Appendix A

Methodology and Technical Notes

The High School and Beyond Study (HS&B) is a longitudinal data base with a nationally representative probability sample of over 58,000 1980 high school sophomores and seniors. As part of the long-term National Center for Education Statistics data collection program, HS&B provides information available on these students. Both the 1980 senior and sophomore samples were surveyed in 1980, 1982, 1984, and 1986.

The National Longitudinal Study of the High School Class of 1972 (NLS-72) has produced a longitudinal data base with a nationally representative sample of over 22,000 1972 high school seniors. As part of the long-term National Center for Education Statistics data collection program, NLS-72 provides information available on these students. The 1972 senior sample was surveyed in 1972, 1973, 1974, 1976, 1979, and 1986.

The survey samples for both HS&B and NLS-72 were designed to include sufficient students of particular interest in policy questions by over-sampling of schools with high minority populations, alternative public schools, and private schools with high-achieving students. Follow-up surveys retained students in these groups at higher rates than other students.

The base year and follow-up surveys obtained extensive information on each student. Students have reported on such matters as their demographic characteristics, educational experiences, employment experiences, and family formation. In addition, students answered attitudinal questions relating to their self-concept, locus of control, and orientation toward work. Data on high school characteristics and location were also included. These data sets provided all of the information on student characteristics and activities described in this report. For further details concerning the HS&B data, interested readers should consult *High School and Beyond 1980 Senior Cohort Third Follow-Up (1986) Data File User's Manual* (Sebring, P., et al, Chicago: National Opinion Research Center, 1987) and the *High School and Beyond 1980 Sophomore Cohort Third Follow-Up (1986) Data File User's Manual* (Sebring, P., et al, Chicago: National Opinion Research Center, 1987). For further details concerning the NLS-72 data, interested readers should consult *National Longitudinal Study: Base Year (1972) through Fourth Follow-up (1979) Data File Users Manual*, Volume 1-3. (Ricobono, J., et al, Center for Education Research and Evaluation, Research Triangle, Research Triangle Park, N.C. 2709, 1981) and *National Longitudinal Study of the High School Senior Class of 1972 Fifth Follow-Up (1986) Data File User's Manual* (Tourangeau, R., et al, Chicago: National Opinion Research Center, 1987) .

In addition to the survey data, the Postsecondary Education Transcript Study was conducted in 1984 for the 1972 high school seniors. This study collected transcripts from academic and vocational postsecondary institutions that respondents reported attending between 1972 and 1979. Data from these transcripts were merged with information reported in the Fifth Follow-up Survey on postsecondary education after 1979 to provide the information on educational enrollment and attainment used in this report. For further details concerning the transcript data, interested readers should consult *National Longitudinal Study of the High School Senior Class of 1972 Postsecondary Education Transcript Study Data File User's Manual* (Jones, C., et al, Chicago: National Opinion Research Center, 1986).

The 11,227 HS&B seniors used as the basis for this report are those who participated in the third follow-up survey in 1986. This was ensured by calculating all estimates with a weight designed for use with HS&B third follow-up data, FU3WT. Some of these students did not participate in all of the previous surveys and are missing some information. When this is the case, these students are excluded from estimates that require that information.

The 13,481 HS&B sophomores used as the basis for this report are those who participated in the third follow-up survey in 1986. This was ensured by calculating all estimates with a weight designed for use with HS&B third follow-up data, FU3WT. Some of these students did not participate in all of the previous surveys and are missing some information. When this is the case, these students are excluded from estimates that require that information.

The 12,841 NLS-72 seniors used as the basis for this report are those who participated in the fifth follow-up survey in 1986. This was ensured by calculating all estimates with a weight designed for use with NLS-72 fifth follow-up data, FU5WT. Some of these students did not participate in all of the previous surveys and are missing information on particular variables. When this is the case, these students are excluded from estimates that require that information.

Accuracy of Estimates

The statistics in this report are estimates derived from a sample. Two broad categories of error occur in such estimates: sampling and nonsampling errors. Sampling errors happen because observations are made only on samples of students, not on entire populations. Nonsampling errors happen not only in surveys of sample groups but also in complete censuses of entire populations.

