


# *Standard Error Tables for Supplemental Tables*



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*This appendix includes tables of standard errors for the supplemental tables in appendix 1. This appendix 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 1. Thus, the standard error table for Table 13-1 in indicator 13 is Table S13-1.*

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## Enrollment Trends by Age

**Table S1-1. Standard errors for the percentage of the population ages 3–34 enrolled in school, by age group: October 1970–2006**

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2007* (NCES 2008-022), table 7, data from U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1970–2006.

## Early Education and Child Care Arrangements of Young Children

**Table S2-1. Standard errors for the percentage distribution of the early education and child care arrangements of the 2001 birth cohort at about 4 years old, by type of arrangement and selected child and family characteristics: School year 2005–06**

Child or family characteristic	Percentage distribution of population	Percentage distribution by primary type of care arrangement						
		No regular nonparental arrangement	Home-based care		Center-based care			Multiple arrangements
			Relative care	Nonrelative care	Total	Head Start	Other than Head Start	
<b>Total</b>	†	<b>0.65</b>	<b>0.61</b>	<b>0.32</b>	<b>0.80</b>	<b>0.64</b>	<b>0.71</b>	<b>0.21</b>
Sex of child								
Male	0.11	0.80	0.79	0.51	0.99	0.80	1.02	0.33
Female	0.11	0.90	0.86	0.52	1.00	0.74	0.91	0.20
Race/ethnicity of child								
White	0.59	0.98	0.74	0.49	1.04	0.61	1.00	0.28
Black	0.26	1.37	1.49	0.73	2.08	1.97	1.87	0.66
Hispanic	0.42	1.37	1.14	0.78	1.58	1.22	1.65	0.29
Asian	0.09	1.75	1.41	0.67	2.06	0.90	2.16	1.05
Pacific Islander	0.05	6.82	14.27	†	7.94	3.24	6.47	†
American Indian/Alaska Native	0.05	2.41	2.07	1.46	3.58	4.72	5.63	0.95
More than one race	0.28	2.13	2.44	2.06	3.41	2.33	3.27	0.85
Age of child								
Less than 48 months	0.57	1.63	1.48	0.95	1.76	1.24	1.90	0.55
48.0 to 52.9 months	0.55	1.01	0.87	0.60	1.29	0.79	1.31	0.37
53.0 to 57.9 months	0.57	0.93	0.83	0.52	1.32	1.01	1.22	0.25
58.0 or more months	0.41	2.00	1.66	1.09	2.84	1.66	2.52	0.74
Mother's employment status								
Full-time (35 hours or more)	0.72	0.73	1.01	0.71	1.21	0.94	1.05	0.31
Part-time (less than 35 hours)	0.54	1.06	1.30	1.04	1.84	1.10	1.91	0.56
Looking for work	0.30	2.55	2.15	0.94	2.86	2.88	3.01	0.83
Not in labor force	0.76	1.31	0.52	0.26	1.31	0.97	1.27	0.30
No mother in household	0.12	4.50	7.05	4.19	7.47	5.29	6.56	2.78
Parents' highest level of education								
Less than high school	0.37	2.10	1.80	1.07	2.63	2.12	2.06	0.80
High school completion	0.58	1.23	1.14	0.64	1.69	1.37	1.35	0.31
Some college/vocational	0.63	1.18	0.99	0.57	1.47	1.05	1.28	0.33
Bachelor's degree	0.45	1.57	1.02	0.93	1.88	0.75	1.98	0.48
Any graduate/professional school	0.36	0.83	0.90	1.16	1.57	0.52	1.67	0.51
Poverty status								
Below poverty threshold	0.63	1.28	1.19	0.54	1.61	1.45	1.18	0.40
At or above poverty threshold	0.63	0.71	0.64	0.39	0.85	0.57	0.86	0.22

See notes at end of table.

## Early Education and Child Care Arrangements of Young Children

**Table S2-1.** Standard errors for the percentage distribution of the early education and child care arrangements of the 2001 birth cohort at about 4 years old, by type of arrangement and selected child and family characteristics: School year 2005–06—Continued

Child or family characteristic	Percentage distribution of population	Percentage distribution by primary type of care arrangement						
		No regular nonparental arrangement	Home-based care		Center-based care			Multiple arrangements
			Relative care	Nonrelative care	Total	Head Start	Other than Head Start	
Socioeconomic status								
Lowest 20 percent	0.52	1.27	1.34	0.68	1.80	1.56	1.46	0.57
Middle 60 percent	0.67	0.88	0.81	0.49	1.10	0.81	0.91	0.23
Highest 20 percent	0.47	0.93	0.73	0.90	1.39	0.23	1.42	0.42

† Not applicable.

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



## Trends in Private School Enrollments

**Table S4-1. Standard errors for the total enrollment and percentage distribution of students enrolled in private elementary and secondary schools, by school type and grade level: Various years, fall 1989–fall 2005**

Grade level and fall of year	Total enrollment (in thousands)	Roman Catholic				Other religious			Nonsec-tarian	
		Total	Parochial	Diocesan	Private	Conservative Christian	Affiliated	Unaffiliated		
<b>Grades K–12</b>										
1989	38.7	0.31	0.23	0.14	0.05	0.34	0.24	0.22	0.31	0.34
1991	26.7	0.19	0.19	0.21	0.20	0.19	0.16	0.08	0.17	0.12
1993	12.9	0.13	0.09	0.07	0.03	0.17	0.12	0.09	0.15	0.14
1995	20.5	0.17	0.11	0.09	0.03	0.14	0.13	0.07	0.12	0.13
1997	15.5	0.15	0.10	0.05	0.03	0.19	0.13	0.07	0.17	0.15
1999	25.4	0.26	0.16	0.08	0.05	0.31	0.10	0.09	0.39	0.11
2001	26.7	0.21	0.11	0.12	0.03	0.19	0.11	0.13	0.15	0.24
2003	32.4	0.29	0.19	0.15	0.09	0.27	0.16	0.11	0.23	0.40
2005	34.3	0.27	0.14	0.15	0.08	0.26	0.14	0.10	0.20	0.41
<b>Grades K–8</b>										
1989	33.9	0.34	0.28	0.13	0.11	0.34	0.26	0.25	0.35	0.26
1991	23.4	0.23	0.22	0.25	0.06	0.22	0.15	0.11	0.18	0.14
1993	11.0	0.17	0.12	0.09	0.03	0.19	0.11	0.11	0.18	0.17
1995	13.8	0.16	0.12	0.06	0.02	0.14	0.14	0.07	0.13	0.11
1997	12.0	0.16	0.14	0.05	0.04	0.20	0.15	0.07	0.19	0.15
1999	17.9	0.26	0.19	0.07	0.05	0.29	0.10	0.09	0.36	0.10
2001	19.9	0.21	0.13	0.15	0.03	0.21	0.13	0.13	0.18	0.24
2003	18.5	0.24	0.20	0.14	0.01	0.23	0.15	0.10	0.25	0.15
2005	22.1	0.23	0.15	0.16	0.06	0.22	0.14	0.08	0.21	0.23
<b>Grades 9–12</b>										
1989	12.9	0.49	0.20	0.38	0.27	0.39	0.27	0.38	0.20	0.53
1991	8.4	0.36	0.13	0.41	0.71	0.30	0.24	0.08	0.12	0.14
1993	3.0	0.15	0.02	0.07	0.06	0.17	0.17	0.06	0.09	0.14
1995	4.6	0.20	0.03	0.20	0.09	0.20	0.18	0.06	0.14	0.12
1997	2.4	0.11	0.02	0.05	0.04	0.16	0.13	0.08	0.10	0.14
1999	8.1	0.34	0.04	0.15	0.15	0.45	0.14	0.11	0.56	0.16
2001	6.7	0.26	0.17	0.12	0.10	0.19	0.18	0.12	0.13	0.28
2003	24.7	0.92	0.11	0.42	0.45	0.60	0.32	0.23	0.20	1.44
2005	18.1	0.61	0.07	0.28	0.27	0.52	0.28	0.16	0.37	0.97

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), various years, 1989–90 through 2005–06.

