent	76–100 percent	0–25 percent	26–50 percent	51–75 percent	76–100 percent
Total, number	16,200	15,690	12,840	10,610	23,320	22,820	21,880	23,270
Total, percentage	0.84	0.96	0.78	0.61	1.15	1.06	1.11	1.11
Sex	†	†	†	†	†	†	†	†
Male	0.89	0.82	0.94	0.90	1.43	1.30	1.20	1.22
Female	0.89	0.82	0.94	0.90	1.43	1.30	1.20	1.22
Age	†	†	†	†	†	†	†	†
Under 30	0.73	0.81	1.00	1.12	1.61	1.33	1.22	1.35
30–39	0.85	0.91	1.02	1.04	1.24	1.28	1.41	1.68
40–49	0.85	1.17	1.07	1.33	1.21	1.30	1.37	1.72
50–59	0.94	1.01	1.08	1.46	1.32	1.42	1.49	1.55
60 and over	0.30	0.39	0.47	0.64	0.76	0.86	0.70	0.98
Race/ethnicity	†	†	†	†	†	†	†	†
White	0.57	0.81	1.37	1.80	0.81	1.24	2.00	2.39
Black	0.36	0.62	0.97	1.39	0.41	1.04	1.11	1.57
Hispanic	0.30	0.52	1.12	1.64	0.55	0.76	1.58	2.73
Asian	0.23	0.09	0.57	0.50	0.17	0.37	0.52	0.67
Native Hawaiian/ Pacific Islander	†	†	†	†	0.08	0.04	0.18	0.15
American Indian/ Alaska Native	0.13	0.14	0.14	0.32	0.11	0.07	0.11	0.28
Two or more races	†	†	†	†	0.38	0.22	0.22	0.27
Highest degree earned	†	†	†	†	†	†	†	†
Less than bachelor's	0.08	0.15	0.11	0.11	0.04	0.08	0.10	0.26
Bachelor's	0.99	1.23	1.29	1.76	1.69	1.85	1.50	2.36
Master's	0.97	1.17	1.23	1.63	1.62	1.88	1.45	2.21
Education specialist or professional diploma	0.43	0.43	0.49	0.65	0.58	0.65	0.93	0.83
Doctoral or first-professional	0.16	0.17	0.13	0.28	0.18	0.20	0.26	0.26

See notes at end of table.

Table S-27-3. Standard errors for the number and percentage distribution of full-time public school teachers, by school level, percentage of students in school approved for free or reduced-price lunch, and selected characteristics: School years 1999-2000 and 2007-08—Continued

Selected characteristic	Secondary							
	Percentage of students in school approved for free or reduced-price lunch							
	1999-2000				2007-08			
	0-25 percent	26-50 percent	51-75 percent	76-100 percent	0-25 percent	26-50 percent	51-75 percent	76-100 percent
Total, number	10,340	6,630	4,040	4,660	20,100	15,350	12,220	9,180
Total, percentage	0.80	0.80	0.49	0.54	1.60	1.38	1.11	0.86
Sex	†	†	†	†	†	†	†	†
Male	0.50	0.94	1.47	1.77	0.84	1.10	1.45	2.20
Female	0.50	0.94	1.47	1.77	0.84	1.10	1.45	2.20
Age	†	†	†	†	†	†	†	†
Under 30	0.43	0.52	1.16	1.07	0.77	0.71	1.44	1.93
30-39	0.42	0.60	0.90	1.05	0.72	0.87	1.07	2.27
40-49	0.45	0.59	1.42	1.55	0.77	0.85	1.18	1.89
50-59	0.49	0.79	1.07	1.50	0.75	0.84	1.30	2.21
60 and over	0.20	0.32	0.52	0.73	0.47	0.51	1.00	1.51
Race/ethnicity	†	†	†	†	†	†	†	†
White	0.37	0.76	1.47	2.00	0.73	1.52	2.35	3.97
Black	0.21	0.74	1.40	1.85	0.45	0.75	1.61	2.29
Hispanic	0.30	0.48	0.97	2.32	0.51	1.23	1.58	4.01
Asian	0.07	0.22	0.29	0.49	0.30	0.30	0.90	1.40
Native Hawaiian/ Pacific Islander	†	†	†	†	0.11	0.12	0.16	0.24
American Indian/ Alaska Native	0.08	0.13	0.21	0.31	0.13	0.11	0.15	0.33
Two or more races	†	†	†	†	0.18	0.19	0.30	0.40
Highest degree earned	†	†	†	†	†	†	†	†
Less than bachelor's	0.11	0.17	0.26	0.43	0.24	0.24	0.32	0.76
Bachelor's	0.58	0.92	1.52	2.20	1.23	1.22	1.86	3.04
Master's	0.59	0.92	1.48	2.13	1.20	1.30	1.77	3.10
Education specialist or professional diploma	0.24	0.31	0.56	0.73	0.50	0.54	0.80	1.48
Doctoral or first-professional	0.11	0.19	0.33	0.53	0.20	0.28	0.39	0.49

See notes at end of table.

Characteristics of Full-Time Teachers

Table S-27-3. Standard errors for the number and percentage distribution of full-time public school teachers, by school level, percentage of students in school approved for free or reduced-price lunch, and selected characteristics: School years 1999–2000 and 2007–08—Continued

Selected characteristic	Elementary							
	Percentage of students in school approved for free or reduced-price lunch							
	1999–2000				2007–08			
	0–25 percent	26–50 percent	51–75 percent	76–100 percent	0–25 percent	26–50 percent	51–75 percent	76–100 percent
Total, number	16,200	15,690	12,840	10,610	23,320	22,820	21,880	23,270
Total, percentage	0.84	0.96	0.78	0.61	1.15	1.06	1.11	1.11
Average base salary, in constant 2008–09 dollars	\$370	\$400	\$510	\$640	\$640	\$630	\$460	\$800
Base salary, in constant 2008–09 dollars, percentage	†	†	†	†	†	†	†	†
Less than \$30,000	0.24	0.43	0.55	0.49	0.30	0.49	0.38	0.40
\$30,000–\$44,000	0.90	1.25	1.73	1.82	1.60	1.95	1.70	2.37
\$45,000–\$59,000	0.86	1.27	1.34	1.65	1.29	1.42	1.55	1.61
\$60,000–\$74,000	0.83	0.81	1.13	1.43	1.45	1.02	1.09	1.58
\$75,000 or more	0.77	0.70	0.55	0.92	1.07	0.99	0.68	1.27
Years as a teacher	†	†	†	†	†	†	†	†
3 or fewer	0.62	0.90	0.76	1.34	1.32	1.31	1.31	1.44
4–9	0.70	0.95	1.21	1.42	1.20	1.29	1.64	1.53
10–19	0.72	0.86	1.13	1.40	1.44	1.32	1.60	1.55
20 or more	0.88	1.11	1.25	1.61	1.49	1.99	1.62	1.97
Average years of teaching experience	0.18	0.24	0.26	0.36	0.36	0.47	0.42	0.47
Certification type	†	†	†	†	†	†	†	†
Regular	0.51	0.60	0.76	1.21	0.87	1.01	0.82	1.30
Probationary	0.27	0.30	0.40	0.36	0.54	0.49	0.50	0.80
Provisional	0.32	0.43	0.48	0.49	†	†	†	†
Temporary	0.17	0.23	0.17	0.43	0.61	0.62	0.59	0.94
Waiver or emergency	0.08	0.03	0.24	0.50	0.35	0.34	0.33	0.74
No certification	0.32	0.43	0.67	0.79	0.15	0.19	0.33	0.34

See notes at end of table.

Table S-27-3. Standard errors for the number and percentage distribution of full-time public school teachers, by school level, percentage of students in school approved for free or reduced-price lunch, and selected characteristics: School years 1999–2000 and 2007–08—Continued

Selected characteristic	Secondary							
	Percentage of students in school approved for free or reduced-price lunch							
	1999–2000				2007–08			
	0–25 percent	26–50 percent	51–75 percent	76–100 percent	0–25 percent	26–50 percent	51–75 percent	76–100 percent
Total, number	10,340	6,630	4,040	4,660	20,100	15,350	12,220	9,180
Total, percentage	0.80	0.80	0.49	0.54	1.60	1.38	1.11	0.86
Average base salary, in constant 2008–09 dollars	\$270	\$400	\$510	\$710	\$590	\$510	\$660	\$1,150
Base salary, in constant 2008–09 dollars, percentage	†	†	†	†	†	†	†	†
Less than \$30,000	0.23	0.37	0.57	0.57	0.21	0.25	0.40	0.57
\$30,000–\$44,000	0.63	0.90	1.68	1.86	1.19	1.61	1.91	2.88
\$45,000–\$59,000	0.55	0.76	1.46	1.77	0.91	1.21	1.75	3.28
\$60,000–\$74,000	0.54	0.84	1.10	1.86	1.00	0.96	1.44	2.60
\$75,000 or more	0.48	0.69	0.70	1.35	1.17	0.71	1.01	1.85
Years as a teacher	†	†	†	†	†	†	†	†
3 or fewer	0.40	0.60	0.81	1.09	0.79	0.79	1.16	2.42
4–9	0.48	0.64	1.36	1.27	0.76	0.90	1.48	2.32
10–19	0.47	0.67	1.45	1.43	0.77	0.89	1.44	1.76
20 or more	0.51	0.79	1.30	1.52	0.87	0.89	1.39	1.79
Average years of teaching experience	0.12	0.17	0.26	0.31	0.20	0.19	0.35	0.50
Certification type	†	†	†	†	†	†	†	†
Regular	0.34	0.64	1.15	1.21	0.67	0.73	1.16	2.42
Probationary	0.18	0.25	0.41	0.34	0.37	0.53	0.57	1.33
Provisional	0.19	0.23	0.60	0.69	†	†	†	†
Temporary	0.10	0.19	0.27	0.47	0.37	0.34	0.60	1.03
Waiver or emergency	0.07	0.17	0.39	0.55	0.28	0.30	0.50	1.29
No certification	0.20	0.40	0.63	0.73	0.19	0.20	0.66	0.66

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher and Private School Teacher Data Files," 1999–2000 and 2007–08 and "Charter School Teacher Data File," 1999–2000.