Nonsampling errors can be attributed to a number of sources: inability to obtain complete information about all students in all schools in the sample (some students or schools refused to participate, or students participated but answered only certain items); ambiguous definitions; differences in interpreting questions; inability or unwillingness to give correct information; mistakes in recording or coding data; and other errors of collecting, processing, sampling, and estimating missing data.

The accuracy of a survey result is determined by the effect of sampling and nonsampling errors. In surveys with sample sizes as large as those in the HS&B study, sampling errors generally are not the primary concern, except where separate estimates are made for relatively small subpopulations such as Asian-Americans or American Indians. In this report, small sample sizes were not usually a problem.

The nonsampling errors are difficult to estimate. The major sources of nonsampling error considered were nonresponse bias and the reliability and validity of the data. The HS&B instrument response rates were all above 85 percent and the item response rates within instruments, for the items use to develop the estimates in this report, were above 95 percent. The weights used to calculate the estimates were constructed in a fashion that compensated for instrument nonresponse. Earlier investigations of nonresponse bias found no major problems (see *High School and Beyond First Follow-up (1982) Sample Design Report*, by Tourangeau R., et al, Chicago: National Opinion Research Center, 1983).

The reliability and validity of the HS&B data have been examined in *Quality of Responses of High School Student to Questionnaire Items* (Fetters, W., et al, Washington: National Center for Education Statistics, 1984). This study found that the reliability and validity of responses vary considerably depending on the item and the characteristics of the respondent. Contemporaneous, objective, and factually-oriented items were more reliable and valid than subjective, temporally remote, and ambiguous items. Older, white, or high-achieving students provided more reliable and valid responses than did younger, minority

group, or low-achieving students. The estimates in this publication are reasonably reliable and valid.

Statistical Procedures

The descriptive comparisons in this report were based on **Student's t** statistics. Comparisons based on the tables include the estimates of the probability of a Type I error, or significance level. The significance levels were determined by calculating the **Student's t** values for the differences between each pair of means or proportions and comparing these to published tables of significance levels for two-tailed hypothesis testing.

HS&B and NLS-72 samples, while representative and statistically accurate, are not simple random samples. Students were initially selected within high schools grouped within strata. Sampling rates for schools within different strata varied, resulting in better data for policy purposes, but at a cost to statistical efficiency. Hence, simple random techniques for the estimation of standard errors frequently underestimate the true standard errors for some estimates. To overcome this problem, standard errors for all estimates in this tabulation were calculated using Taylor residual techniques. Standard errors and unweighted Ns are included in the appendix in each descriptive table for interested readers. All estimates, standard errors, unweighted n's and weighted n's are available from the Longitudinal Studies Branch in comma separated form for use with all major spreadsheet software and micro computers.

Student's t values may be computed for comparisons using these tables' estimates with the following formula:

$$t = P_1 - P_2 \; / \; \mathrm{SQRT}\,(se_1^2 + se_2^2)$$

where P_1 and P_2 are the estimates to be compared and se_1 and se_2 are their corresponding standard errors.

There are hazards in reporting statistical tests for each comparison. First, the test may make comparisons based on large **t** statistics appear to merit special attention. This can be misleading, since the magnitude of the **t** statistic is related not only to the observed differences in means or percentages but also to the number of students in the specific categories used for comparison. Hence, a small difference compared across a large number of students would produce a large **t** statistic.

A second hazard in reporting statistical tests for each comparison is that, when making multiple comparisons among categories of an independent variable, for example, different levels of income, the probability of a Type I error for these comparisons taken as a group is larger than the probability for a single comparison. When more than one difference between groups of related characteristics or "families" are tested for statistical significance, we must apply a standard that assures a level of significance for all of those comparisons taken together.

In order to reduce the probability of Type I error in a set of multiple comparisons, Bonferroni intervals based on families of **Student's t** tests were calculated. Families of tests were defined as pairwise tests comparing an outcome for two or more related categories of students. For example, a comparison of enrollment for males and females comprises a family of tests, with only one comparison (males v. females). Comparisons of

enrollment rates for black, Hispanic, and white students comprise another family of tests, with three comparisons possible (black v. white, black v. Hispanic, and white v. Hispanic).