## Trends in Private School Enrollments

**Table S4-2. Standard errors for the private elementary and secondary school enrollment and as a percentage of total enrollment in public and private schools, by region and grade level: Various years, fall 1989–fall 2005**

[Totals in thousands]										
Grade level and fall of 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
<b>Grades K–12</b>										
1989	38.7	0.09	36.9	0.44	15.4	0.14	24.3	0.15	12.4	0.13
1991	26.7	0.06	9.1	0.11	15.0	0.13	8.8	0.05	17.9	0.17
1993	12.9	0.03	6.3	0.07	3.6	0.03	11.2	0.07	6.3	0.06
1995	20.5	0.04	5.9	0.07	7.9	0.07	7.7	0.04	11.5	0.10
1997	15.5	0.03	7.0	0.08	10.4	0.09	9.1	0.05	4.4	0.04
1999	25.4	0.05	5.8	0.06	8.2	0.07	23.0	0.13	4.2	0.04
2001	26.7	0.05	5.1	0.05	13.0	0.11	17.5	0.10	14.6	0.12
2003	32.4	0.06	24.4	0.26	10.5	0.09	15.1	0.08	10.9	0.09
2005	34.3	0.06	6.1	0.07	16.3	0.14	15.7	0.08	25.0	0.19
<b>Grades K–8</b>										
1989	33.9	0.11	33.7	0.57	12.3	0.16	20.7	0.18	9.2	0.13
1991	23.4	0.07	8.8	0.14	14.0	0.17	7.7	0.07	14.3	0.19
1993	11.0	0.03	4.6	0.07	3.0	0.04	9.8	0.08	4.4	0.06
1995	13.8	0.04	3.5	0.05	5.5	0.07	6.1	0.05	7.4	0.09
1997	12.0	0.03	5.1	0.08	9.7	0.12	4.7	0.04	3.5	0.04
1999	17.9	0.05	5.3	0.08	6.1	0.07	15.7	0.12	3.0	0.04
2001	19.9	0.05	4.8	0.07	10.7	0.13	12.2	0.09	10.5	0.12
2003	18.5	0.05	5.4	0.08	9.4	0.11	12.3	0.09	8.7	0.10
2005	22.1	0.06	4.9	0.08	14.5	0.18	11.3	0.08	11.3	0.13
<b>Grades 9–12</b>										
1989	12.9	0.10	8.4	0.34	4.3	0.14	7.1	0.17	5.0	0.19
1991	8.4	0.07	6.3	0.26	1.6	0.05	2.0	0.05	5.0	0.18
1993	3.0	0.02	1.6	0.06	1.0	0.03	2.5	0.06	1.7	0.06
1995	4.6	0.03	2.9	0.11	0.9	0.03	2.1	0.05	2.3	0.08
1997	2.4	0.02	0.5	0.02	0.7	0.02	1.7	0.03	1.2	0.04
1999	8.1	0.06	1.1	0.04	2.0	0.06	7.6	0.15	1.8	0.05
2001	6.7	0.04	0.8	0.03	2.0	0.06	4.4	0.09	4.5	0.13
2003	24.7	0.16	24.0	0.83	4.1	0.11	3.0	0.06	3.5	0.09
2005	18.1	0.11	1.7	0.06	5.0	0.14	7.2	0.13	15.7	0.40

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), various years, 1989–90 through 2005–06.

## Trends in Private School Enrollments

**Table S4-3. Standard errors for the number and percentage distribution of students in private schools, by race/ethnicity and selected school characteristics: Fall 2005**

School characteristic	Number (in thousands)	Total students	White	Minority enrollment				
				Total minority	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native
<b>Total</b>	<b>34.3</b>	<b>†</b>	<b>0.09</b>	<b>0.09</b>	<b>0.08</b>	<b>0.04</b>	<b>0.04</b>	<b>0.01</b>
NCES private school typology								
Roman Catholic	8.5	0.27	0.07	0.07	0.04	0.04	0.01	#
Parochial	6.1	0.14	0.13	0.13	0.04	0.08	0.02	0.01
Diocesan	5.4	0.15	0.15	0.15	0.10	0.07	0.02	#
Private	3.5	0.08	0.22	0.22	0.09	0.11	0.04	0.01
Other religious	16.6	0.26	0.19	0.19	0.18	0.08	0.04	0.01
Conservative Christian	7.3	0.14	0.35	0.35	0.38	0.09	0.04	0.01
Affiliated	4.9	0.10	0.18	0.18	0.08	0.03	0.09	#
Unaffiliated	11.4	0.20	0.48	0.48	0.27	0.31	0.10	0.02
Nonsectarian	25.3	0.41	0.26	0.26	0.24	0.09	0.16	0.04
Regular	21.6	0.37	0.39	0.39	0.26	0.16	0.10	0.03
Special emphasis	7.9	0.14	0.57	0.57	0.23	0.31	0.38	0.12
Special education	1.1	0.03	0.26	0.26	0.19	0.07	0.04	0.02
School level								
Elementary	16.6	0.33	0.14	0.14	0.07	0.06	0.04	0.01
Secondary	23.5	0.40	0.17	0.17	0.18	0.13	0.19	0.03
Combined	19.1	0.32	0.20	0.20	0.20	0.09	0.06	0.02
Program emphasis								
Regular	30.4	0.16	0.11	0.11	0.09	0.05	0.03	0.01
Montessori	3.0	0.06	0.85	0.85	0.26	0.22	0.69	0.11
Special program emphasis	8.1	0.15	0.21	0.21	0.13	0.10	0.12	0.14
Special education	1.2	0.03	0.24	0.24	0.19	0.06	0.04	0.02
Alternative	2.4	0.04	1.02	1.02	0.61	0.77	0.88	0.05
Early childhood	0.3	0.01	0.22	0.22	0.17	0.06	0.04	0.05
Enrollment								
Less than 50	5.7	0.11	0.75	0.75	0.41	0.32	0.15	0.05
50–149	8.0	0.13	0.25	0.25	0.14	0.12	0.10	0.01
150–299	9.1	0.20	0.17	0.17	0.08	0.11	0.05	#
300–499	12.2	0.23	0.25	0.25	0.29	0.07	0.07	0.02
500–749	21.0	0.34	0.19	0.19	0.12	0.15	0.12	0.03
750 or more	11.0	0.21	0.13	0.13	0.06	0.06	0.04	0.02
Region								
Northeast	6.1	0.18	0.07	0.07	0.07	0.04	0.02	#
Midwest	16.3	0.28	0.15	0.15	0.07	0.07	0.04	0.02
South	15.7	0.29	0.18	0.18	0.19	0.08	0.06	0.01
West	25.0	0.41	0.45	0.45	0.13	0.28	0.10	0.03

See notes at end of table.

## Trends in Private School Enrollments

**Table S4-3. Standard errors for the number and percentage distribution of students in private schools, by race/ethnicity and selected school characteristics: Fall 2005—Continued**

School characteristic	Number (in thousands)	Total students	White	Minority enrollment				
				Total minority	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native
Community type								
City	15.1	0.27	0.18	0.18	0.16	0.07	0.06	0.01
Suburban	17.5	0.32	0.12	0.12	0.05	0.07	0.03	0.01
Town	5.9	0.12	0.39	0.39	0.03	0.35	0.04	0.03
Rural	24.5	0.43	0.36	0.36	0.20	0.10	0.34	0.06

† Not applicable.

# Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2005–06.