Newly Hired Teachers

Table S-28-1. Standard errors for the number and percentage distribution of continuing and newly hired regular teachers, by career path and teacher and school characteristics: School years 1999–2000 and 2007–08

Characteristic	1999–2000					
	Continuing teachers	Newly hired teachers				
		Total	Career path			Transfer
		Direct-entry	Delayed-entry	Reentry		
Total, number	23,620	7,770	3,200	3,420	2,820	6,730
Total, percentage distribution	0.24	0.24	0.10	0.10	0.09	0.21
Average age	0.09	0.19	0.28	0.48	0.42	0.26
Employment status						
Full-time	0.14	0.37	0.84	0.89	1.32	0.59
Part-time	0.14	0.37	0.84	0.89	1.32	0.59
Sex						
Male	0.27	0.62	1.77	1.80	1.43	0.95
Female	0.27	0.62	1.77	1.80	1.43	0.95
Race/ethnicity						
White	0.29	0.73	1.64	2.50	1.36	1.06
Black	0.19	0.54	0.99	2.09	1.07	0.74
Hispanic	0.19	0.44	1.34	1.39	0.66	0.63
Asian	0.09	0.22	0.68	0.32	0.31	0.30
Native Hawaiian/Pacific Islander	†	†	†	†	†	†
American Indian/Alaska Native	0.06	0.10	0.08	0.14	0.18	0.18
Two or more races	†	†	†	†	†	†
Highest degree earned						
Less than bachelor's	0.08	0.23	0.31	0.94	0.60	0.25
Bachelor's	0.38	0.76	1.63	1.79	1.95	1.17
Master's	0.39	0.75	1.50	1.73	2.00	1.12
Education specialist or professional diploma	0.17	0.32	0.68	0.30	0.77	0.55
Doctoral or first-professional	0.06	0.15	0.07	0.27	0.47	0.22

See notes at end of table.

Table S-28-1. Standard errors for the number and percentage distribution of continuing and newly hired regular teachers, by career path and teacher and school characteristics: School years 1999-2000 and 2007-08—Continued

Characteristic	2007-08					
	Continuing teachers	Total	Newly hired teachers			
			Direct-entry	Delayed-entry	Reentry	Transfer
Total, number	38,080	16,690	6,180	5,260	4,290	11,660
Total, percentage distribution	0.40	0.40	0.16	0.14	0.11	0.30
Average age	0.16	0.31	0.74	0.67	0.79	0.44
Employment status						
Full-time	0.24	0.57	0.89	1.40	1.85	0.72
Part-time	0.24	0.57	0.89	1.40	1.85	0.72
Sex						
Male	0.46	1.00	2.49	3.12	2.20	1.59
Female	0.46	1.00	2.49	3.12	2.20	1.59
Race/ethnicity						
White	0.50	1.41	2.68	3.12	2.14	1.79
Black	0.40	0.93	1.38	1.55	1.48	1.43
Hispanic	0.41	1.02	1.97	3.16	1.49	1.16
Asian	0.17	0.49	0.75	0.45	1.08	0.71
Native Hawaiian/Pacific Islander	0.04	0.07	0.11	0.08	0.07	0.12
American Indian/Alaska Native	0.05	0.13	0.33	0.19	0.69	0.12
Two or more races	0.08	0.29	0.74	0.73	0.79	0.41
Highest degree earned						
Less than bachelor's	0.09	0.24	0.44	1.00	0.57	0.26
Bachelor's	0.59	1.45	2.84	3.17	3.47	1.96
Master's	0.53	1.26	2.47	3.03	3.02	1.87
Education specialist or professional diploma	0.25	0.51	0.48	0.23	0.83	0.88
Doctoral or first-professional	0.09	0.23	0.60	0.45	0.99	0.26

See notes at end of table.

Newly Hired Teachers

Table S-28-1. Standard errors for the number and percentage distribution of continuing and newly hired regular teachers, by career path and teacher and school characteristics: School years 1999–2000 and 2007–08—Continued

Characteristic	1999–2000					
	Continuing teachers	Newly hired teachers				
		Total	Career path			
			Direct-entry	Delayed-entry	Reentry	Transfer
Total, number	23,620	7,770	3,200	3,420	2,820	6,730
Total, percentage distribution	0.24	0.24	0.10	0.10	0.09	0.21
Certification type						
Regular	0.24	0.81	2.06	2.28	1.90	0.88
Probationary	0.09	0.45	1.49	1.35	0.90	0.50
Provisional	0.12	0.44	0.99	1.55	1.15	0.52
Temporary	0.06	0.22	0.59	1.14	0.47	0.26
Waiver or emergency	0.05	0.22	0.56	1.10	0.26	0.18
No certification	0.18	0.61	1.47	2.11	1.51	0.61
School level						
Elementary	0.35	0.76	1.84	2.14	1.95	1.08
Secondary	0.30	0.59	1.68	1.84	1.46	0.93
Combined	0.23	0.45	0.78	1.01	1.47	0.42
Sector						
Public	0.25	0.58	1.04	1.66	1.72	0.62
Private	0.25	0.58	1.04	1.66	1.72	0.62
Percentage of students in school approved for free or reduced-price lunch						
0–25 percent	0.58	1.01	2.12	2.38	1.63	1.30
26–50 percent	0.61	0.93	1.82	1.88	1.79	1.27
51–75 percent	0.48	0.78	1.60	1.78	1.73	1.06
76–100 percent	0.41	0.73	1.38	2.88	1.12	1.04
School did not participate	0.35	0.60	1.23	1.46	1.50	0.80

See notes at end of table.

Table S-28-1. Standard errors for the number and percentage distribution of continuing and newly hired regular teachers, by career path and teacher and school characteristics: School years 1999–2000 and 2007–08—Continued

Characteristic	2007–08					
	Continuing teachers	Total	Newly hired teachers			
			Career path			
			Direct-entry	Delayed-entry	Reentry	Transfer
Total, number	38,080	16,690	6,180	5,260	4,290	11,660
Total, percentage distribution	0.40	0.40	0.16	0.14	0.11	0.30
Certification type						
Regular	0.36	1.15	2.92	2.99	2.39	1.25
Probationary	0.16	0.73	2.23	1.94	2.25	0.82
Provisional	†	†	†	†	†	†
Temporary	0.18	0.93	2.44	3.48	1.67	0.72
Waiver or emergency	0.12	0.57	1.25	2.59	1.01	0.62
No certification	0.24	0.78	1.38	3.16	2.06	0.64
School level						
Elementary	0.65	1.25	2.57	3.07	2.87	1.73
Secondary	0.59	1.08	2.37	2.41	2.36	1.56
Combined	0.41	0.60	1.04	2.00	1.97	0.70
Sector						
Public	0.24	0.89	1.35	2.16	2.24	0.93
Private	0.24	0.89	1.35	2.16	2.24	0.93
Percentage of students in school approved for free or reduced-price lunch						
0–25 percent	0.79	1.28	3.00	2.29	2.67	1.78
26–50 percent	0.72	1.32	2.59	2.22	2.07	1.82
51–75 percent	0.67	1.26	2.65	2.93	1.62	1.53
76–100 percent	0.60	1.65	2.66	3.49	2.49	2.12
School did not participate	0.34	0.79	1.11	2.32	2.30	0.86

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public Charter School Teacher Data File," 1999–2000 and "Public School Teacher Data File" and "Private School Teacher Data File," 1999–2000 and 2007–08.

Characteristics of School Principals

Table S-29-1. Standard errors for the number and percentage distribution of school principals, by school level, school type, and selected principal characteristics: School years 1999–2000 and 2007–08

Principal characteristic	All principals		Elementary					
	1999–2000	2007–08	1999–2000			2007–08		
			All	Public	Private	All	Public	Private
Total, number	430	680	370	250	240	720	580	300
Total, percentage	†	†	†	0.26	0.26	†	0.30	0.30
Sex	†	†	†	†	†	†	†	†
Male	0.58	0.97	0.75	0.89	1.31	1.24	1.56	1.58
Female	0.58	0.97	0.75	0.89	1.31	1.24	1.56	1.58
Age	†	†	†	†	†	†	†	†
Under 40	0.33	0.71	0.44	0.47	1.04	1.00	1.17	1.36
40–44	0.32	0.63	0.44	0.50	1.09	0.86	1.06	1.25
45–49	0.57	0.67	0.81	0.88	1.18	0.90	1.11	1.24
50–54	0.59	0.67	0.79	0.97	1.45	0.85	1.02	1.18
55 and over	0.53	0.88	0.70	0.78	1.30	1.13	1.32	1.81
Race/ethnicity	†	†	†	†	†	†	†	†
White	0.48	0.74	0.65	0.75	1.07	1.03	1.24	1.11
Black	0.33	0.60	0.47	0.53	0.95	0.78	0.93	0.84
Hispanic	0.30	0.47	0.39	0.46	0.62	0.66	0.83	0.79
Asian	0.13	0.14	0.15	0.16	0.39	0.19	0.22	0.42
Native Hawaiian/ Pacific Islander	†	0.05	†	†	†	0.06	0.08	†
American Indian/ Alaska Native	0.07	0.16	0.09	0.10	0.25	0.22	0.28	†
Two or more races	†	0.13	†	†	†	0.12	0.15	0.33
Highest degree earned	†	†	†	†	†	†	†	†
Bachelor's degree or less	0.34	0.37	0.39	0.28	1.44	0.46	0.27	1.81
Master's	0.52	0.81	0.72	0.85	1.39	1.13	1.36	1.64
Education specialist or professional diploma	0.50	0.75	0.69	0.82	0.76	1.03	1.28	1.17
Doctoral or first- professional	0.35	0.46	0.47	0.57	0.86	0.55	0.66	0.70

See notes at end of table.