The width of a Bonferroni interval depends upon the number of comparisons actually made within a family. When only one pairwise comparison is made, the Bonferroni interval is the same as the confidence interval obtained from a **Student's t** test. The more comparisons that are made, the narrower the Bonferroni interval and thus the greater the t statistic needed for each difference to guarantee a significance level less than or equal to .05 for all of the comparisons taken together.[13]

Comparisons were made in this report only when $p \leq .05 / k$ for a particular pairwise comparison, where that comparison was one of k tests within a family. This guarantees both that the individual comparison would have $p \leq .05$ and that when k comparisons were made within a family of possible tests, the significance level of the comparisons would sum to $p \geq .05$.[14]

For example, in a comparison of enrollment for males and females, only one comparison is possible (males v. females). In this family, $k = 1$, and the comparison can be evaluated with a **Student's t** test. When students are divided into three racial/ethnic groups and all possible comparisons are made, then $k = 3$ and the significance level of each test must be $p \geq 05/3$, or .0167. In this report, when comparisons are made between rates of delayed entry in three different types of postsecondary institutions, then $k = 3$ and the significance level of each test must be $p \geq 05/3$, or .0167, in order to be considered statistically significant. Comparisons among four categories of income or other independent variable would comprise a third family of tests, where $k = 6$ when all comparisons are made.

Percentage Bases Used in This Report

For each cohort, information is provided on two types of delay in postsecondary education: initial delay and stopping out. In addition, attainment rates are shown for students with each type of enrollment pattern at each type of postsecondary institution. This information is provided for each cohort for the period spanning from their high school graduation to February 1986. For Figures 1 through 4 and for Tables 2 through 5, the base for each percentage reported consists of all cohort members who graduated in that year (1972, 1980, or 1982) and who enrolled in that type of institution by 1986.

Table 1 shows the percentage of graduates in each cohort who enrolled in various types of postsecondary education by 1986: any postsecondary institution, less-than-2-year institutions, 2-year institutions, and 4-year institutions. Since students may enroll in more than one type of institution, the sum of the percentage enrolling in each type of institution is always larger than the percentage enrolling in some form of postsecondary education. The base for each percentage reported in Table 1 consists only of those cohort members who graduated with their class.

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[13] For a discussion of family-wise error rates, see Alan J. Klockars and Gilbert Sax, *Multiple Comparisons*, Beverly Hills, CA: Sage Publications, 1986, p.17.

[14] The standard that $p \leq .05/k$ for each comparison is more stringent than the criterion that the significance level of the comparisons should sum to $p \leq .05$. For tables showing the t statistic required to insure that p

Appendix B

Glossary

$\leq .05/k$ for a particular family size and degrees of freedom, see Oliver Jean Dunn, "Multiple Comparisons Among Means," *Journal of the American Statistical Association*, 56: 52-64.

4-year institution	postsecondary institution offering 4-year programs leading to the Bachelor's degree
2-year institution	postsecondary institution offering programs of less than four years that lead to the Associate degree or to a vocational certificate
Less-than-2-year institution	postsecondary institution offering programs of less than two years that lead to a vocational certificate
Immediate entrants	students who enrolled in postsecondary education by October of the year they were scheduled to graduate from high school
...at 4-year institutions	entered a 4-year institution by October of the graduation year
...at 2-year institutions	entered a 2-year institution by October of the graduation year
...at less-than-2-year institutions	entered a less-than-2-year institution by October of the graduation year
Delayed entrants	students who enrolled in postsecondary education after October of the year they were scheduled to graduate from high school
...at 4-year institutions	delayed entering a 4-year institution; may or may not have enrolled in another type of institution as immediate entrant
...at 2-year institutions	delayed entering a 2-year institution; may or may not have enrolled in another type of institution as immediate entrant
...at less-than-2-year institutions	delayed entering a less-than-2-year institution; may or may not have enrolled in another type of institution as immediate entrant