## Racial/Ethnic Distribution of Public School Students

**Table S5-1. Standard errors for the percentage distribution of the race/ethnicity of public school students enrolled in kindergarten through 12th grade: October 1972–2006**

October of year	Minority enrollment								
	White	Total	Black	Hispanic	Asian	Pacific Islander	American Indian/ Alaska Native	More than one race	Other
1972	0.28	0.33	0.28	0.29	†	†	†	†	0.09
1973	0.28	0.33	0.28	0.29	†	†	†	†	0.10
1974	0.29	0.34	0.29	0.30	†	†	†	†	0.10
1975	0.29	0.34	0.29	0.31	†	†	†	†	0.10
1976	0.29	0.34	0.29	0.30	†	†	†	†	0.10
1977	0.30	0.35	0.30	0.30	†	†	†	†	0.11
1978	0.30	0.35	0.30	0.31	†	†	†	†	0.12
1979	†	†	†	†	†	†	†	†	†
1980	†	†	†	†	†	†	†	†	†
1981	0.32	0.37	0.31	0.36	†	†	†	†	0.14
1982	0.34	0.40	0.33	0.39	†	†	†	†	0.16
1983	0.35	0.41	0.33	0.40	†	†	†	†	0.16
1984	0.35	0.40	0.33	0.38	†	†	†	†	0.17
1985	0.35	0.41	0.33	0.35	†	†	†	†	0.16
1986	0.35	0.41	0.33	0.36	†	†	†	†	0.17
1987	0.35	0.41	0.33	0.36	†	†	†	†	0.17
1988	0.39	0.45	0.36	0.40	†	†	†	†	0.19
1989	0.37	0.42	0.34	0.38	0.15	†	0.09	†	0.03
1990	0.36	0.42	0.34	0.38	0.15	†	0.09	†	0.05
1991	0.36	0.42	0.34	0.38	0.16	†	0.08	†	0.04
1992	0.36	0.42	0.33	0.38	0.16	†	0.08	†	0.04
1993	0.36	0.42	0.33	0.37	0.16	†	0.08	†	0.04
1994	0.36	0.41	0.33	0.39	0.14	†	0.08	†	0.06
1995	0.33	0.35	0.28	0.28	0.11	†	0.06	†	0.06
1996	0.33	0.35	0.27	0.27	0.14	†	0.08	†	†
1997	0.34	0.36	0.28	0.29	0.15	†	0.08	†	†
1998	0.35	0.37	0.29	0.29	0.15	†	0.08	†	†
1999	0.34	0.37	0.28	0.30	0.16	†	0.08	†	†
2000	0.35	0.37	0.28	0.30	0.15	†	0.08	†	†
2001	0.33	0.35	0.26	0.28	0.14	†	0.08	†	†
2002	0.33	0.35	0.26	0.29	0.14	†	0.00	†	†
2003	0.33	0.35	0.26	0.29	0.13	0.04	0.06	0.10	†
2004	0.33	0.35	0.26	0.30	0.14	0.03	0.06	0.10	†
2005	0.33	0.35	0.26	0.30	0.13	0.03	0.06	0.10	†
2006	0.33	0.35	0.26	0.30	0.13	0.03	0.06	0.11	†

† Not applicable.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972–2006.

## Racial/Ethnic Distribution of Public School Students

**Table S5-2. Standard errors for the percentage distribution of the race/ethnicity of public school students enrolled in kindergarten through 12th grade, by region: Selected years, October 1972–2006**

Region and October of year	Minority enrollment								
	White	Total	Black	Hispanic	Asian	Pacific Islander	American Indian/ Alaska Native	More than one race	Other
<b>Northeast</b>									
1972	0.53	0.61	0.52	0.55	†	†	†	†	0.13
1981	0.61	0.72	0.57	0.71	†	†	†	†	0.23
1986	0.72	0.84	0.65	0.76	†	†	†	†	0.28
1993	0.74	0.86	0.69	0.70	0.35	†	0.06	†	0.10
2000	0.72	0.77	0.60	0.56	0.34	†	0.11	†	†
2001	0.71	0.76	0.58	0.56	0.33	†	0.13	†	†
2002	0.70	0.74	0.57	0.57	0.30	†	0.09	†	†
2003	0.72	0.76	0.59	0.59	0.30	†	0.07	0.18	†
2004	0.73	0.77	0.58	0.59	0.35	†	0.07	0.18	†
2005	0.72	0.77	0.57	0.60	0.35	†	†	0.18	†
2006	0.79	0.84	0.62	0.67	0.36	†	0.09	0.20	†
<b>Midwest</b>									
1972	0.43	0.50	0.47	0.29	†	†	†	†	0.09
1981	0.52	0.61	0.55	0.35	†	†	†	†	0.21
1986	0.62	0.72	0.63	0.44	†	†	†	†	0.25
1993	0.62	0.72	0.62	0.44	0.20	†	0.14	†	0.11
2000	0.64	0.68	0.58	0.39	0.23	†	0.14	†	†
2001	0.56	0.60	0.50	0.32	0.20	†	0.15	†	†
2002	0.58	0.62	0.51	0.37	0.23	†	0.14	†	†
2003	0.60	0.64	0.51	0.38	0.21	0.07	0.10	0.20	†
2004	0.60	0.64	0.50	0.39	0.22	†	0.11	0.21	†
2005	0.60	0.64	0.51	0.40	0.20	†	0.11	0.21	†
2006	0.64	0.68	0.52	0.44	0.25	†	0.11	0.22	†
<b>South</b>									
1972	0.58	0.67	0.63	0.49	†	†	†	†	0.10
1981	0.61	0.71	0.65	0.64	†	†	†	†	0.18
1986	0.64	0.74	0.68	0.57	†	†	†	†	0.22
1993	0.66	0.76	0.69	0.63	0.22	†	0.12	†	0.06
2000	0.64	0.68	0.60	0.54	0.20	†	0.14	†	†
2001	0.59	0.62	0.55	0.49	0.20	†	0.11	†	†
2002	0.60	0.64	0.56	0.51	0.18	†	0.13	†	†
2003	0.59	0.63	0.54	0.50	0.18	†	0.09	0.17	†
2004	0.59	0.63	0.54	0.50	0.19	0.04	0.10	0.17	†
2005	0.59	0.63	0.53	0.52	0.17	†	0.10	0.18	†
2006	0.57	0.60	0.52	0.50	0.16	†	0.10	0.18	†

See notes at end of table.

## Racial/Ethnic Distribution of Public School Students

**Table S5-2. Standard errors for the percentage distribution of the race/ethnicity of public school students enrolled in kindergarten through 12th grade, by region: Selected years, October 1972–2006—Continued**

Region and October of year	Minority enrollment								
	White	Total	Black	Hispanic	Asian	Pacific Islander	American Indian/ Alaska Native	More than one race	Other
<b>West</b>									
1972	0.75	0.87	0.48	1.08	†	†	†	†	0.45
1981	0.80	0.93	0.50	1.17	†	†	†	†	0.54
1986	0.84	0.98	0.48	1.09	†	†	†	†	0.59
1993	0.82	0.95	0.46	1.10	0.51	†	0.25	†	0.08
2000	0.75	0.80	0.38	0.79	0.45	†	0.25	†	†
2001	0.72	0.77	0.37	0.77	0.43	†	0.25	†	†
2002	0.72	0.76	0.35	0.76	0.42	†	0.23	†	†
2003	0.72	0.76	0.34	0.78	0.40	0.15	0.17	0.27	†
2004	0.71	0.76	0.36	0.80	0.39	0.12	0.19	0.26	†
2005	0.71	0.76	0.34	0.78	0.39	0.11	0.17	0.27	†
2006	0.67	0.71	0.31	0.74	0.37	0.13	0.14	0.26	†

† Not applicable.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, selected years, 1972–2006.

## Family Characteristics of 5- to 17-Year-Olds

**Table S6-1. Standard errors for the percentage distribution of 5- to 17-year-olds, by race/ethnicity and selected family characteristics: Selected years, 1979–2006**

Family characteristic	1979	1989	1992	1995	1999	2002	2004	2006
<b>Total U.S. population</b>								
Parents' education								
Less than high school	†	0.15	0.14	0.13	0.13	0.11	0.11	0.11
High school diploma	†	0.34	0.33	0.29	0.28	0.26	0.25	0.25
Some college	†	0.25	0.27	0.30	0.30	0.30	0.30	0.29
Bachelor's degree or higher	0.40	0.26	0.26	0.28	0.30	0.33	0.34	0.35
Family type								
Two-parent household	0.75	0.72	0.70	0.69	0.67	0.68	0.67	0.67
Mother-only household	0.18	0.22	0.23	0.23	0.24	0.23	0.23	0.23
Father-only household	0.02	0.03	0.03	0.04	0.04	0.04	0.05	0.05
Poverty status								
Poor	0.15	0.18	0.21	0.21	0.19	0.16	0.17	0.17
Near-poor	0.19	0.21	0.22	0.22	0.21	0.20	0.21	0.21
Nonpoor	0.66	0.61	0.57	0.57	0.61	0.64	0.63	0.62
Citizenship								
U.S.-born	†	†	†	0.96	0.96	0.95	0.95	0.95
Naturalized U.S. citizen	†	†	†	#	0.01	0.01	0.01	0.01
Non-U.S. citizen	†	†	†	0.04	0.03	0.04	0.04	0.04
Immigration status								
Born outside the 50 states and the District of Columbia								
First generation	†	†	†	0.13	0.15	0.16	0.16	0.18
Second generation or more	†	†	†	0.82	0.80	0.79	0.78	0.76
<b>Total White population</b>								
Parents' education								
Less than high school	†	0.08	0.07	0.06	0.05	0.05	0.04	0.04
High school diploma	†	0.35	0.33	0.29	0.26	0.24	0.23	0.22
Some college	†	0.27	0.30	0.31	0.32	0.31	0.32	0.30
Bachelor's degree or higher	0.49	0.31	0.31	0.35	0.37	0.40	0.41	0.44
Family type								
Two-parent household	0.81	0.80	0.78	0.77	0.75	0.76	0.75	0.75
Mother-only household	0.13	0.15	0.16	0.16	0.17	0.17	0.17	0.16
Father-only household	0.02	0.03	0.03	0.03	0.04	0.04	0.05	0.05
Poverty status								
Poor	0.09	0.10	0.12	0.12	0.11	0.09	0.10	0.10
Near-poor	0.17	0.19	0.20	0.19	0.16	0.16	0.16	0.15
Nonpoor	0.75	0.71	0.68	0.69	0.73	0.74	0.74	0.75
Citizenship								
U.S.-born	†	†	†	0.99	0.99	0.99	0.98	0.98
Naturalized U.S. citizen	†	†	†	†	#	#	#	#
Non-U.S. citizen	†	†	†	0.01	0.01	0.01	0.01	0.01
Immigration status								
Born outside the 50 states and the District of Columbia								
First generation	†	†	†	0.06	0.06	0.06	0.06	0.06
Second generation or more	†	†	†	0.92	0.92	0.92	0.92	0.92