Table S-29-1. Standard errors for the number and percentage distribution of school principals, by school level, school type, and selected principal characteristics: School years 1999-2000 and 2007-08—Continued

Principal characteristic	Secondary					
	1999-2000			2007-08		
	All	Public	Private	All	Public	Private
Total, number	230	200	130	480	460	170
Total, percentage	†	0.53	0.53	†	0.66	0.66
Sex	†	†	†	†	†	†
Male	0.75	0.75	3.02	1.70	1.87	3.71
Female	0.75	0.75	3.02	1.70	1.87	3.71
Age	†	†	†	†	†	†
Under 40	0.47	0.46	1.98	1.45	1.56	2.74
40-44	0.52	0.55	1.75	0.91	0.99	2.54
45-49	0.72	0.79	2.20	1.08	1.19	2.60
50-54	0.84	0.90	2.83	1.26	1.40	2.88
55 and over	0.75	0.75	2.77	1.50	1.63	3.41
Race/ethnicity	†	†	†	†	†	†
White	0.58	0.60	1.50	1.12	1.25	2.38
Black	0.40	0.44	0.69	0.70	0.78	1.75
Hispanic	0.35	0.37	1.25	0.92	1.04	0.54
Asian	0.25	0.27	†	0.20	0.23	†
Native Hawaiian/ Pacific Islander	†	†	†	0.03	0.04	†
American Indian/ Alaska Native	0.14	0.15	†	0.24	0.19	†
Two or more races	†	†	†	0.33	0.34	†
Highest degree earned	†	†	†	†	†	†
Bachelor's degree or less	0.41	0.22	2.76	0.49	0.40	3.06
Master's	0.93	0.90	3.33	1.52	1.61	3.47
Education specialist or professional diploma	0.75	0.77	1.93	1.35	1.47	2.07
Doctoral or first- professional	0.65	0.69	1.57	0.79	0.85	1.62

See notes at end of table.

Characteristics of School Principals

Table S-29-1. Standard errors for the number and percentage distribution of school principals, by school level, school type, and selected principal characteristics: School years 1999–2000 and 2007–08—Continued

Principal characteristic	All principals		Elementary					
			1999–2000			2007–08		
	1999–2000	2007–08	All	Public	Private	All	Public	Private
Total, number	430	680	370	250	240	720	580	300
Total, percentage	†	†	†	0.26	0.26	†	0.30	0.30
Number of years as a principal	†	†	†	†	†	†	†	†
3 or fewer	0.50	0.90	0.67	0.81	1.48	1.14	1.35	1.91
4–9	0.50	0.84	0.71	0.81	1.62	1.06	1.35	1.65
10–19	0.52	0.80	0.68	0.80	1.22	1.11	1.31	1.49
20 or more	0.38	0.42	0.50	0.50	1.18	0.58	0.65	1.17
Number of years of teaching experience prior to becoming a principal	†	†	†	†	†	†	†	†
3 or fewer	0.34	0.42	0.41	0.36	1.35	0.51	0.50	1.56
4–9	0.52	0.79	0.71	0.80	1.56	1.11	1.37	1.32
10–19	0.57	0.88	0.76	0.92	1.35	1.10	1.36	1.39
20 or more	0.50	0.71	0.62	0.67	1.29	0.95	1.10	1.25
Average annual salary, in constant 2008–09 dollars	\$220	\$370	\$270	\$250	\$760	\$470	\$500	\$980
Annual salary, in constant 2008–09 dollars, percentage	†	†	†	†	†	†	†	†
Less than \$30,000	0.20	0.26	0.21	0.06	0.98	0.30	0.12	1.33
\$30,000–44,999	0.28	0.30	0.34	0.17	1.47	0.36	0.28	1.55
\$45,000–59,999	0.29	0.46	0.38	0.35	1.24	0.55	0.63	1.47
\$60,000–74,999	0.47	0.70	0.60	0.69	1.05	1.01	1.23	1.06
\$75,000–99,999	0.52	0.85	0.69	0.83	0.65	1.14	1.38	0.85
\$100,000 or more	0.38	0.68	0.51	0.59	0.68	0.92	1.14	0.73

See notes at end of table.

Table S-29-1. Standard errors for the number and percentage distribution of school principals, by school level, school type, and selected principal characteristics: School years 1999-2000 and 2007-08—Continued

Principal characteristic	Secondary					
	1999-2000			2007-08		
	All	Public	Private	All	Public	Private
Total, number	230	200	130	480	460	170
Total, percentage	†	0.53	0.53	†	0.66	0.66
Number of years as a principal	†	†	†	†	†	†
3 or fewer	0.72	0.71	2.22	1.70	1.78	3.27
4-9	0.79	0.83	2.71	1.62	1.75	3.35
10-19	0.79	0.81	2.61	1.35	1.38	3.60
20 or more	0.58	0.60	2.29	0.58	0.58	2.38
Number of years of teaching experience prior to becoming a principal	†	†	†	†	†	†
3 or fewer	0.59	0.53	2.79	0.96	0.96	3.28
4-9	0.86	0.85	2.72	1.42	1.57	3.37
10-19	0.86	0.84	3.01	1.63	1.74	2.76
20 or more	0.68	0.66	2.32	1.09	1.22	2.68
Average annual salary, in constant 2008-09 dollars	\$340	\$310	\$1,740	\$730	\$710	\$2,410
Annual salary, in constant 2008-09 dollars, percentage	†	†	†	†	†	†
Less than \$30,000	0.19	0.02	1.62	0.24	†	2.04
\$30,000-44,999	0.24	0.08	1.97	0.50	0.44	2.51
\$45,000-59,999	0.41	0.32	2.43	0.64	0.64	3.06
\$60,000-74,999	0.68	0.75	2.18	1.18	1.28	2.71
\$75,000-99,999	0.98	1.02	2.22	1.41	1.62	2.99
\$100,000 or more	0.74	0.82	1.46	1.52	1.61	2.53

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal and Private School Principal Data Files," 1999-2000 and 2007-08, and "Charter School Principal Data File," 1999-2000.

Characteristics of School Principals

Table S-29-2. Standard errors for the number and percentage distribution of public school principals, by school level, percentage of students in school approved for free or reduced-price lunch, and selected principal characteristics: School years 1999–2000 and 2007–08

Principal characteristic	Elementary							
	Percentage of students in school approved for free or reduced-price lunch							
	1999–2000				2007–08			
	0–25 percent	26–50 percent	51–75 percent	76–100 percent	0–25 percent	26–50 percent	51–75 percent	76–100 percent
Total, number	400	430	330	360	780	800	640	680
Total, percentage	0.63	0.72	0.54	0.60	1.28	1.24	1.01	1.08
Sex								
Male	1.66	1.57	1.84	2.45	2.97	2.78	3.04	3.04
Female	1.66	1.57	1.84	2.45	2.97	2.78	3.04	3.04
Age								
Under 40	0.79	0.97	1.38	1.50	2.59	1.98	2.15	2.68
40–44	1.11	1.22	1.36	1.85	2.00	2.07	1.88	2.36
45–49	1.42	1.35	1.60	2.28	2.25	1.64	1.74	2.53
50–54	1.60	1.69	2.09	2.26	2.01	1.99	2.13	2.87
55 and over	1.26	1.32	1.83	1.99	2.58	2.59	2.90	3.40
Race/ethnicity								
White	0.87	1.12	1.78	2.75	1.89	2.04	2.25	3.69
Black	0.62	0.78	1.47	2.18	1.36	1.26	1.50	2.40
Hispanic	0.69	0.78	1.29	2.26	1.44	1.12	1.85	2.84
Asian	0.07	0.29	0.48	0.51	0.34	0.65	0.39	0.47
Native Hawaiian/ Pacific Islander	†	†	†	†	†	0.05	0.33	†
American Indian/ Alaska Native	0.23	0.11	0.20	0.30	0.25	†	0.68	0.31
Two or more races	†	†	†	†	0.25	†	0.30	0.31
Highest degree earned								
Bachelor's degree or less	0.48	0.48	0.77	0.81	0.68	0.22	0.47	0.77
Master's	1.40	1.48	2.15	2.24	2.92	2.81	2.70	2.69
Education specialist or professional diploma	1.16	1.57	2.13	2.29	2.52	2.63	2.64	2.68
Doctoral or first-professional	1.12	1.04	1.14	1.27	1.39	1.15	1.01	1.79

See notes at end of table.