Stopouts	students who took a break from school for at least two months of the academic year. After this break from school, they returned to that type of institution for at least two months. (Stopout status is independent of initial entry time: stopouts may have been either immediate or delayed entrants.) (Stopout status is independent of final degree attained, except that students are classified as stopouts only if they did not receive a degree from the institution they were attending before the gap in enrollment.)
...at 4-year institutions	stopped out from a 4-year institution; did not attain a Bachelor's degree before taking the break; may or may not have attended elsewhere during the gap in enrollment
...at 2-year institutions	stopped out from a 2-year institution; did not attain an Associate degree before taking the break; may or may not have attended elsewhere during the gap in enrollment
...at less-than-2-year institutions	stopped out from a 2-year institution; did not attain a vocational certificate before taking the break; may or may not have attended elsewhere during the gap in enrollment
Degree attainers	students who earned degrees at the type of postsecondary institution in which they enrolled, except that students who earned Associate degrees from 4-year institutions were not considered degree attainers
...at 4-year institutions	earned Bachelor's degrees
...at 2-year institutions	earned Associate degrees or vocational certificates, or transferred to a 4-year institution
...at less-than-2-year institutions	earned vocational certificates, or transferred to a 4-year institution

Socioeconomic status (SES) a measure of family background that combines occupation, income, and education information for the student's family.

The measure used in this report is based on an index created by the Research Triangle Institute for the NLS-72 surveys and used by the National Opinion Research Corporation for the HS&B surveys. This index gives equal weight to five student characteristics: mother's education, father's education, family income, occupational status of the father's occupation, and possessions in the home.

Students were categorized as "low SES" if they ranked in the bottom quartile on the SES index and as "high SES" if they ranked in the top quartile on this index. Students who ranked between the twenty-fifth and the seventy-fifth percentiles were categorized as "medium SES."

More information on the construction of the SES index can be obtained from John Riccobono, *et al, National Longitudinal Study: Base Year (1972) through Fourth Follow-Up (1979) Data File Users Manual,* Appendix K, Volume II, June 1981.

Appendix C

Supporting Tables

The following pages provide the percentages, standard errors, and unweighted N's for all data shown in Figures 1 through 4 and Tables 1 through 5.

Table C.1.--Estimates for Table 1
Enrollment in postsecondary institutions: Percent of 1972, 1980, and 1982 high school graduates enrolled by 1986

	Total percent ever in PSE	Total percent in less-than-2-year institution	Total percent in 2-year institution	Total percent in 4-year institution
		1972 Graduates		
Total	68.23	9.05	30.16	47.65
s.e.	0.883	0.402	0.857	0.914
unwt n	8946	8946	8946	8946
Male	69.46	8.91	28.83	49.89
s.e.	1.318	0.542	1.143	1.309
unwt n	4213	4213	4213	4213
Female	67.06	9.19	31.42	45.52
s.e.	1.149	0.524	1.089	1.180
unwt n	4733	4733	4733	4733
Low SES	47.95	9.13	23.27	26.01
s.e.	1.754	0.729	1.255	1.339
unwt n	2124	2124	2124	2124
Medium SES	65.75	9.75	30.91	42.89
s.e.	1.230	0.577	1.180	1.219
unwt n	4182	4182	4182	4182
High SES	91.11	7.67	34.88	76.07
s.e.	0.937	0.584	1.55	1.374
unwt n	2631	2631	2631	2631
		1980 graduates		
Total	71.18	13.26	29.95	45.90
s.e.	0.789	0.548	0.826	0.913
unwt n	9887	9887	9887	9887
Male	69.26	11.38	28.39	46.30
s.e.	1.110	0.717	1.110	1.226
unwt n	4435	4435	4435	4435
Female	72.94	14.99	31.38	45.52
s.e.	0.965	0.733	1.032	1.129
unwt n	5452	5452	5452	5452

Table C.1.--Estimates for Table 1
Enrollment in postsecondary institutions: Percent of 1972, 1980, and 1982 high school graduates enrolled by 1986--continued