See notes at end of table.



## Family Characteristics of 5- to 17-Year-Olds

**Table S6-1. Standard errors for the percentage distribution of 5- to 17-year-olds, by race/ethnicity and selected family characteristics: Selected years, 1979–2006—Continued**

Family characteristic	1979	1989	1992	1995	1999	2002	2004	2006
<b>Total Black population</b>								
Parents' education								
Less than high school	†	0.24	0.22	0.19	0.17	0.14	0.14	0.13
High school diploma	†	0.39	0.41	0.35	0.36	0.35	0.35	0.33
Some college	†	0.25	0.24	0.32	0.32	0.33	0.33	0.33
Bachelor's degree or higher	0.59	0.12	0.13	0.13	0.15	0.18	0.19	0.21
Family type								
Two-parent household	0.44	0.39	0.38	0.34	0.36	0.38	0.36	0.35
Mother-only household	0.44	0.48	0.51	0.50	0.50	0.48	0.48	0.50
Father-only household	0.02	0.03	0.03	0.04	0.04	0.05	0.05	0.04
Poverty status								
Poor	0.41	0.42	0.44	0.42	0.36	0.29	0.33	0.33
Near-poor	0.28	0.23	0.24	0.26	0.28	0.27	0.27	0.27
Nonpoor	0.31	0.35	0.32	0.33	0.36	0.44	0.39	0.40
Citizenship								
U.S.-born	†	†	†	0.98	0.98	0.97	0.98	0.97
Naturalized U.S. citizen	†	†	†	#	#	#	#	#
Non-U.S. citizen	†	†	†	0.02	0.02	0.03	0.02	0.03
Immigration status								
Born outside the 50 states and the District of Columbia								
First generation	†	†	†	0.05	0.06	0.08	0.09	0.09
Second generation or more	†	†	†	0.92	0.91	0.89	0.88	0.88

See notes at end of table.

## Family Characteristics of 5- to 17-Year-Olds

**Table S6-1. Standard errors for the percentage distribution of 5- to 17-year-olds, by race/ethnicity and selected family characteristics: Selected years, 1979–2006—Continued**

Family characteristic	1979	1989	1992	1995	1999	2002	2004	2006
<b>Total Hispanic population</b>								
Parents' education								
Less than high school	†	0.48	0.48	0.44	0.41	0.38	0.37	0.32
High school diploma	†	0.27	0.27	0.25	0.26	0.28	0.27	0.29
Some college	†	0.16	0.16	0.22	0.21	0.22	0.23	0.24
Bachelor's degree or higher	1.06	0.09	0.09	0.09	0.12	0.13	0.13	0.15
Family type								
Two-parent household	0.72	0.65	0.64	0.63	0.63	0.64	0.64	0.65
Mother-only household	0.17	0.29	0.28	0.27	0.26	0.26	0.26	0.25
Father-only household	0.02	0.03	0.03	0.04	0.04	0.04	0.04	0.04
Poverty status								
Poor	0.27	0.34	0.38	0.40	0.34	0.29	0.29	0.26
Near-poor	0.32	0.29	0.33	0.31	0.32	0.33	0.32	0.33
Nonpoor	0.41	0.36	0.29	0.30	0.35	0.39	0.39	0.41
Citizenship								
U.S.-born	†	†	†	0.81	0.86	0.84	0.85	0.86
Naturalized U.S. citizen	†	†	†	0.01	0.01	0.02	0.01	0.01
Non-U.S. citizen	†	†	†	0.17	0.13	0.15	0.14	0.13
Immigration status								
Born outside the 50 states and the District of Columbia								
First generation	†	†	†	0.50	0.49	0.53	0.52	0.53
Second generation or more	†	†	†	0.29	0.34	0.29	0.31	0.31

† Not applicable.

# Rounds to zero.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March Supplement, selected years, 1979–2006.

## Language Minority School-Age Children

**Table S7-1. 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, 1979–2006**

Year	Spoke a language other than English at home						Percent of those who spoke a language other than English at home
	Total population (in millions)	Spoke English with difficulty			Number (in millions)	Percent of total population	
		Number (in millions)	Percent of total population	Percent of total population			
1979	—	0.06	0.53	0.04	0.53	1.21	
1989	—	0.09	0.58	0.05	0.61	1.18	
1992	—	0.10	0.55	0.06	0.57	1.08	
1995	—	0.10	0.52	0.06	0.55	1.02	
1999	—	0.12	0.53	0.07	0.57	0.87	
2000	—	0.12	0.21	0.07	0.13	0.60	
2001	—	0.08	0.14	0.04	0.08	0.37	
2002	—	0.08	0.14	0.04	0.08	0.37	
2003	—	0.08	0.14	0.04	0.08	0.37	
2004	0.17	0.08	0.14	0.04	0.08	0.37	
2005	0.12	0.12	0.06	0.03	0.06	0.25	
2006	0.06	0.05	0.07	0.02	0.04	0.20	
<b>Percentage change compared with 1979</b>							
2006	—	3.70	10.67	4.97	25.02	3.69	
<b>Percentage change compared with 2000</b>							
2006	—	1.38	1.26	2.48	2.42	2.11	

— 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), 2000–06.