Table S-29-2. Standard errors for the number and percentage distribution of public school principals, by school level, percentage of students in school approved for free or reduced-price lunch, and selected principal characteristics: School years 1999-2000 and 2007-08—Continued

Principal characteristic	Secondary							
	Percentage of students in school approved for free or reduced-price lunch							
	1999-2000				2007-08			
	0-25 percent	26-50 percent	51-75 percent	76-100 percent	0-25 percent	26-50 percent	51-75 percent	76-100 percent
Total, number	190	140	120	90	360	310	310	300
Total, percentage	0.82	0.67	0.58	0.44	1.67	1.38	1.34	1.36
Sex								
Male	0.98	1.51	2.72	3.15	2.49	2.88	5.56	5.53
Female	0.98	1.51	2.72	3.15	2.49	2.88	5.56	5.53
Age								
Under 40	0.70	1.01	1.51	1.92	2.35	2.54	4.17	4.40
40-44	0.90	1.28	1.91	1.85	1.86	1.96	1.89	3.65
45-49	1.12	1.49	2.09	2.91	2.01	1.80	3.16	5.68
50-54	1.19	1.72	3.55	2.77	2.11	2.26	4.41	5.26
55 and over	1.00	1.58	2.00	2.92	2.59	2.35	4.30	4.74
Race/ethnicity								
White	0.59	1.26	2.66	2.99	1.77	1.79	3.89	5.45
Black	0.33	0.94	1.59	2.74	1.36	1.63	2.92	4.48
Hispanic	0.45	0.69	1.78	2.28	0.79	0.95	3.50	5.81
Asian	0.17	0.22	2.36	†	0.10	0.06	0.53	†
Native Hawaiian/ Pacific Islander	†	†	†	†	0.05	0.06	†	†
American Indian/ Alaska Native	0.17	0.21	0.35	0.87	0.10	0.51	0.25	†
Two or more races	†	†	†	†	†	0.13	0.80	†
Highest degree earned								
Bachelor's degree or less	0.17	0.44	0.20	0.47	0.59	0.69	0.58	0.84
Master's	1.20	1.88	3.37	3.53	2.86	2.64	4.41	4.16
Education specialist or professional diploma	1.20	1.62	2.68	3.11	2.60	2.71	4.10	3.79
Doctoral or first-professional	0.64	1.14	2.96	2.22	1.48	1.42	2.15	2.30

See notes at end of table.

Characteristics of School Principals

Table S-29-2. Standard errors for the number and percentage distribution of public school principals, by school level, percentage of students in school approved for free or reduced-price lunch, and selected principal characteristics: School years 1999–2000 and 2007–08—Continued

Principal characteristic	Elementary							
	Percentage of students in school approved for free or reduced-price lunch							
	1999–2000				2007–08			
	0–25 percent	26–50 percent	51–75 percent	76–100 percent	0–25 percent	26–50 percent	51–75 percent	76–100 percent
Total, number	400	430	330	360	780	800	640	680
Total, percentage	0.63	0.72	0.54	0.60	1.28	1.24	1.01	1.08
Number of years as a principal								
3 or fewer	1.21	1.53	2.26	2.38	2.40	2.70	2.71	3.16
4–9	1.64	1.74	1.99	2.21	2.72	2.71	2.54	3.49
10–19	1.41	1.62	1.76	2.11	2.15	2.08	2.27	3.35
20 or more	1.08	1.21	1.06	1.34	1.68	1.29	1.58	1.24
Number of years of teaching experience prior to becoming a principal								
3 or fewer	0.48	0.68	0.69	1.68	0.68	1.13	1.01	1.12
4–9	1.67	1.61	1.95	2.04	2.70	2.47	2.53	2.95
10–19	1.79	1.86	1.90	2.34	2.66	2.54	2.81	2.76
20 or more	1.28	1.35	1.77	1.79	2.10	1.97	2.34	2.25
Average annual salary, in constant 2008–09 dollars	\$470	\$560	\$820	\$770	\$1,310	\$1,130	\$890	\$1,060
Annual salary, in constant 2008–09 dollars, percentage								
Less than \$30,000	0.03	0.02	0.27	0.02	†	†	†	†
\$30,000–44,999	0.19	0.46	0.35	0.41	0.16	0.22	1.11	0.21
\$45,000–59,999	0.58	0.65	1.39	0.94	1.21	1.04	1.28	1.52
\$60,000–74,999	1.15	1.61	1.76	1.57	2.76	2.28	2.10	2.69
\$75,000–99,999	1.48	1.60	2.27	2.28	3.08	2.54	2.62	3.27
\$100,000 or more	1.22	1.01	1.91	1.90	2.59	2.18	1.79	2.58

See notes at end of table.

Table S-29-2. Standard errors for the number and percentage distribution of public school principals, by school level, percentage of students in school approved for free or reduced-price lunch, and selected principal characteristics: School years 1999–2000 and 2007–08—Continued

Principal characteristic	Secondary							
	Percentage of students in school approved for free or reduced-price lunch							
	1999–2000				2007–08			
	0–25 percent	26–50 percent	51–75 percent	76–100 percent	0–25 percent	26–50 percent	51–75 percent	76–100 percent
Total, number	190	140	120	90	360	310	310	300
Total, percentage	0.82	0.67	0.58	0.44	1.67	1.38	1.34	1.36
Number of years as a principal								
3 or fewer	1.24	1.51	3.35	3.13	2.67	2.81	5.11	5.98
4–9	1.33	1.67	2.90	3.55	2.54	2.81	4.38	6.69
10–19	1.13	1.53	2.54	2.43	2.52	2.32	4.26	3.82
20 or more	0.79	1.14	1.58	1.91	1.25	0.98	0.95	2.31
Number of years of teaching experience prior to becoming a principal								
3 or fewer	0.68	0.73	1.30	1.41	0.82	1.68	2.84	3.41
4–9	1.23	1.57	3.16	3.17	2.93	2.74	4.18	5.71
10–19	1.26	1.51	3.01	3.71	2.97	3.01	4.70	5.83
20 or more	0.97	1.44	2.55	2.12	2.10	1.84	3.97	3.10
Average annual salary, in constant 2008–09 dollars	\$550	\$550	\$1,040	\$1,050	\$1,350	\$1,100	\$1,850	\$2,860
Annual salary, in constant 2008–09 dollars, percentage								
Less than \$30,000	†	0.02	†	†	†	†	†	†
\$30,000–44,999	0.04	0.21	0.15	0.47	†	0.82	†	1.84
\$45,000–59,999	0.38	0.93	1.61	2.22	1.01	1.01	0.94	3.05
\$60,000–74,999	1.00	1.37	2.85	2.64	1.78	2.12	4.10	6.17
\$75,000–99,999	1.29	1.79	3.30	3.15	2.95	2.74	5.58	5.28
\$100,000 or more	1.04	1.38	2.38	2.54	3.01	2.81	4.35	4.93

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal and Private School Principal Data Files," 1999–2000 and 2007–08, and "Charter School Principal Data File," 1999–2000.

Public School Staff

Table S-30-1. Standard errors for the number and percentage distribution of staff employed in public elementary and secondary schools, by school level, staff type, and selected school characteristics: School years 1999–2000 and 2007–08

School level and characteristic	1999–2000						
	Total staff	Professional instructional staff					
		Total	Principals	Teachers	Instructional coordinators and supervisors	Librarians/library media specialists	School counselors
Total							
Total, number	31,200	20,600	1,100	18,500	1,200	700	1,200
Total, percentage	†	0.13	0.02	0.12	0.02	0.01	0.02
Elementary							
Total, number	26,000	16,400	900	15,100	1,000	600	900
Total, percentage	†	0.18	0.02	0.18	0.03	0.02	0.03
School type							
Regular	26,900	0.18	0.02	0.18	0.03	0.02	0.03
Special emphasis	13,000	0.94	0.09	0.86	0.12	0.07	0.07
Special education	2,000	9.70	0.21	9.69	0.29	0.14	0.40
Vocational/technical	†	†	†	†	†	†	†
Alternative	5,000	1.97	0.39	2.23	0.24	0.23	0.26
Enrollment size							
Less than 300	12,100	0.35	0.08	0.33	0.06	0.07	0.07
300–499	23,800	0.28	0.03	0.27	0.06	0.03	0.03
500–999	27,500	0.21	0.02	0.20	0.05	0.02	0.04
1,000 or more	20,800	0.74	0.09	0.71	0.11	0.03	0.09
Percentage of students approved for free or reduced-price lunch							
0–25 percent	25,900	0.28	0.02	0.29	0.05	0.03	0.05
26–50 percent	24,100	0.32	0.04	0.32	0.05	0.03	0.04
51–75 percent	22,700	0.40	0.04	0.40	0.08	0.03	0.07
76–100 percent	21,600	0.41	0.08	0.40	0.09	0.05	0.06
School did not participate in free or reduced-price lunch	12,000	0.83	0.14	0.80	0.14	0.10	0.09

See notes at end of table.

Table S-30-1. Standard errors for the number and percentage distribution of staff employed in public elementary and secondary schools, by school level, staff type, and selected school characteristics: School years 1999-2000 and 2007-08—Continued

School level and characteristic	1999-2000								
	Total	Student services professional staff				Aides			
		Nurses	Social workers and psychologists	Speech therapists	Other professional staff	Total	Special needs aides	Other aides	Other staff
Total									
Total, number	2,700	600	800	900	1,900	6,300	4,200	4,000	7,200
Total, percentage	0.05	0.01	0.01	0.02	0.04	0.10	0.07	0.07	0.09
Elementary									
Total, number	2,300	500	800	600	1,600	6,300	4,100	3,900	6,000
Total, percentage	0.06	0.01	0.02	0.01	0.05	0.13	0.10	0.11	0.12
School type									
Regular	0.05	0.01	0.02	0.01	0.04	0.14	0.10	0.11	0.13
Special emphasis	0.58	0.06	0.09	0.11	0.46	0.66	0.58	0.52	0.51
Special education	2.26	0.15	0.60	0.57	1.23	5.63	5.49	0.32	2.58
Vocational/technical	†	†	†	†	†	†	†	†	†
Alternative	1.14	0.18	0.49	0.40	1.05	2.22	2.67	1.89	2.05
Enrollment size									
Less than 300	0.15	0.06	0.07	0.04	0.11	0.29	0.25	0.28	0.31
300-499	0.11	0.02	0.04	0.02	0.09	0.28	0.17	0.20	0.22
500-999	0.08	0.02	0.03	0.02	0.06	0.20	0.16	0.16	0.14
1,000 or more	0.20	0.03	0.06	0.04	0.18	0.49	0.46	0.42	0.55
Percentage of students approved for free or reduced-price lunch									
0-25 percent	0.11	0.02	0.04	0.03	0.09	0.23	0.14	0.19	0.21
26-50 percent	0.11	0.03	0.04	0.03	0.07	0.28	0.17	0.23	0.19
51-75 percent	0.14	0.03	0.05	0.04	0.10	0.31	0.26	0.29	0.30
76-100 percent	0.16	0.04	0.06	0.04	0.11	0.38	0.37	0.32	0.24
School did not participate in free or reduced-price lunch	0.28	0.06	0.11	0.09	0.14	0.64	0.34	0.51	0.87

See notes at end of table.