	Total percent ever in PSE	Total percent in less-than-2-year institution	Total percent in 2-year institution	Total percent in 4-year institution
	1980 graduates (continued)			
Low SES	54.92	15.35	23.67	25.83
s.e.	1.342	0.974	1.151	1.139
unwt n	3401	3401	3401	3401
Medium SES	71.36	14.48	31.40	43.35
s.e.	0.999	0.800	1.059	1.054
unwt n	4062	4062	4062	4062
High SES	90.96	10.20	32.93	74.45
s.e.	0.964	0.933	1.615	1.534
unwt n	1844	1844	1844	1844
	1982 graduates			
Total	66.98	13.17	27.05	40.95
s.e.	0.691	1.934	0.72	0.781
unwt n	10526	1298	10526	10526
Male	63.78	11.00	24.42	41.38
s.e.	0.972	0.643	0.902	1.040
unwt n	4949	4949	4949	4949
Female	69.89	15.15	29.45	40.55
s.e.	0.889	0.696	0.893	0.972
unwt n	5577	5577	5577	5577
Low SES	44.04	13.94	19.55	17.80
s.e.	1.375	1.010	1.117	1.025
unwt n	2531	2531	2531	2531
Medium SES	66.55	15.71	29.17	36.40
s.e.	0.864	0.746	0.932	0.900
unwt n	5022	5022	5022	5022
High SES	88.00	7.65	29.79	69.88
s.e.	0.966	0.692	1.406	1.395
unwt n	2925	2925	2925	2925

Table C.2.--Estimates for Table 2 and Figure 1
Rates of delayed entry into postsecondary institutions for 1972, 1980, and 1982 high school graduates, by sex and socioeconomic status

	Delayed entry at less-than-2-year institution	Delayed entry at 2-year institution	Delayed entry at 4-year institution
	1972 Graduates		
Total	66.25	53.87	34.85
s.e.	1.913	1.498	1.081
unwt n	835	2805	5058
Male	71.07	51.78	33.52
s.e.	2.574	2.182	1.294
unwt n	376	1275	2547
Female	61.8	55.7	36.23
s.e.	2.5	2.028	1.71
unwt n	459	1530	2511
Low SES	67.15	61.45	51.19
s.e.	3.607	2.905	2.615
unwt n	213	573	711
Medium SES	61.71	52.84	38.16
s.e.	2.689	1.978	1.656
unwt n	434	1381	2184
High SES	76.36	51.12	26.33
s.e.	3.513	2.665	1.558
unwt n	188	850	2162
	1980 graduates		
Total	61.73	48.07	26.97
s.e.	1.871	1.369	1.062
unwt n	1397	3174	4707
Male	64.18	47.82	29.46
s.e.	2.888	1.957	1.541
unwt n	536	1382	2132
Female	60.01	48.28	24.63
s.e.	2.492	1.868	1.368
unwt n	861	1792	2575

Table C.2.--Estimates for Table 2 and Figure 1
Rates of delayed entry into postsecondary institutions for 1972, 1980, and 1982 high school graduates, by sex and socioeconomic status--continued

	Delayed entry at less-than-2-year institution	Delayed entry at 2-year institution	Delayed entry at 4-year institution
	1980 graduates (continued)		
Low SES	63.25	47.47	33.53
s.e.	3.317	2.587	2.232
unwt n	526	962	1146
Medium SES	59.26	46.83	28.29
s.e.	2.628	1.956	1.494
unwt n	609	1405	1965
High SES	67.66	48.35	21.49
s.e.	4.247	2.826	1.572
unwt n	182	645	1405
	1982 graduates		
Total	54.94	42.41	23.77
s.e.	1.934	1.235	0.874
unwt n	1298	3140	5099
Male	55.27	44.45	25.14
s.e.	3.015	1.916	1.289
unwt n	509	1393	2414
Female	54.73	40.86	22.5
s.e.	2.326	1.611	1.066
unwt n	789	1747	2685
Low SES	49.02	49.5	31.72
s.e.	3.808	2.947	2.715
unwt n	348	625	690
Medium SES	57.53	41.05	28.27
s.e.	2.482	1.672	1.31
unwt n	722	1618	2234
High SES	54.89	40.85	17.69
s.e.	4.504	2.354	1.115
unwt n	218	887	2166

Table C.3.--Estimates for Figure 2
Percent of students enrolling in 4-year institutions after transferring from immediate enrollment in 2-year or less-than-2-year institutions: 1972, 1980, and 1982 high school graduates

	1972 graduates	1980 graduates	1982 graduates
Total	6.76	6.16	5.00
s.e.	0.429	0.381	0.294
unwt n	8946	9887	10526
Low SES	3.37	3.78	2.39
s.e.	0.4	0.507	0.366
unwt n	2124	3401	2531
Medium SES	6.81	6.79	5.31
s.e.	0.514	0.563	0.397
unwt n	4182	4062	5022
High SES	9.67	8.25	6.71
s.e.	1.14	0.921	0.65
unwt n	2631	1844	2925