## Language Minority School-Age Children

**Table S7-2. 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: 2006**

Characteristic	[Numbers in thousands]									
	Spoke a language other than English at home									Percent of population
	Total population	Number	Percent of total population	Spoke English with difficulty						
				Total		Ages 5–9		Ages 10–17		
			Number	Percent of total population	Number	Percent of population	Number	Percent of population	Number	Percent of population
<b>Total</b>	<b>63.5</b>	<b>45.3</b>	<b>0.07</b>	<b>22.0</b>	<b>0.04</b>	<b>16.1</b>	<b>0.08</b>	<b>13.1</b>	<b>0.04</b>	
Language spoken at home										
Spanish	35.0	35.0	†	19.5	0.25	14.2	0.40	12.1	0.25	
Other Indo-European	16.3	16.3	†	6.5	0.43	3.9	0.66	4.9	0.51	
Asian/Pacific Islander	13.7	13.7	†	8.1	0.55	4.8	0.79	5.8	0.66	
Other	11.3	11.3	†	4.7	1.01	2.8	1.49	3.3	1.21	
Race/ethnicity										
White	39.4	19.0	0.06	8.1	0.03	4.4	0.04	6.5	0.03	
Black	27.4	11.0	0.14	4.1	0.05	2.6	0.09	3.0	0.06	
Hispanic	26.9	34.3	0.25	20.3	0.19	14.4	0.30	12.6	0.20	
Mexican	27.5	30.6	0.28	19.2	0.25	12.6	0.38	11.9	0.27	
Puerto Rican	14.9	10.7	0.80	4.9	0.49	2.7	0.69	3.7	0.61	
Cuban	6.3	5.4	1.51	1.9	0.80	1.2	1.36	1.4	0.91	
Dominican	9.9	9.6	0.93	3.8	1.23	1.8	1.68	2.8	1.43	
Central American	13.1	12.5	0.72	5.6	0.77	4.1	1.36	3.3	0.83	
South American	10.3	9.1	1.03	3.6	0.84	2.0	1.22	2.8	1.03	
Other Hispanic	13.0	8.6	0.81	3.5	0.44	2.2	0.67	2.4	0.47	
Asian	17.4	13.9	0.44	8.3	0.39	5.1	0.59	6.1	0.46	
Pacific Islander	4.0	2.1	2.19	1.0	1.16	0.7	2.11	0.7	1.22	
American Indian/Alaska Native	7.9	4.2	0.86	1.4	0.31	0.8	0.52	1.0	0.36	
More than one race	16.6	4.5	0.30	1.6	0.11	1.0	0.16	1.2	0.15	
Citizenship										
U.S.-born	63.4	41.9	0.07	17.7	0.03	14.3	0.07	9.0	0.03	
Naturalized U.S. citizen	11.3	9.9	1.04	3.5	0.63	1.9	1.33	2.8	0.68	
Non-U.S. citizen	22.7	22.9	0.28	16.1	0.59	8.0	0.85	11.6	0.63	
Poverty status										
Poor	63.1	30.3	0.27	15.0	0.16	10.0	0.27	10.1	0.18	
Near-poor	59.5	32.3	0.24	13.6	0.12	9.2	0.21	8.8	0.13	
Nonpoor	69.9	29.4	0.08	12.6	0.04	8.3	0.07	9.0	0.04	
Region										
Northeast	24.0	18.4	0.18	8.6	0.09	6.6	0.19	6.6	0.11	
Midwest	28.2	17.9	0.14	9.5	0.08	6.5	0.15	6.5	0.09	
South	34.8	21.5	0.10	15.2	0.08	10.0	0.13	8.2	0.07	
West	22.8	28.9	0.21	15.8	0.12	10.9	0.22	8.9	0.11	

† Not applicable.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2006.

## Reading Performance of Students in Grades 4, 8, and 12

**Table S12-1. Standard errors for the average reading scale scores and percentage of students at each achievement level, by grade: Selected years, 1992–2007**

Grade, scale score, and achievement level	1992 <sup>1</sup>	1994 <sup>1</sup>	1998 <sup>1</sup>	1998	2002	2003	2005	2007
<b>Grade 4</b>								
Average scale score	0.9	1.0	0.8	1.1	0.4	0.3	0.2	0.3
Percentage at each achievement level								
Below <i>Basic</i>	1.1	1.0	0.9	1.2	0.5	0.3	0.3	0.3
At or above <i>Basic</i>	1.1	1.0	0.9	1.2	0.5	0.3	0.3	0.3
At or above <i>Proficient</i>	1.2	1.1	0.9	0.9	0.4	0.3	0.2	0.3
At <i>Advanced</i>	0.6	0.7	0.5	0.5	0.2	0.1	0.1	0.2
<b>Grade 8</b>								
Average scale score	0.9	0.8	0.8	0.8	0.4	0.3	0.2	0.2
Percentage at each achievement level								
Below <i>Basic</i>	1.0	0.9	0.9	0.8	0.5	0.3	0.2	0.2
At or above <i>Basic</i>	1.0	0.9	0.9	0.8	0.5	0.3	0.2	0.2
At or above <i>Proficient</i>	1.1	0.9	0.9	1.1	0.5	0.3	0.2	0.2
At <i>Advanced</i>	0.3	0.3	0.4	0.3	0.2	0.1	0.1	0.1
<b>Grade 12</b>								
Average scale score	0.6	0.7	0.7	0.6	0.7	†	0.6	†
Percentage at each achievement level								
Below <i>Basic</i>	0.6	0.7	0.9	0.7	0.8	†	0.8	†
At or above <i>Basic</i>	0.6	0.7	0.9	0.7	0.8	†	0.8	†
At or above <i>Proficient</i>	0.8	1.0	0.9	0.7	0.8	†	0.7	†
At <i>Advanced</i>	0.3	0.5	0.4	0.4	0.3	†	0.3	†

† Not applicable.

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

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

## Reading Performance of Students in Grades 4, 8, and 12

**Table S12-2. Standard errors for the average reading scale scores, by grade and selected student and school characteristics: 1992, 2005, and 2007**

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

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 2005, and 2007 Reading Assessments, NAEP Data Explorer.

## Reading Performance of Students in Grades 4, 8, and 12

**Table S12-3. Standard errors for the average reading scale scores and achievement-level results for public school 4th- and 8th-graders, by state: 1992, 1998, and 2007**

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

See notes at end of table.

## Reading Performance of Students in Grades 4, 8, and 12

**Table S12-3. Standard errors for the average reading scale scores and achievement-level results for public school 4th- and 8th-graders, by state: 1992, 1998, and 2007—Continued**

State	Grade 4						Grade 8					
	Average score		Percentage of students				Average score		Percentage of students			
			At or above <i>Basic</i>		At or above <i>Proficient</i>				At or above <i>Basic</i>		At or above <i>Proficient</i>	
	1992	2007	1992	2007	1992	2007	1998	2007	1998	2007	1998	2007
Rhode Island	1.8	1.0	2.2	1.2	1.7	1.2	0.9	0.9	1.4	1.2	1.2	1.1
South Carolina	1.3	1.2	1.9	1.5	1.4	1.3	1.1	0.9	1.6	1.2	1.0	1.4
South Dakota	†	1.0	†	1.2	†	1.6	†	0.7	†	0.9	†	1.9
Tennessee	1.4	1.2	1.7	1.6	1.5	1.2	1.2	1.0	1.5	1.3	1.6	1.1
Texas	1.6	0.9	2.0	1.1	1.8	1.1	1.4	0.9	1.7	1.0	1.6	1.2
Utah	1.1	1.2	1.6	1.4	1.6	1.4	1.0	1.0	1.2	1.1	1.6	1.2
Vermont	†	0.8	†	1.2	†	1.2	†	0.8	†	1.1	†	1.3
Virginia	1.4	1.1	1.8	1.5	1.6	1.4	1.1	1.1	1.2	1.2	1.3	1.6
Washington	†	1.4	†	1.5	†	1.7	1.2	0.9	1.5	1.1	1.7	1.3
West Virginia	1.3	1.1	1.4	1.2	1.4	1.1	1.0	1.0	1.2	1.2	1.1	1.1
Wisconsin	1.0	1.2	1.3	1.4	1.3	1.4	1.8	1.0	2.2	1.3	1.8	1.7
Wyoming	1.1	0.5	1.6	1.0	1.5	1.0	1.3	0.7	1.8	1.1	1.5	1.0

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1998, and 2007 Reading Assessments, NAEP Data Explorer.



## Mathematics Performance of Students in Grades 4 and 8

**Table S13-1. Standard errors for the average mathematics scale scores and percentage of students at each achievement level, by grade: Selected years, 1990–2007**

Grade, scale score, and achievement level	1990 <sup>1</sup>	1992 <sup>1</sup>	1996 <sup>1</sup>	1996	2000	2003	2005	2007
<b>Grade 4</b>								
Average scale score	0.9	0.7	0.9	1.0	0.9	0.2	0.1	0.2
Percentage at each achievement level								
Below <i>Basic</i>	1.4	1.0	1.2	1.3	1.3	0.3	0.2	0.2
At or above <i>Basic</i>	1.4	1.0	1.2	1.3	1.3	0.3	0.2	0.2
At or above <i>Proficient</i>	1.2	1.0	0.9	1.1	1.0	0.3	0.2	0.3
At <i>Advanced</i>	0.4	0.3	0.3	0.3	0.3	0.1	0.1	0.1
<b>Grade 8</b>								
Average scale score	1.3	0.9	1.1	0.9	0.8	0.3	0.2	0.3
Percentage at each achievement level								
Below <i>Basic</i>	1.4	1.1	1.1	1.0	0.9	0.3	0.2	0.3
At or above <i>Basic</i>	1.4	1.1	1.1	1.0	0.9	0.3	0.2	0.3
At or above <i>Proficient</i>	1.1	1.0	1.1	1.0	0.8	0.3	0.2	0.3
At <i>Advanced</i>	0.3	0.4	0.5	0.4	0.4	0.1	0.1	0.2
<b>Grade 12</b>								
Average scale score	( <sup>2</sup> )	( <sup>2</sup> )	( <sup>2</sup> )	( <sup>2</sup> )	( <sup>2</sup> )	( <sup>2</sup> )	0.6	†
Percentage at each achievement level								
Below <i>Basic</i>	( <sup>2</sup> )	( <sup>2</sup> )	( <sup>2</sup> )	( <sup>2</sup> )	( <sup>2</sup> )	( <sup>2</sup> )	0.8	†
At or above <i>Basic</i>	( <sup>2</sup> )	( <sup>2</sup> )	( <sup>2</sup> )	( <sup>2</sup> )	( <sup>2</sup> )	( <sup>2</sup> )	0.8	†
At or above <i>Proficient</i>	( <sup>2</sup> )	( <sup>2</sup> )	( <sup>2</sup> )	( <sup>2</sup> )	( <sup>2</sup> )	( <sup>2</sup> )	0.7	†
At <i>Advanced</i>	( <sup>2</sup> )	( <sup>2</sup> )	( <sup>2</sup> )	( <sup>2</sup> )	( <sup>2</sup> )	( <sup>2</sup> )	0.2	†

†Not applicable.