Public School Staff

Table S-30-1. Standard errors for the number and percentage distribution of staff employed in public elementary and secondary schools, by school level, staff type, and selected school characteristics: School years 1999–2000 and 2007–08—Continued

School level and characteristic	1999–2000						
	Total staff	Professional instructional staff					
		Total	Principals	Teachers	Instructional coordinators and supervisors	Librarians/library media specialists	School counselors
Total							
Total, number	31,200	20,600	1,100	18,500	1,200	700	1,200
Total, percentage	†	0.13	0.02	0.12	0.02	0.01	0.02
Secondary							
Total, number	17,500	12,800	600	11,300	500	300	700
Total, percentage	†	0.14	0.02	0.13	0.03	0.01	0.02
School type							
Regular	19,900	0.13	0.02	0.12	0.03	0.01	0.02
Special emphasis	6,600	1.14	0.12	1.02	0.11	0.05	0.10
Special education	800	2.46	0.35	2.38	0.33	0.17	0.37
Vocational/technical	3,900	0.96	0.19	0.98	0.33	0.08	0.12
Alternative	3,600	1.45	0.28	1.41	0.20	0.11	0.33
Enrollment size							
Less than 300	4,600	0.56	0.09	0.54	0.08	0.06	0.09
300–499	5,800	0.39	0.06	0.39	0.08	0.04	0.06
500–999	10,000	0.18	0.03	0.18	0.06	0.02	0.03
1,000 or more	18,600	0.20	0.03	0.19	0.05	0.01	0.03
Percentage of students approved for free or reduced-price lunch							
0–25 percent	15,400	0.17	0.03	0.18	0.05	0.02	0.02
26–50 percent	11,200	0.26	0.05	0.26	0.05	0.03	0.04
51–75 percent	7,600	0.54	0.06	0.55	0.07	0.04	0.07
76–100 percent	7,800	0.75	0.08	0.75	0.12	0.05	0.10
School did not participate in free or reduced-price lunch	8,800	0.67	0.10	0.63	0.14	0.04	0.09

See notes at end of table.

Table S-30-1. Standard errors for the number and percentage distribution of staff employed in public elementary and secondary schools, by school level, staff type, and selected school characteristics: School years 1999-2000 and 2007-08—Continued

School level and characteristic	1999-2000								
	Total	Student services professional staff				Aides			
		Nurses	Social workers and psychologists	Speech therapists	Other professional staff	Total	Special needs aides	Other aides	Other staff
Total									
Total, number	2,700	600	800	900	1,900	6,300	4,200	4,000	7,200
Total, percentage	0.05	0.01	0.01	0.02	0.04	0.10	0.07	0.07	0.09
Secondary									
Total, number	1,000	200	300	200	700	1,800	1,200	1,000	3,700
Total, percentage	0.05	0.01	0.02	0.01	0.04	0.09	0.06	0.06	0.12
School type									
Regular	0.04	0.01	0.02	0.01	0.03	0.09	0.07	0.05	0.12
Special emphasis	0.23	0.08	0.08	0.04	0.16	0.41	0.29	0.28	1.08
Special education	1.65	0.72	0.85	0.64	0.58	2.13	2.49	0.80	0.97
Vocational/technical	0.74	0.09	0.10	0.29	0.67	0.48	0.52	0.38	0.78
Alternative	0.74	0.23	0.36	0.09	0.61	1.04	0.44	0.79	0.59
Enrollment size									
Less than 300	0.28	0.08	0.12	0.04	0.20	0.33	0.16	0.26	0.57
300-499	0.12	0.05	0.06	0.03	0.08	0.24	0.16	0.16	0.30
500-999	0.09	0.02	0.03	0.03	0.08	0.15	0.14	0.07	0.18
1,000 or more	0.04	0.01	0.02	0.01	0.04	0.12	0.10	0.07	0.16
Percentage of students approved for free or reduced-price lunch									
0-25 percent	0.06	0.01	0.02	0.02	0.04	0.12	0.09	0.06	0.15
26-50 percent	0.08	0.03	0.04	0.02	0.05	0.17	0.12	0.11	0.23
51-75 percent	0.23	0.08	0.05	0.04	0.16	0.35	0.23	0.27	0.34
76-100 percent	0.31	0.09	0.15	0.05	0.19	0.38	0.27	0.28	0.48
School did not participate in free or reduced-price lunch	0.28	0.06	0.07	0.03	0.24	0.26	0.18	0.17	0.64

See notes at end of table.

Public School Staff

Table S-30-1. Standard errors for the number and percentage distribution of staff employed in public elementary and secondary schools, by school level, staff type, and selected school characteristics: School years 1999–2000 and 2007–08—Continued

School level and characteristic	2007–08						
	Total staff	Professional instructional staff					
		Total	Principals	Teachers	Instructional coordinators and supervisors	Librarians/library media specialists	School counselors
Total							
Total, number	75,400	47,900	1,900	42,900	2,400	900	2,300
Total, percentage	†	0.21	0.02	0.19	0.04	0.01	0.03
Elementary							
Total, number	50,400	32,200	1,600	29,200	1,900	800	1,400
Total, percentage	†	0.30	0.03	0.27	0.05	0.02	0.03
School type							
Regular	55,700	0.29	0.03	0.26	0.05	0.02	0.03
Special emphasis	23,400	2.04	0.24	1.71	0.26	0.09	0.27
Special education	11,800	12.92	0.63	11.85	0.49	0.54	0.32
Vocational/technical	†	†	†	†	†	†	†
Alternative	9,200	4.79	0.55	4.94	0.75	0.27	0.56
Enrollment size							
Less than 300	30,600	1.09	0.08	1.02	0.09	0.08	0.10
300–499	54,800	0.44	0.05	0.42	0.09	0.03	0.05
500–999	64,600	0.43	0.04	0.41	0.07	0.03	0.05
1,000 or more	38,500	0.99	0.09	0.98	0.19	0.04	0.12
Percentage of students approved for free or reduced-price lunch							
0–25 percent	53,000	0.69	0.04	0.65	0.10	0.04	0.05
26–50 percent	52,800	0.50	0.06	0.49	0.09	0.04	0.07
51–75 percent	44,500	0.47	0.05	0.43	0.08	0.03	0.05
76–100 percent	53,600	0.83	0.09	0.79	0.11	0.04	0.08
School did not participate in free or reduced-price lunch	12,800	1.93	0.33	2.35	0.38	0.24	0.23

See notes at end of table.

Table S-30-1. Standard errors for the number and percentage distribution of staff employed in public elementary and secondary schools, by school level, staff type, and selected school characteristics: School years 1999-2000 and 2007-08—Continued

School level and characteristic	2007-08								
	Total	Student services professional staff				Aides			
		Nurses	Social workers and psychologists	Speech therapists	Other professional staff	Total	Special needs aides	Other aides	Other staff
Total									
Total, number	5,800	1,100	1,700	1,300	4,200	17,400	12,400	10,900	16,200
Total, percentage	0.09	0.02	0.02	0.02	0.07	0.22	0.18	0.17	0.15
Elementary									
Total, number	4,900	800	1,300	1,200	3,900	14,500	10,000	9,600	10,500
Total, percentage	0.12	0.02	0.03	0.03	0.10	0.29	0.23	0.23	0.19
School type									
Regular	0.09	0.02	0.03	0.03	0.07	0.27	0.17	0.23	0.20
Special emphasis	1.17	0.09	0.18	0.13	1.07	1.92	1.01	1.95	0.86
Special education	3.75	0.47	0.51	1.64	2.67	13.91	15.54	3.43	2.68
Vocational/technical	†	†	†	†	†	†	†	†	†
Alternative	7.47	0.34	0.64	0.32	7.59	2.32	0.95	2.37	2.48
Enrollment size									
Less than 300	0.28	0.08	0.09	0.12	0.20	1.12	1.14	0.59	0.59
300-499	0.14	0.04	0.05	0.05	0.12	0.47	0.31	0.35	0.32
500-999	0.21	0.03	0.05	0.04	0.18	0.44	0.27	0.41	0.27
1,000 or more	0.24	0.05	0.08	0.07	0.23	1.02	0.57	0.81	0.79
Percentage of students approved for free or reduced-price lunch									
0-25 percent	0.30	0.04	0.06	0.06	0.28	0.63	0.62	0.52	0.26
26-50 percent	0.19	0.04	0.06	0.05	0.17	0.52	0.30	0.48	0.33
51-75 percent	0.18	0.04	0.06	0.05	0.12	0.47	0.32	0.41	0.37
76-100 percent	0.27	0.05	0.09	0.06	0.21	0.82	0.49	0.61	0.44
School did not participate in free or reduced-price lunch	0.85	0.19	0.32	0.27	0.43	1.88	1.11	1.82	1.33

See notes at end of table.