Table C.4.--Estimates for Table 3 and Figure 3
Rates of stopping out from postsecondary institutions for 1972, 1980, and 1982 high school graduates, by different sex and socioeconomic status

	Less-than-2-year institutions	2-year institutions	4-year institutions
	1972 graduates		
Total	13.16	32.22	26.61
s.e.	1.352	1.235	1.067
unwt n	852	2874	5128
Male	13.88	31.62	26.16
s.e.	1.967	1.789	1.481
unwt n	381	1292	2572
Female	12.51	32.74	27.08
s.e.	1.803	1.669	1.464
unwt n	471	1582	2556
Low SES	11.94	34.54	25.22
s.e.	2.465	2.822	2.198
unwt n	227	594	732
Medium SES	12.68	32.41	28.5
s.e.	1.777	1.657	1.831
unwt n	436	1417	2219
High SES	15.74	30.52	24.98
s.e.	2.692	2.159	1.331
unwt n	189	862	2176
	1980 graduates		
Total	6.67	15.26	26.72
s.e.	1.126	0.964	0.927
unwt n	1370	3104	4748
Male	6.44	14.78	27.54
s.e.	1.695	1.397	1.329
unwt n	528	1357	2151
Female	6.82	15.66	25.96
s.e.	1.358	1.328	1.323
unwt n	842	1747	2597

Table C.4.--Estimates for Table 3 and Figure 3
Rates of stopping out from postsecondary institutions for 1972, 1980, and 1982 high school graduates, by different sex and socioeconomic status--continued

	Less-than-2-year institutions	2-year institutions	4-year institutions
	1980 graduates (continued)		
Low SES	6.63	14.67	22.8
s.e.	1.666	1.755	1.747
unwt n	515	935	1171
Medium SES	6.49	15.05	24.84
s.e.	1.413	1.314	1.325
unwt n	597	1385	1983
High SES	3.09	14.97	29.68
s.e.	1.554	1.861	1.545
unwt n	178	626	1404
	1982 graduates		
Total	4.74	14.56	30.47
s.e.	0.673	0.807	0.889
unwt n	1321	3203	5192
Male	4.2	14.56	30.25
s.e.	1.039	1.298	1.338
unwt n	524	1421	2461
Female	5.1	14.56	30.67
s.e.	0.907	1.095	1.19
unwt n	797	1782	2731
Low SES	4.84	12.61	21.29
s.e.	1.378	1.811	2.235
unwt n	353	637	710
Medium SES	4.95	14.16	27.51
s.e.	0.925	1.087	1.307
unwt n	734	1645	2272
High SES	4.14	16.48	35.45
s.e.	1.571	1.681	1.325
unwt n	222	905	2197

Table C.5.--Estimates for Table 4
Rates of stopping out from postsecondary institutions for immediate and delayed entrants: 1972, 1980, and 1982 high school graduates

	Immed entry less-than-2-yr: pct stopout	Delayed entry less-than-2-yr: pct stopout	Immed entry 2-yr: pct stopout	Delayed entry 2-yr: pct stopout	Immed entry 4-yr: pct stopout	Delayed entry 4-yr: pct stopout
			1972 graduates			
Total	10.81	14.27	32.4	32.07	28.36	23.61
s.e.	2.119	1.66	1.972	1.505	1.383	1.584
unwt n	267	585	1282	1592	3383	1745
Male	13.2	14.14	35.71	27.94	28.21	22.39
s.e.	3.544	2.302	2.721	2.154	2.102	1.622
unwt n	106	275	634	658	1688	884
Female	9.14	14.41	29.27	35.37	28.52	24.77
s.e.	2.399	2.384	2.773	1.891	1.683	2.582
unwt n	161	310	648	934	1695	861
Low SES	9.69	12.93	37.43	32.83	27.36	23.41
s.e.	4.183	2.95	6.036	2.544	2.788	3.221
unwt n	69	158	227	367	386	346
Medium SES	11.31	13.45	31.35	33.31	30.96	24.83
s.e.	2.723	2.344	2.165	2.376	2.44	2.543
unwt n	156	280	678	739	1378	841
High SES	10.46	17.37	31.78	29.36	26.2	21.78
s.e.	5.042	3.265	3.803	2.344	1.645	2.23
unwt n	42	147	377	485	1618	558
			1980 graduates			
Total	8.54	5.51	15.21	15.31	28.35	22.49
s.e.	2.189	1.062	1.389	1.36	1.113	1.758
unwt n	456	914	1601	1503	3441	1307
Male	8.47	5.3	17.07	12.34	30.54	20.83
s.e.	3.006	1.696	2.139	1.78	1.643	2.247
unwt n	170	358	691	666	1510	641
Female	8.58	5.66	13.63	17.79	26.47	24.42
s.e.	2.667	1.369	1.764	2.003	1.51	2.774
unwt n	286	556	910	837	1931	666