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

<sup>2</sup> The 2005 Grade 12 Mathematics Assessment was based on a new framework. The assessment includes more questions on algebra, data analysis, and probability to reflect changes in high school mathematics standards and coursework. Results could not be placed on the old National Assessment of Educational Progress (NAEP) scale and could not be directly compared with previous years; therefore, information on previous assessments are not shown. For more information on NAEP Grade 12 Mathematics Assessments, see <http://www.nces.ed.gov/nationsreportcard/mathematics/>.

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

## Mathematics Performance of Students in Grades 4 and 8

**Table S13-2. Standard errors for the average mathematics scale scores, by grade and selected student and school characteristics: Selected years, 1990–2007**

Student or school characteristic	Grade 4				Grade 8				Grade 12
	1990	2000	2005	2007	1990	2000	2005	2007	2007
<b>Total</b>	<b>0.9</b>	<b>0.9</b>	<b>0.1</b>	<b>0.2</b>	<b>1.3</b>	<b>0.8</b>	<b>0.2</b>	<b>0.3</b>	<b>0.6</b>
Sex									
Male	1.2	1.0	0.2	0.2	1.6	0.9	0.2	0.3	0.7
Female	1.1	0.9	0.2	0.2	1.3	0.9	0.2	0.3	0.7
Race/ethnicity									
White	1.0	0.8	0.1	0.2	1.3	0.8	0.2	0.3	0.6
Black	1.8	1.2	0.3	0.3	2.7	1.2	0.4	0.4	1.1
Hispanic	2.2	1.5	0.3	0.3	4.3	1.3	0.4	0.4	1.3
Asian/Pacific Islander	4.1	†	0.7	0.8	5.0	3.5	0.9	0.9	2.0
American Indian/Alaska Native	†	3.5	0.9	0.7	†	7.5	0.9	1.2	4.1
Parents' education									
Did not finish high school	†	†	†	†	2.0	1.4	0.5	0.5	1.5
Graduated from high school	†	†	†	†	1.6	1.0	0.3	0.4	1.1
Some education after high school	†	†	†	†	1.6	1.1	0.3	0.4	0.8
Graduated from college	†	†	†	†	1.5	1.0	0.2	0.3	0.6
Locale									
Metro-centric codes									
Central city	†	1.7	0.3	†	†	1.9	0.4	†	1.2
Urban fringe/large town	†	1.6	0.2	†	†	1.3	0.3	†	0.9
Rural/small town	†	1.4	0.3	†	†	1.6	0.4	†	1.0
Urban-centric codes									
City	†	†	†	0.4	†	†	†	0.5	†
Suburban	†	†	†	0.3	†	†	†	0.4	†
Town	†	†	†	0.5	†	†	†	0.6	†
Rural	†	†	†	0.3	†	†	†	0.5	†
Students in school eligible for free or reduced-price lunch									
10 percent or less	†	†	0.4	0.5	†	†	0.6	0.8	2.0
11–25 percent	†	†	0.3	0.4	†	†	0.5	0.5	1.4
26–50 percent	†	†	0.3	0.3	†	†	0.3	0.4	1.0
51–75 percent	†	†	0.3	0.3	†	†	0.4	0.6	1.3
More than 75 percent	†	†	0.3	0.4	†	†	0.6	0.7	2.4

† Not applicable.

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

## Mathematics Performance of Students in Grades 4 and 8

**Table S13-3. Standard errors for the average mathematics scale scores and achievement-level results for public school 4th- and 8th-graders, by state: 1990, 1992, and 2007**

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

See notes at end of table.

## Mathematics Performance of Students in Grades 4 and 8

**Table S13-3. Standard errors for the average mathematics scale scores and achievement-level results for public school 4th- and 8th-graders, by state: 1990, 1992, and 2007—Continued**

State	Grade 4						Grade 8					
	Average score		Percentage of students				Average score		Percentage of students			
			At or above <i>Basic</i>		At or above <i>Proficient</i>				At or above <i>Basic</i>		At or above <i>Proficient</i>	
	1992	2007	1992	2007	1992	2007	1990	2007	1990	2007	1990	2007
Rhode Island	1.5	0.9	2.2	1.1	1.1	1.2	0.6	0.7	1.0	1.1	0.7	1.0
South Carolina	1.1	0.8	1.7	1.0	1.1	1.2	†	1.0	†	1.1	†	1.4
South Dakota	†	0.7	†	1.0	†	1.1	†	0.8	†	1.0	†	1.5
Tennessee	1.4	0.9	2.0	1.3	1.0	1.2	†	1.1	†	1.4	†	1.4
Texas	1.2	0.7	1.6	0.8	1.2	1.2	1.4	1.0	1.6	1.1	1.1	1.3
Utah	1.0	0.9	1.7	1.0	1.1	1.6	†	0.9	†	1.1	†	1.2
Vermont	†	0.5	†	0.7	†	1.3	†	0.7	†	1.0	†	1.3
Virginia	1.3	0.9	1.4	0.8	1.5	1.5	1.5	1.1	1.7	1.3	1.6	1.4
Washington	†	1.0	†	1.2	†	1.4	†	1.0	†	1.3	†	1.2
West Virginia	1.1	0.9	1.5	1.1	0.9	1.4	1.0	1.0	1.1	1.4	0.8	0.9
Wisconsin	1.1	0.9	1.4	1.0	1.4	1.5	1.3	1.1	1.6	1.4	1.4	1.3
Wyoming	0.9	0.5	1.4	0.7	1.1	1.0	0.7	0.7	1.3	1.1	0.9	1.6

† Not applicable.

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

## Writing Performance of Students in Grades 8 and 12

Table S14-1. Standard errors for the average writing scale scores and percentage of students at each achievement level, by grade: 1998, 2002, and 2007

Grade, scale score, and achievement level	1998	2002	2007
<b>Grade 8</b>			
Average scale score	0.6	0.5	0.2
Percentage at each achievement level			
Below <i>Basic</i>	0.5	0.4	0.2
At or above <i>Basic</i>	0.5	0.4	0.2
At or above <i>Proficient</i>	0.7	0.6	0.3
At <i>Advanced</i>	0.1	0.1	0.1
<b>Grade 12</b>			
Average scale score	0.7	0.8	0.6
Percentage at each achievement level			
Below <i>Basic</i>	0.7	0.7	0.5
At or above <i>Basic</i>	0.7	0.7	0.5
At or above <i>Proficient</i>	0.7	0.8	0.6
At <i>Advanced</i>	0.1	0.2	0.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2007 Writing Assessments, NAEP Data Explorer.