Public School Staff

Table S-30-1. Standard errors for the number and percentage distribution of staff employed in public elementary and secondary schools, by school level, staff type, and selected school characteristics: School years 1999–2000 and 2007–08—Continued

School level and characteristic	Total staff	2007–08					
		Professional instructional staff					
		Total	Principals	Teachers	Instructional coordinators and supervisors	Librarians/library media specialists	School counselors
Total							
Total, number	75,400	47,900	1,900	42,900	2,400	900	2,300
Total, percentage	†	0.21	0.02	0.19	0.04	0.01	0.03
Secondary							
Total, number	47,700	31,900	1,400	27,900	1,400	600	1,800
Total, percentage	†	0.28	0.04	0.29	0.06	0.02	0.05
School type							
Regular	47,300	0.25	0.03	0.25	0.05	0.02	0.04
Special emphasis	9,500	1.92	0.30	1.72	0.29	0.17	0.41
Special education	6,000	10.18	0.94	8.84	0.56	0.22	1.52
Vocational/technical	11,000	1.81	0.32	1.83	0.36	0.08	0.17
Alternative	13,800	2.05	0.64	2.19	0.71	0.27	0.51
Enrollment size							
Less than 300	14,200	1.32	0.26	1.19	0.10	0.13	0.22
300–499	15,800	0.69	0.12	0.63	0.11	0.07	0.12
500–999	24,100	0.43	0.07	0.45	0.10	0.03	0.07
1,000 or more	45,900	0.37	0.04	0.40	0.10	0.02	0.07
Percentage of students approved for free or reduced-price lunch							
0–25 percent	34,700	0.42	0.05	0.41	0.10	0.03	0.05
26–50 percent	25,400	0.36	0.05	0.35	0.07	0.03	0.05
51–75 percent	26,800	0.64	0.11	0.71	0.24	0.08	0.17
76–100 percent	20,100	1.46	0.20	1.45	0.13	0.08	0.19
School did not participate in free or reduced-price lunch	7,000	1.97	0.44	1.83	0.30	0.28	0.38

See notes at end of table.

Table S-30-1. Standard errors for the number and percentage distribution of staff employed in public elementary and secondary schools, by school level, staff type, and selected school characteristics: School years 1999-2000 and 2007-08—Continued

School level and characteristic	2007-08								
	Total	Student services professional staff				Aides			
		Nurses	Social workers and psychologists	Speech therapists	Other professional staff	Total	Special needs aides	Other aides	Other staff
Total									
Total, number	5,800	1,100	1,700	1,300	4,200	17,400	12,400	10,900	16,200
Total, percentage	0.09	0.02	0.02	0.02	0.07	0.22	0.18	0.17	0.15
Secondary									
Total, number	2,100	600	900	400	900	6,100	4,100	3,100	10,500
Total, percentage	0.08	0.03	0.04	0.02	0.05	0.22	0.15	0.15	0.21
School type									
Regular	0.06	0.02	0.03	0.02	0.04	0.18	0.15	0.13	0.21
Special emphasis	0.81	0.48	0.19	0.09	0.44	1.38	0.62	1.13	1.98
Special education	3.42	0.53	2.29	0.75	1.07	7.57	6.03	7.32	3.29
Vocational/technical	0.63	0.15	0.24	0.05	0.58	1.01	0.56	0.89	1.29
Alternative	1.18	0.33	0.53	0.13	0.63	1.24	0.70	0.80	1.48
Enrollment size									
Less than 300	0.53	0.14	0.29	0.09	0.29	1.03	0.52	0.90	0.85
300-499	0.26	0.08	0.09	0.06	0.21	0.47	0.29	0.37	0.69
500-999	0.11	0.03	0.07	0.03	0.08	0.33	0.28	0.19	0.32
1,000 or more	0.09	0.03	0.03	0.02	0.06	0.24	0.19	0.16	0.29
Percentage of students approved for free or reduced-price lunch									
0-25 percent	0.13	0.04	0.06	0.02	0.08	0.27	0.22	0.20	0.38
26-50 percent	0.10	0.03	0.04	0.03	0.07	0.29	0.23	0.22	0.29
51-75 percent	0.21	0.07	0.11	0.03	0.12	0.45	0.42	0.37	0.61
76-100 percent	0.34	0.10	0.14	0.08	0.18	0.97	0.51	0.80	0.86
School did not participate in free or reduced-price lunch	0.86	0.21	0.37	0.16	0.59	1.57	1.30	1.06	1.45

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Data File," 1999-2000 and 2007-08 and "Public Charter School Data File," 1999-2000.

Pay Incentives for Teachers

Table S-37-1. Standard errors for the percentage of public elementary and secondary school teachers who worked in districts that provided financial incentives for teachers, by purpose of incentive and selected school and district characteristics: School year 2007-08

Characteristic	Total teachers in districts with at least one pay incentive policy	Purpose of incentive			
		Reward for obtaining NBPTS certification	Reward for excellence in teaching	Recruit or retain teachers for positions in less desirable locations	Recruit or retain teachers for positions in fields with shortages
Total	0.95	0.90	0.71	0.56	0.84
District size					
Less than 1,000	2.80	2.35	1.00	0.71	1.73
1,000 to 1,999	2.81	2.37	0.98	1.42	2.39
2,000 to 4,999	2.03	1.89	0.59	0.83	1.78
5,000 to 9,999	2.65	2.49	1.42	1.08	2.34
10,000 to 14,999	3.44	3.28	1.90	1.92	3.45
15,000 or more	1.37	2.08	1.55	1.48	1.64
School locale					
City	1.77	2.29	2.10	1.53	2.05
Suburban	1.68	1.71	1.04	0.95	1.51
Town	2.58	2.35	0.92	1.62	2.50
Rural	1.84	1.67	1.25	1.28	1.56
Percentage of students in school approved for free or reduced-price lunch					
0-25 percent	1.68	1.76	1.05	0.96	1.53
26-50 percent	1.82	1.96	1.25	1.21	1.54
51-75 percent	2.27	2.79	1.93	1.69	1.85
76-100 percent	2.85	3.03	2.70	2.30	2.65
School did not participate	8.04	5.52	6.85	1.60	2.60

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher and District Data Files," 2007-08.

This indicator continues on the next page.

Standard Error Tables to Indicator 37

Pay Incentives for Teachers

Table S-37-2. Standard errors for the percentage of public elementary and secondary school teachers who worked in districts that provided financial incentives for teachers, by purpose of incentive and state: School year 2007-08

State	Total teachers in districts with at least one pay incentive policy	Purpose of incentive			
		Reward for obtaining NBPTS certification	Reward for excellence in teaching	Recruit or retain teachers for positions in less desirable locations	Recruit or retain teachers for positions in fields with shortages
United States	0.95	0.90	0.71	0.56	0.84
Alabama	3.59	4.23	2.36	2.85	4.03
Alaska	3.44	3.66	1.00	2.10	3.26
Arizona	5.25	†	†	†	†
Arkansas	4.08	4.22	†	1.90	3.11
California	4.40	4.42	1.28	2.73	4.17
Colorado	3.85	4.88	3.91	2.89	4.60
Connecticut	5.83	†	†	†	†
Delaware	2.02	2.16	3.27	†	4.10
District of Columbia	#	#	†	#	#
Florida	1.96	2.38	3.43	2.97	3.09
Georgia	3.67	3.90	2.42	3.88	5.25
Hawaii	#	#	†	#	#
Idaho	4.16	4.52	†	2.35	3.47
Illinois	5.48	5.37	0.85	1.08	3.35
Indiana	5.06	4.43	1.05	1.43	2.78
Iowa	4.71	4.48	†	3.13	4.46
Kansas	3.88	4.67	2.48	3.78	4.88
Kentucky	3.72	3.94	2.10	1.88	5.14
Louisiana	3.24	3.85	2.76	5.11	5.00
Maine	4.18	4.22	†	†	2.17
Maryland	0.02	0.02	4.68	4.84	5.30
Massachusetts	4.81	3.69	2.35	1.06	3.41
Michigan	4.23	3.15	2.25	1.20	2.92
Minnesota	5.21	5.11	3.18	0.96	2.41
Mississippi	3.08	3.40	2.00	2.69	3.60
Missouri	4.36	3.66	2.84	1.87	2.17
Montana	3.29	2.89	1.14	1.35	1.85
Nebraska	4.55	4.44	2.17	1.47	3.32
Nevada	0.15	0.78	0.79	3.48	1.99
New Hampshire	4.67	†	†	†	4.32

See notes at end of table.

Table S-37-2. Standard errors for the percentage of public elementary and secondary school teachers who worked in districts that provided financial incentives for teachers, by purpose of incentive and state: School year 2007-08—Continued

State	Total teachers in districts with at least one pay incentive policy	Purpose of incentive			
		Reward for obtaining NBPTS certification	Reward for excellence in teaching	Recruit or retain teachers for positions in less desirable locations	Recruit or retain teachers for positions in fields with shortages
United States	0.95	0.90	0.71	0.56	0.84
New Jersey	5.24	†	†	†	†
New Mexico	3.14	3.83	†	2.27	4.75
New York	5.13	4.86	4.26	2.21	3.67
North Carolina	2.88	3.35	4.97	4.57	5.02
North Dakota	4.19	3.53	†	†	2.76
Ohio	5.78	4.76	1.95	1.28	4.64
Oklahoma	3.17	3.13	2.31	1.99	2.47
Oregon	5.34	4.95	†	†	3.37
Pennsylvania	4.98	4.79	†	0.59	2.52
Rhode Island	4.99	4.99	†	†	2.07
South Carolina	3.93	3.71	1.94	3.96	4.39
South Dakota	3.90	4.97	2.63	3.85	4.49
Tennessee	4.46	4.80	2.94	3.14	2.21
Texas	5.55	4.47	4.64	3.54	5.57
Utah	1.58	3.47	2.60	2.64	5.20
Vermont	6.02	5.73	1.79	†	3.22
Virginia	2.65	3.57	2.22	3.59	3.91
Washington	3.82	3.90	†	†	2.66
West Virginia	2.50	2.75	0.48	1.76	2.00
Wisconsin	5.36	4.89	1.28	†	3.04
Wyoming	2.43	2.21	1.99	2.17	3.60

† Not applicable.

Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher and District Data Files," 2007-08.

College Student Employment

Table S-45-1. 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 2008

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
2008	0.72	0.53	0.58	0.41	1.51	1.09	1.61	1.86
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
2008	0.96	0.70	0.76	0.55	2.25	1.78	2.64	3.06
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
2008	1.68	1.35	1.14	0.80	4.44	2.63	5.01	6.08
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
2008	1.43	1.01	1.27	0.89	2.29	1.56	2.31	2.56

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, selected years, 1970-2008.