Table C.5.--Estimates for Table 4
Rates of stopping out from postsecondary institutions for immediate and delayed entrants: 1972, 1980, and 1982 high school graduates--continued

	Immed entry less-than-2-yr: pct stopout	Delayed entry less-than-2-yr: pct stopout	Immed entry 2-yr: pct stopout	Delayed entry 2-yr: pct stopout	Immed entry 4-yr: pct stopout	Delayed entry 4-yr: pct stopout
			1980 graduates (continued)			
Low SES	6.07	6.95	15.61	13.65	24.53	19.59
s.e.	2.422	2.176	2.733	2.216	2.189	3.107
unwt n	173	342	461	474	801	370
Medium SES	6.83	6.26	15.29	14.79	27.06	19.31
s.e.	2.241	1.673	1.862	1.79	1.614	2.24
unwt n	212	385	724	661	1423	560
High SES	3.97	2.67	15.18	14.74	31.07	24.89
s.e.	3.279	1.675	2.375	2.784	1.795	3.256
unwt n	49	129	342	284	1089	315
			1982 graduates			
Total	4.43	4.98	15.72	13.06	35.2	16.43
s.e.	2.467	2.516	1.623	2.005	1.042	1.384
unwt n	571	750	1804	1399	3931	1261
Male	33.63	41.18	41.54	50.36	34.86	17.47
s.e.	4.097	3.794	2.529	2.827	1.599	2.099
unwt n	221	303	767	654	1849	612
Female	35.36	41.13	43.36	57.73	35.5	15.37
s.e.	3.179	3.331	2.296	2.61	1.417	1.778
unwt n	350	447	1037	745	2082	649
Low SES	6.4	3.25	13.48	11.76	25.96	11.95
s.e.	2.365	1.386	2.785	2.377	2.899	3.033
unwt n	161	192	329	308	499	211
Medium SES	3.96	5.66	15.41	12.42	31.91	16.89
s.e.	1.302	1.307	1.487	1.593	1.621	2.054
unwt n	316	418	966	679	1636	636
High SES	3.02	5.04	17.4	15.21	39.79	17.23
s.e.	2.044	2.073	2.166	2.468	1.495	2.511
unwt n	89	133	503	402	1790	407

Table C.6.--Estimates for Table 5 and Figure 4. Attainment in postsecondary institutions for immediate entrants, delayed entrants, and stopouts: 1972, 1980, and 1982 high school graduates