## Writing Performance of Students in Grades 8 and 12

**Table S14-2. Standard errors for the average writing scale scores, by grade and selected student and school characteristics: 1998, 2002, and 2007**

Student or school characteristic	Grade 8			Grade 12		
	1998	2002	2007	1998	2002	2007
<b>Total</b>	<b>0.6</b>	<b>0.5</b>	<b>0.2</b>	<b>0.7</b>	<b>0.8</b>	<b>0.6</b>
Sex						
Male	0.8	0.6	0.3	0.7	0.8	0.6
Female	0.6	0.6	0.3	0.7	0.9	0.7
Race/ethnicity						
White	0.8	0.6	0.2	0.8	0.8	0.6
Black	0.9	0.7	0.4	1.4	1.3	1.0
Hispanic	1.6	0.9	0.6	1.3	1.5	1.0
Asian/Pacific Islander	5.7	2.0	1.2	4.3	2.4	1.7
American Indian/Alaska Native	5.7	2.9	1.3	4.1	†	3.9
Parents' education						
Did not finish high school	†	0.9	0.6	†	1.7	1.0
Graduated from high school	†	0.6	0.5	†	1.1	0.8
Some education after high school	†	0.6	0.4	†	0.9	0.7
Graduated from college	†	0.6	0.3	†	1.0	0.6
Locale						
City	†	†	0.5	†	†	1.2
Suburban	†	†	0.5	†	†	1.0
Town	†	†	0.6	†	†	1.0
Rural	†	†	0.5	†	†	1.2
Free or reduced-price lunch						
Eligible	0.7	0.5	0.3	0.9	1.4	0.7
Not eligible	0.8	0.7	0.3	0.9	1.0	0.6
Information not available	1.7	1.5	1.2	1.6	1.5	1.5

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2007 Writing Assessments, NAEP Data Explorer.

## Economics Performance of Students in Grade 12

Table S15-1. Standard errors for the percentage of 12th-grade students at each economics achievement level, by student and school characteristics: 2006

Student or school characteristic	Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
<b>Total</b>	<b>0.8</b>	<b>0.8</b>	<b>1.1</b>	<b>0.3</b>
Sex				
Male	0.8	0.8	1.3	0.5
Female	0.9	0.9	1.3	0.3
Race/ethnicity				
White	0.7	0.7	1.2	0.4
Black	1.9	1.9	1.3	†
Hispanic	1.6	1.6	1.2	†
Asian/Pacific Islander	4.0	4.0	4.5	1.4
American Indian/Alaska Native	5.6	5.6	4.8	—
Highest level of parental education				
Did not finish high school	2.1	2.1	1.7	—
Graduated from high school	1.5	1.5	1.4	0.3
Some education after high school	1.1	1.1	1.4	0.4
Graduated from college	0.8	0.8	1.3	0.6
Region				
West	†	†	†	†
Midwest	1.4	1.4	2.0	0.6
South	1.4	1.4	1.7	0.5
Northeast	1.7	1.7	2.6	0.9
Locale				
City	1.5	1.5	1.9	0.7
Suburban	1.0	1.0	1.6	0.6
Town	2.5	2.5	2.5	0.5
Rural	1.5	1.5	1.8	0.4
Students in school eligible for free or reduced-price lunch				
10 percent or less	1.0	1.0	1.9	0.8
11–25 percent	1.5	1.5	2.0	0.6
26–50 percent	1.1	1.1	1.4	0.5
51–75 percent	2.6	2.6	2.3	0.3
More than 75 percent	3.4	3.4	2.6	—

— Not available (standard error estimates cannot be determined).

† Not applicable.

SOURCE: Mead, N., and Sandene, B. (2007). *The Nation's Report Card: Economics 2006* (NCES 2007-475), data from U.S. Department of Education, National Center for Education Statistics, NAEP Data Explorer.

## Economics Performance of Students in Grade 12

**Table S15-2. Standard errors for the average economics scale scores of 12th-grade students, by content area and student and school characteristics: 2006**

Student or school characteristic	Overall	Content area		
		Market economy	National economy	International economy
<b>Total</b>	<b>0.9</b>	<b>0.9</b>	<b>0.9</b>	<b>0.9</b>
Sex				
Male	1.0	1.0	1.0	1.2
Female	0.9	0.9	1.0	0.9
Race/ethnicity				
White	0.8	0.9	0.9	0.9
Black	1.2	1.4	1.4	1.6
Hispanic	1.2	1.4	1.2	2.1
Asian/Pacific Islander	3.5	3.1	3.9	4.1
American Indian/Alaska Native	4.1	4.3	4.8	6.7
Highest level of parental education				
Did not finish high school	1.4	1.5	1.6	1.6
Graduated from high school	1.2	1.2	1.3	1.5
Some education after high school	0.8	0.9	0.9	1.1
Graduated from college	0.9	1.0	1.0	1.0
Region				
West	†	†	†	†
Midwest	1.5	1.5	1.5	1.8
South	1.4	1.6	1.4	1.6
Northeast	2.0	2.2	2.1	2.0
Locale				
City	1.6	1.5	1.7	1.8
Suburban	1.3	1.3	1.3	1.4
Town	2.0	2.0	2.1	2.3
Rural	1.4	1.5	1.4	1.6
Students in school eligible for free or reduced-price lunch				
10 percent or less	1.3	1.4	1.4	1.6
11–25 percent	1.5	1.5	1.7	1.8
26–50 percent	1.3	1.3	1.3	1.4
51–75 percent	1.8	1.8	2.0	2.7
More than 75 percent	2.0	2.1	2.6	2.4

† Not applicable.

SOURCE: Mead, N., and Sandene, B. (2007). *The Nation's Report Card: Economics 2006* (NCES 2007-475), data from U.S. Department of Education, National Center for Education Statistics, NAEP Data Explorer.



## Trends in the Achievement Gaps in Reading and Mathematics

**Table S16-1. Standard errors for the White-Black and White-Hispanic gaps in average reading and mathematics scores, by grade: Various years, 1990–2007**

Subject, race/ethnicity, and grade	1990	1992	1994	1996	1998	2000	2002	2003	2005	2007
<b>Reading</b>										
White-Black gap										
Grade 4	†	2.1	2.2	†	2.2	2.1	0.6	0.5	0.4	0.5
Grade 8	†	2.0	2.1	†	1.5	†	0.9	0.5	0.5	0.4
White-Hispanic gap										
Grade 4	†	2.9	3.6	†	3.3	3.1	1.4	0.6	0.5	0.6
Grade 8	†	2.0	1.5	†	1.9	†	0.9	0.7	0.5	0.5
<b>Mathematics</b>										
White-Black gap										
Grade 4	2.0	1.6	†	1.8	†	1.5	†	0.4	0.3	0.4
Grade 8	3.0	1.7	†	2.2	†	1.5	†	0.6	0.4	0.5
White-Hispanic gap										
Grade 4	2.4	1.7	†	2.1	†	1.7	†	0.5	0.3	0.4
Grade 8	4.5	1.5	†	2.0	†	1.6	†	0.7	0.5	0.5

† Not applicable.

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

## Reading and Mathematics Score Trends by Age

**Table S17-1. 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 2004**

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

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1971–2004 Long-Term Trend Reading Assessment.

## Reading and Mathematics Score Trends by Age

**Table S17-2. 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 2004**

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1973–2004 Long-Term Trend Mathematics Assessment.

## International Comparisons of Reading Literacy in Grade 4

**Table S18-1. Standard errors for the average combined reading literacy scale scores of 4th-graders, by reading subscale and educational jurisdiction: 2006**

Educational jurisdiction	Combined reading literacy	Reading subscale	
		Literary subscale	Informational subscale
<b>International average</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>
Alberta, Canada	2.4	2.7	2.4
Austria	2.2	2.1	2.3
Belgium (Flemish)	2.0	1.9	2.0
Belgium (French)	2.6	2.4	2.8
British Columbia, Canada	2.6	2.7	2.7
Bulgaria	4.4	4.5	4.4
Chinese Taipei	2.0	2.0	1.8
Denmark	2.3	2.6	2.4
England	2.6	2.6	2.5
France	2.1	2.4	2.1
Georgia	3.1	3.2	3.6
Germany	2.2	2.2	2.3
Hong Kong, SAR	2.4	2.6	2.3
Hungary	3.0	2.9	3.1
Iceland	1.3	1.7	1.4
Indonesia	4.1	3.9	4.2
Iran, Islamic Republic of	3.1	3.1	3.1
Israel	3.3	3.4	3.6
Italy	2.9	3.3	2.9
Kuwait	4.2	3.7	4.3
Latvia	2.3	2.4	2.4
Lithuania	1.6	1.9	1.6
Luxembourg	1.1	1.0	1.0
Macedonia	4.1	3.7	4.2
Moldova	3.0	2.8	3.0
Morocco	5.9	6.5	6.0
Netherlands	1.5	1.8	1.6
New Zealand	2.0	2.1	2.2
Norway	2.6	2.5	2.8
Nova Scotia, Canada	2.2	2.4	2.4
Ontario, Canada	2.7	3.0	3.0
Poland	2.4	2.5	2.2
Qatar	1.1	1.3	1.6
Quebec, Canada	2.8	2.8	2.7
Romania	5.0	4.8	4.9
Russian Federation	3.4	3.3	3.3
Scotland	2.8	2.6	2.6
Singapore	2.9	2.9	2.8
Slovak Republic	2.8	2.9	2.6
Slovenia	2.1	2.0	2.4
South Africa	5.6	5.2	5.1

See notes at end of table.