Table S-45-2. 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 2008

Characteristic	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	0.72	0.53	0.58	0.41	1.51	1.09	1.61	1.86
Sex								
Male	1.03	0.70	0.82	0.60	2.37	1.54	2.50	2.84
Female	1.00	0.77	0.82	0.56	1.96	1.51	2.11	2.46
Race/ethnicity								
White	0.87	0.66	0.72	0.48	1.74	1.30	2.15	2.37
Black	2.17	1.21	1.70	1.36	5.17	3.46	4.34	5.47
Hispanic	2.49	1.75	1.86	1.62	4.16	2.91	3.70	4.67
Asian	2.84	1.83	2.23	1.31	†	†	†	†
Pacific Islander	†	†	†	†	†	†	†	†
American Indian/ Alaska Native	†	†	†	†	†	†	†	†
Two or more races	5.37	3.95	3.70	3.64	†	†	†	†
Type of institution								
2-year	1.40	0.99	1.24	0.86	2.21	1.54	2.23	2.50
Public	1.43	1.01	1.27	0.89	2.29	1.56	2.31	2.56
Private	6.55	4.35	5.69	3.50	7.57	8.07	7.56	10.90
4-year	0.84	0.62	0.64	0.46	2.01	1.52	2.34	2.73
Public	0.96	0.70	0.76	0.55	2.25	1.78	2.64	3.06
Private	1.68	1.35	1.14	0.80	4.44	2.63	5.01	6.08
Student enrollment level								
Undergraduate	0.75	0.55	0.60	0.41	1.65	1.22	1.75	1.95
Sex								
Male	1.07	0.73	0.85	0.60	2.53	1.67	2.67	2.93
Female	1.04	0.80	0.85	0.57	2.16	1.74	2.32	2.62
Race/ethnicity								
White	0.90	0.69	0.75	0.48	1.97	1.52	2.39	2.54
Black	2.22	1.24	1.75	1.37	5.36	3.62	4.53	5.52
Hispanic	2.52	1.77	1.91	1.62	4.25	3.00	3.81	4.73
Asian	3.06	1.96	2.47	1.26	†	†	†	†
Pacific Islander	†	†	†	†	†	†	†	†
American Indian/ Alaska Native	†	†	†	†	†	†	†	†
Two or more races	5.61	4.14	3.82	3.69	†	†	†	†
Type of institution								
2-year	1.41	1.00	1.25	0.88	2.25	1.58	2.26	2.52
Public	1.44	1.02	1.28	0.90	2.32	1.59	2.33	2.58
Private	6.83	†	†	†	†	†	†	†
4-year	0.88	0.65	0.68	0.46	2.36	1.92	2.76	3.08
Public	1.00	0.73	0.80	0.54	2.54	2.18	3.03	3.38
Private	1.80	1.45	1.22	0.80	6.22	3.76	6.79	7.39
Graduate	2.72	1.91	2.03	1.97	3.28	†	3.67	4.78

† Not applicable.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 2008.

Federal Grants and Loans to Undergraduates

Table S-46-1. Standard errors for the percentage of full-time, full-year undergraduates who received loans and grants and average annual amounts received by recipients, by source of aid, dependency status, income, and institution type: Academic years 1999-2000, 2003-04, and 2007-08

[In constant 2008-09 dollars]

Characteristic	Total				Federal			
	Loans		Grants		Loans		Grants	
	Percent	Average dollars	Percent	Average dollars	Percent	Average dollars	Percent	Average dollars
1999-2000								
Total	0.66	\$60	1.36	\$90	0.73	\$50	0.69	\$20
Dependency status and income								
Dependent undergraduates	0.61	70	1.39	130	0.69	60	0.41	40
Low-income	1.36	100	0.95	210	1.46	70	1.03	40
Middle-income	1.22	110	2.12	110	1.37	80	0.55	20
High-income	1.06	140	0.82	170	1.13	60	0.14	300
Independent undergraduates	1.06	100	1.49	40	1.11	80	1.74	20
Type of institution								
Public 2-year	0.70	190	1.93	110	0.75	150	1.71	40
Public 4-year	0.79	70	0.97	70	0.81	80	0.59	20
Private not-for-profit 4-year	1.19	90	1.57	380	1.08	60	0.50	80
2003-04								
Total	0.53	60	0.69	140	0.52	30	0.30	30
Dependency status and income								
Dependent undergraduates	0.72	60	0.83	170	0.71	30	0.36	30
Low-income	1.03	150	0.76	240	1.06	80	0.86	30
Middle-income	0.86	70	1.06	170	0.83	40	0.50	40
High-income	0.94	130	1.21	210	0.95	50	0.16	260
Independent undergraduates	0.90	90	0.86	90	0.90	70	0.86	40
Type of institution								
Public 2-year	0.83	170	1.19	70	0.82	170	0.79	50
Public 4-year	0.48	50	0.65	60	0.46	40	0.35	40
Private not-for-profit 4-year	1.08	140	1.01	430	1.08	70	0.71	60
2007-08								
Total	0.33	60	0.71	80	0.33	20	0.32	30
Dependency status and income								
Dependent undergraduates	0.39	90	0.89	90	0.40	40	0.39	30
Low-income	0.86	120	0.73	130	0.88	60	0.72	30
Middle-income	0.56	120	0.82	120	0.59	40	0.47	40
High-income	0.72	150	1.42	160	0.74	50	0.12	780
Independent undergraduates	0.84	100	0.65	80	0.89	60	0.79	40
Type of institution								
Public 2-year	0.81	130	0.95	100	0.82	150	0.87	70
Public 4-year	0.51	80	0.89	50	0.55	60	0.63	30
Private not-for-profit 4-year	0.68	170	0.93	200	0.65	50	0.48	50

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999-2000, 2003-04, and 2007-08 National Postsecondary Student Aid Studies (NPSAS:2000, NPSAS:04, and NPSAS:08).

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Price of Attending a Postsecondary Institution

Table S-47-1. Standard errors for the average total price of attendance, loans, grants, and net price for full-time, full-year dependent undergraduates, by type of institution: Academic years 1999-2000, 2003-04, and 2007-08

[In constant 2008-09 dollars]

Type of institution	1999-2000	2003-04	2007-08
Public 2-year			
Total	\$140	\$190	\$110
Grants	140	70	40
Net price	240	190	110
Loans	60	50	40
Public 4-year			
Total	130	130	80
Grants	40	50	70
Net price	120	130	90
Loans	50	70	90
Private not-for-profit 4-year			
Total	460	430	280
Grants	200	390	230
Net price	410	430	310
Loans	200	170	180
Private for-profit less-than-4-year			
Total	500	700	770
Grants	130	330	150
Net price	520	650	780
Loans	590	640	450

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999-2000, 2003-04, and 2007-08 National Postsecondary Student Aid Studies (NPSAS:2000, NPSAS:04, and NPSAS:08).

Table S-47-2. Standard errors for the average net price for full-time, full-year dependent students after grants and loans, by type of institution and family income: Academic years 1999-2000, 2003-2004, and 2007-2008

[In constant 2008-09 dollars]

Type of institution and family income	1999-2000	2003-04	2007-08
Public 2-year			
Total	\$240	\$190	\$110
Low income	350	290	130
Lower middle income	210	200	190
Upper middle income	320	260	200
High income	260	190	250
Public 4-year			
Total	120	130	90
Low income	150	190	140
Lower middle income	160	190	140
Upper middle income	140	170	120
High income	170	160	130
Private not-for-profit 4-year			
Total	410	430	310
Low income	320	590	500
Lower middle income	450	490	450
Upper middle income	390	480	440
High income	540	610	510
Private for-profit less-than-4-year			
Total	520	650	780
Low income	690	720	900
Lower middle income	790	790	1,120
Upper middle income	600	750	1,480
High income	890	1,230	1,280

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999-2000, 2003-04, and 2007-08 National Postsecondary Student Aid Studies (NPSAS:2000, NPSAS:04, and NPSAS:08).

Price of Graduate and First-Professional Attendance

Table S-48-1. Standard errors for the average annual tuition and fees, total price, amount of aid, and net price for full-time graduate and first-professional students and percentage of all students attending full time, by degree program and institution type: Academic years 2003-04 and 2007-08

[In constant 2008-09 dollars]

Characteristic	Average for full-time students							Percent attending full time
	Tuition and fees	Total price	Total aid	Grants	Loans	Assistant-ships and other aid	Net price (total price minus grants)	
	2003-04							
Master's degree students								
Total	\$580	\$590	\$600	\$230	\$520	\$220	\$600	1.86
Degree program								
Business administration (M.B.A.)	1,490	1,500	1,940	530	1,670	470	1,340	3.14
Education (any master's)	810	1,170	1,370	470	1,100	330	1,190	1.46
Any other master's degree	520	560	720	330	610	300	590	2.39
Institution type								
Public	370	570	580	280	430	330	520	1.48
Private not-for-profit	1,030	1,160	1,250	460	1,040	280	1,070	2.92
Doctoral degree students								
Total	380	460	580	490	570	380	560	2.66
Degree program								
Ph.D. (except in education)	340	400	550	530	350	400	470	2.60
Education (any doctorate)	930	1,240	1,700	1,030	890	980	1,570	2.45
Any other doctoral degree	1,000	1,080	1,360	550	1,300	440	1,220	4.54
Institution type								
Public	200	340	590	470	460	380	400	2.52
Private not-for-profit	770	680	1,120	950	1,150	720	850	3.65
First-professional degree students								
Total	1,060	1,110	790	280	810	170	1,050	3.19
Degree program								
Medicine (M.D.)	1,240	1,260	1,490	700	1,560	420	1,040	1.47
Other health science degree	2,030	2,340	1,460	530	1,600	290	1,990	2.96
Law (L.L.B. or J.D.)	1,370	1,320	1,090	490	1,130	170	1,460	2.64
Theology (M.Div., M.H.L., B.D.)	2,510	2,070	3,020	2,690	2,380	780	3,030	10.10
Institution type								
Public	270	520	860	310	900	200	610	1.27
Private not-for-profit	1,710	1,790	1,270	440	1,280	260	1,770	5.28

See notes at end of table.