	Less-than-2-year institutions			2-year institutions			4-year institutions		
	Immed	Delay	Stopout	Immed	Delay	Stopout	Immed	Delay	Stopout
				1972 graduates					
Total	59.33	37.97	16.69	50.89	25.69	14.28	67.3	44.12	33.72
s.e.	3.372	2.462	3.711	2.235	1.684	1.24	1.251	1.93	2.216
unwt n	267	585	115	1282	1592	942	3383	1745	1239
Male	61.19	38.88	12.28	48.35	29.24	15.72	68.93	46.87	36
s.e.	5.111	3.202	4.773	2.694	2.952	1.963	1.799	2.099	3.579
unwt n	106	275	51	634	658	419	1688	884	597
Female	58.04	37.05	21.09	53.29	22.87	13.07	65.52	41.51	31.45
s.e.	4.461	3.672	5.385	3.404	1.592	1.615	1.747	3.199	2.439
unwt n	161	310	64	648	934	523	1695	861	642
Low SES	51.04	34.89	17.08	45.35	25.85	12.09	60.46	31.78	29.78
s.e.	6.839	4.365	8.214	5.053	2.599	2.664	2.914	3.646	3.718
unwt n	69	158	26	227	367	199	386	346	182
Medium SES	62.9	37.08	9.7	50.29	26.86	16.57	62.15	41.02	27.55
s.e.	4.095	3.707	3.855	2.582	2.826	1.811	2.25	2.59	3.502
unwt n	156	280	58	678	739	482	1378	841	535
High SES	57.53	43	30.69	54.44	23.53	11.6	73.39	56.77	42.73
s.e.	8.448	4.348	8.802	4.688	2.032	2.175	1.542	3.213	3.323
unwt n	42	147	31	377	485	261	1618	558	522
				1980 graduates					
Total	58.98	49.72	10.36	53.18	22.09	14.22	49.3	24.98	21.3
s.e.	3.187	2.524	5.182	1.911	1.574	2.191	1.315	1.843	1.738
unwt n	456	914	88	1601	1503	504	3441	1307	1263
Male	49.21	47.1	2.45	51.1	24.34	14.1	48.12	26.74	20.02
s.e.	5.169	3.844	1.84	3.05	2.483	3.061	1.875	2.533	2.491
unwt n	170	358	34	691	666	224	1510	641	616
Female	65.23	51.68	15.64	54.95	20.21	14.32	50.31	22.94	22.57
s.e.	3.895	3.227	8.127	2.355	2.067	3.198	1.686	2.405	2.429
unwt n	286	556	54	910	837	280	1931	666	647

Table C.6.--Estimates for Table 5 and Figure 4. Attainment in postsecondary institutions for immediate entrants, delayed entrants, and stopouts: 1972, 1980, and 1982 high school graduates--continued

	Less-than-2-year institutions			2-year institutions			4-year institutions		
	Immed	Delay	Stopout	Immed	Delay	Stopout	Immed	Delay	Stopout
1980 graduates (continued)									
Low SES	53.35	37.7	5.18	43.91	21	14.42	34.61	13.74	14.91
s.e.	5.256	4.034	3.145	3.766	3.084	4.877	2.589	2.761	3.108
unwt n	173	342	34	461	474	156	801	370	280
Medium SES	62.78	55.51	10.03	52.68	21.23	11.45	41.77	24.62	17.87
s.e.	4.303	3.774	5.987	2.586	2.229	2.823	1.803	2.614	2.329
unwt n	212	385	39	724	661	227	1423	560	522
High SES	65.4	49.31	†	60.41	25.76	20.65	58.64	33.49	28.65
s.e.	8.242	6.013	†	3.526	3.136	5.202	1.95	3.448	3.183
unwt n	49	129	8	342	284	94	1089	315	404
1982 graduates									
Total	62.67	44.94	15.45	41.47	17.4	8.21	*	*	*
s.e.	2.529	2.359	5.281	1.648	1.461	1.537			
unwt n	571	750	73	1804	1399	518			
Male	64.72	41.09	13.61	42.77	20.1	10.48	*	*	*
s.e.	4.168	3.856	7.963	2.441	2.342	2.795			
unwt n	221	303	26	767	654	219			
Female	61.32	47.58	16.47	40.55	15.21	6.5	*	*	*
s.e.	3.265	3.245	6.903	2.128	1.715	1.662			
unwt n	350	447	47	1037	745	299			
Low SES	59.65	55.65	28.44	32.8	19.59	4.21	*	*	*
s.e.	5.182	5.267	13.8	3.687	3.831	1.779			
unwt n	161	192	23	329	308	98			
Medium SES	63.61	38.96	11.77	40.62	17.73	6.22	*	*	*
s.e.	3.163	3.044	5.871	2.12	2.068	1.969			
unwt n	316	418	38	966	679	257			
High SES	64.34	54.66	†	47.47	15.42	13.16	*	*	*
s.e.	6.165	5.368	†	3.235	2.232	3.408			
unwt n	89	133	12	503	402	160			

†Not calculated due to small sample size.
*Estimates on attainment for 4-year institutions not reported. The last survey was conducted in February 1986, less than four full years after these students graduated from high school.


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