Table S-48-1. Standard errors for the average annual tuition and fees, total price, amount of aid, and net price for full-time graduate and first-professional students and percentage of all students attending full time, by degree program and institution type: Academic years 2003–04 and 2007–08—Continued
 [In constant 2008–09 dollars]

Characteristic	Average for full-time students							Percent attending full time
	Tuition and fees	Total price	Total aid	Grants	Loans	Assistantships and other aid	Net price (total price minus grants)	
	2007–08							
Master's degree students								
Total	\$320	\$480	\$580	\$360	\$510	\$180	\$410	0.93
Degree program								
Business administration (M.B.A.)	930	950	1,300	610	1,430	170	1,030	2.80
Education (any master's)	560	1,120	1,160	450	1,130	270	1,170	1.63
Any other master's degree	390	530	780	510	540	240	520	1.17
Institution type								
Public	420	760	790	450	400	350	540	1.07
Private not-for-profit	660	940	800	430	680	190	830	1.24
Doctoral degree students								
Total	460	500	670	690	870	460	730	1.56
Degree program								
Ph.D. (except in education)	560	630	780	840	460	520	770	1.64
Education (any doctorate)	1,080	1,590	2,330	760	2,190	900	1,800	2.51
Any other doctoral degree	940	740	1,190	590	1,590	650	990	3.52
Institution type								
Public	430	630	970	1,130	410	450	800	1.88
Private not-for-profit	500	640	960	710	960	660	770	1.86
First-professional degree students								
Total	670	620	820	260	800	130	570	2.18
Degree program								
Medicine (M.D.)	1,190	1,170	1,580	420	1,450	310	1,030	2.14
Other health science degree	1,030	1,110	1,590	400	1,580	300	1,160	2.77
Law (L.L.B. or J.D.)	760	810	1,150	400	1,010	130	770	4.03
Theology (M.Div., M.H.L., B.D.)	900	1,510	2,570	1,730	1,790	180	1,250	6.93
Institution type								
Public	420	570	1,010	400	1,000	200	610	2.16
Private not-for-profit	620	740	1,380	360	1,360	140	750	3.85

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Postsecondary Student Aid Study (NPSAS), 2003–04 and 2007–08.

Price of Graduate and First-Professional Attendance

Table S-48-2. Standard errors for the percentage of full-time graduate and first-professional students with aid and the average annual amount of aid for students, by type of aid, degree program, and institution type: Academic years 2003-04 and 2007-08

Characteristic	Percent				Average (for full-time students with each type of aid, in constant 2008-09 dollars)			
	Any aid	Grants	Loans	Assistantships and other aid	Total aid	Grants	Loans	Assistantships and other aid
	2003-04							
Master's degree students								
Total	1.91	2.35	2.16	1.88	\$580	\$500	\$650	\$530
Degree program								
Business administration (M.B.A.)	4.68	4.98	5.25	4.46	2,030	1,360	2,500	†
Education (any master's)	5.49	4.51	5.22	2.84	1,300	1,460	1,070	†
Any other master's degree	2.45	3.50	2.56	2.53	650	550	740	600
Institution type								
Public	2.19	2.32	2.70	2.44	570	520	620	560
Private not-for-profit	3.80	4.58	3.47	3.06	910	970	990	1,100
Doctoral degree students								
Total	0.87	1.71	1.94	1.74	510	560	1,090	440
Degree program								
Ph.D. (except in education)	0.76	1.68	1.56	1.58	490	510	1,170	360
Education (any doctorate)	4.60	5.34	4.97	6.42	1,590	1,340	1,140	1,010
Any other doctoral degree	2.14	3.91	3.79	3.75	1,430	970	1,560	1,680
Institution type								
Public	0.88	1.95	1.91	1.83	530	490	840	410
Private not-for-profit	1.62	2.96	3.36	3.05	910	1,230	1,740	970
First-professional degree students								
Total	1.25	2.08	1.61	1.65	830	610	810	1,060
Degree program								
Medicine (M.D.)	2.00	2.71	2.63	2.61	1,380	1,400	1,320	1,420
Other health science degree	2.53	5.28	2.91	5.31	1,360	830	1,460	2,390
Law (L.L.B. or J.D.)	1.54	2.95	2.13	1.73	1,130	860	1,180	1,050
Theology (M.Div., M.H.L., B.D.)	14.20	16.60	11.10	9.91	†	†	†	†
Institution type								
Public	1.46	2.28	2.09	1.60	750	600	760	940
Private not-for-profit	1.74	3.10	2.11	2.84	1,500	1,000	1,440	1,640

See notes at end of table.

Table S-48-2. Standard errors for the percentage of full-time graduate and first-professional students with aid and the average annual amount of aid for students, by type of aid, degree program, and institution type: Academic years 2003-04 and 2007-08—Continued

Characteristic	Percent				Average (for full-time students with each type of aid, in constant 2008-09 dollars)			
	Any aid	Grants	Loans	Assistant-ships and other aid	Total aid	Grants	Loans	Assistant-ships and other aid
	2007-08							
Master's degree students								
Total	1.16	2.09	1.79	1.23	\$570	\$640	\$560	\$470
Degree program								
Business administration (M.B.A.)	3.25	6.10	4.39	1.89	1,510	1,490	1,670	1,090
Education (any master's)	2.90	4.13	4.21	2.45	1,050	820	1,040	940
Any other master's degree	1.50	2.44	2.05	1.61	830	740	720	570
Institution type								
Public	1.42	2.01	1.81	2.01	740	760	510	600
Private not-for-profit	1.37	2.22	1.51	1.24	730	660	750	970
Doctoral degree students								
Total	0.86	2.48	2.42	2.29	630	820	990	510
Degree program								
Ph.D. (except in education)	0.74	1.80	1.60	2.15	790	1,010	1,380	500
Education (any doctorate)	3.75	5.91	6.61	6.27	2,040	1,480	1,750	1,290
Any other doctoral degree	2.36	5.33	4.03	4.69	980	800	1,100	1,420
Institution type								
Public	1.51	2.18	1.79	2.59	950	1,560	970	430
Private not-for-profit	1.00	2.70	2.66	2.57	890	950	1,170	1,080
First-professional degree students								
Total	1.18	1.85	1.70	1.36	700	480	590	750
Degree program								
Medicine (M.D.)	2.45	3.61	2.69	3.48	1,560	1,320	1,190	2,360
Other health science degree	2.32	3.62	2.61	2.26	1,360	730	1,330	1,950
Law (L.L.B. or J.D.)	1.69	2.58	2.42	1.66	970	620	750	540
Theology (M.Div., M.H.L., B.D.)	4.15	7.51	8.73	5.12	2,640	1,950	†	†
Institution type								
Public	1.86	3.06	2.24	1.69	940	740	830	1,200
Private not-for-profit	1.72	2.17	2.23	2.03	1,000	720	900	810

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Postsecondary Student Aid Study (NPSAS), 2003-04 and 2007-08.

Price of Graduate and First-Professional Attendance—

Table S-48-3. Standard errors for the average annual tuition and fees, aid, and net tuition after grants for part-time graduate students, by degree program and institution type: Academic years 2003–04 and 2007–08
[In constant 2008–09 dollars]

Characteristic	Average tuition and fees	Percent with grants	Percent with employer aid	Average grants	Average employer aid	Net tuition after grants (all part-time students)	Percent attending part time
2003–04							
Master's degree students							
Total	\$230	1.96	1.49	\$130	\$90	220	1.32
Degree program							
Business administration (M.B.A.)	610	4.28	4.30	400	390	480	3.05
Education (any master's)	380	3.28	3.13	220	140	400	2.19
Any other master's degree	380	2.57	1.70	170	90	420	1.79
Institution type							
Public	130	1.96	1.64	120	80	100	1.42
Private not-for-profit	460	3.95	2.81	280	200	480	2.22
Doctoral degree students							
Total	550	2.36	2.42	270	70	520	1.74
Degree program							
Ph.D. (except in education)	320	2.29	1.23	390	50	220	2.05
Education (any doctorate)	360	3.57	3.89	260	160	320	2.94
Any other doctoral degree	1,960	7.46	8.81	610	210	2,030	3.07
Institution type							
Public	190	1.88	1.19	290	50	180	1.95
Private not-for-profit	1,000	4.74	4.65	520	170	690	2.53
2007–08							
Master's degree students							
Total	190	1.31	1.23	120	90	180	0.69
Degree program							
Business administration (M.B.A.)	550	2.87	2.81	430	340	520	1.74
Education (any master's)	250	2.35	2.12	130	90	250	1.47
Any other master's degree	230	1.72	1.63	170	130	200	1.00
Institution type							
Public	130	1.77	1.70	130	100	140	1.07
Private not-for-profit	370	1.92	1.69	240	180	380	0.92
Doctoral degree students							
Total	280	1.94	1.36	300	100	220	1.03
Degree program							
Ph.D. (except in education)	380	3.03	1.87	540	140	280	1.02
Education (any doctorate)	390	3.06	2.75	380	190	390	2.75
Any other doctoral degree	730	4.50	3.46	590	240	640	2.00
Institution type							
Public	290	2.06	1.61	380	110	200	1.57
Private not-for-profit	580	3.97	2.88	460	210	490	1.33

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Postsecondary Student Aid Study (NPSAS), 2003–04 and 2007–08.