## International Comparisons of Reading Literacy in Grade 4

**Table S18-1. Standard errors for the average combined reading literacy scale scores of 4th-graders, by reading subscale and educational jurisdiction: 2006**  
—Continued

Educational jurisdiction	Combined reading literacy	Reading subscale	
		Literary subscale	Informational subscale
Spain	2.5	2.7	2.9
Sweden	2.3	2.3	2.4
Trinidad and Tobago	4.9	4.6	4.6
<b>United States</b>	<b>3.5</b>	<b>3.6</b>	<b>3.4</b>

SOURCE: Baer, J., Baldi, S., Ayotte, K., and Green, P. (2007). *The Reading Literacy of U.S. Fourth-Grade Students in an International Context: Results From the 2001 and 2006 Progress in International Reading Literacy Study (PIRLS)* (NCES 2008-017), tables R-1 and R-2, data from the International Association for the Evaluation of Educational Achievement (IEA), Progress in International Reading Literacy Study (PIRLS), 2006.

## International Comparisons of Reading Literacy in Grade 4

**Table S18-2. Standard errors for the average combined reading literacy scale scores of 4th-graders, by reading subscale and educational jurisdiction: 2001 and 2006**

Educational jurisdiction	Reading subscale					
	Combined reading literacy		Literary subscale		Informational subscale	
	2001	2006	2001	2006	2001	2006
Bulgaria	3.8	4.4	3.9	4.5	3.6	4.4
England	3.4	2.6	3.9	2.6	3.6	2.5
France	2.4	2.1	2.6	2.4	2.5	2.1
Germany	1.9	2.2	1.9	2.2	1.9	2.3
Hong Kong, SAR	3.1	2.4	3.1	2.6	2.9	2.3
Hungary	2.2	3.0	2.0	2.9	2.2	3.1
Iceland	1.2	1.3	1.3	1.7	1.5	1.4
Iran, Islamic Republic of	4.2	3.1	4.5	3.1	4.6	3.1
Israel	2.8	3.3	2.6	3.4	2.9	3.6
Italy	2.4	2.9	2.7	3.3	2.4	2.9
Kuwait	4.3	4.2	3.8	3.7	4.5	4.3
Latvia	2.3	2.3	2.2	2.4	2.3	2.4
Lithuania	2.6	1.6	3.1	1.9	2.7	1.6
Macedonia	4.6	4.1	4.5	3.7	5.2	4.2
Moldova	4.0	3.0	3.7	2.8	4.7	3.0
Morocco	9.6	5.9	8.4	6.5	10.9	6.0
Netherlands	2.5	1.5	2.5	1.8	2.6	1.6
New Zealand	3.6	2.0	3.9	2.1	3.8	2.2
Norway	2.9	2.6	2.7	2.5	2.8	2.8
Ontario, Canada	3.3	2.8	3.3	3.1	3.2	3.1
Quebec, Canada	3.0	2.8	3.0	2.8	2.9	2.7
Romania	4.6	5.0	4.7	4.8	4.6	4.9
Russian Federation	4.4	3.4	3.9	3.3	4.3	3.3
Scotland	3.6	2.8	3.5	2.6	3.6	2.6
Singapore	5.2	2.9	5.6	2.9	4.8	2.8
Slovak Republic	2.8	2.8	2.6	2.9	2.7	2.6
Slovenia	2.0	2.1	1.8	2.0	1.9	2.4
Sweden	2.2	2.3	2.4	2.3	2.2	2.4
<b>United States</b>	<b>3.8</b>	<b>3.5</b>	<b>3.8</b>	<b>3.6</b>	<b>3.7</b>	<b>3.4</b>

SOURCE: Baer, J., Baldi, S., Ayotte, K., and Green, P. (2007). *The Reading Literacy of U.S. Fourth-Grade Students in an International Context: Results From the 2001 and 2006 Progress in International Reading Literacy Study (PIRLS)* (NCES 2008-017), tables R-1 and R-2, data from the International Association for the Evaluation of Educational Achievement (IEA), Progress in International Reading Literacy Study (PIRLS), 2001 and 2006.

## International Comparisons of Reading Literacy in Grade 4

**Table S18-3. Standard errors for the average combined reading literacy scale scores of 4th-graders, by reading subscale, sex, and educational jurisdiction: 2006**

Educational jurisdiction	Reading subscale					
	Combined reading literacy		Literary subscale		Informational subscale	
	Male	Female	Male	Female	Male	Female
<b>International average</b>	<b>0.6</b>	<b>0.6</b>	<b>0.6</b>	<b>0.6</b>	<b>0.6</b>	<b>0.7</b>
Alberta, Canada	2.7	2.4	3.0	2.9	2.8	2.5
Austria	2.6	2.3	2.4	2.6	2.6	2.7
Belgium (Flemish)	2.4	2.3	2.3	2.2	2.2	2.4
Belgium (French)	2.9	2.8	2.8	2.6	3.0	3.3
British Columbia, Canada	3.1	2.9	3.2	3.0	2.8	3.3
Bulgaria	5.0	4.4	5.4	4.6	5.2	4.4
Chinese Taipei	2.3	2.2	2.2	2.2	2.3	1.8
Denmark	2.7	2.8	3.1	3.0	3.1	2.8
England	2.8	3.0	2.7	3.1	2.9	2.8
France	2.4	2.4	2.7	2.6	2.3	2.7
Georgia	3.8	3.3	3.6	3.7	4.4	3.7
Germany	2.5	2.5	2.6	2.4	2.7	2.4
Hong Kong, SAR	2.8	2.5	3.3	2.6	2.8	2.2
Hungary	2.9	3.6	2.9	3.6	3.1	3.7
Iceland	1.9	1.7	1.9	2.4	2.1	1.9
Indonesia	4.6	4.2	4.4	4.0	5.0	4.6
Iran, Islamic Republic of	3.8	5.3	4.0	5.3	3.8	4.9
Israel	3.7	4.1	3.8	4.0	4.1	4.5
Italy	3.3	3.3	3.6	3.6	3.4	3.1
Kuwait	6.2	4.7	5.2	4.5	6.0	6.3
Latvia	2.6	2.7	2.7	3.0	2.7	2.7
Lithuania	2.0	2.0	2.0	2.4	2.0	2.2
Luxembourg	1.6	1.3	1.4	1.4	1.5	1.2
Macedonia	4.4	4.4	4.0	4.3	4.4	4.6
Moldova	3.5	3.1	3.0	3.3	3.5	3.2
Morocco	6.6	6.6	7.4	6.9	6.9	6.1
Netherlands	1.6	2.0	2.3	2.2	1.9	1.8
New Zealand	2.9	2.2	2.9	2.3	3.0	2.3
Norway	3.1	2.8	2.7	2.8	2.8	3.4
Nova Scotia, Canada	2.8	2.5	2.6	3.4	3.0	2.8
Ontario, Canada	3.3	3.3	3.3	3.5	3.9	3.3
Poland	2.7	2.6	3.0	2.8	2.8	2.3
Qatar	1.7	1.7	2.3	1.8	2.3	2.3
Quebec, Canada	3.5	2.7	3.4	3.1	3.6	2.7
Romania	5.7	5.0	5.6	4.9	5.4	5.2
Russian Federation	3.4	3.9	3.3	3.8	3.6	3.5
Scotland	3.1	3.6	3.0	3.4	2.8	3.6
Singapore	3.3	3.1	3.4	3.2	3.3	2.9
Slovak Republic	3.3	2.7	3.5	2.9	3.3	2.5
Slovenia	2.7	2.1	2.6	2.3	3.2	2.4
South Africa	5.5	6.3	5.3	6.0	5.4	5.8

See notes at end of table.

## International Comparisons of Reading Literacy in Grade 4

**Table S18-3. Standard errors for the average combined reading literacy scale scores of 4th-graders, by reading subscale, sex, and educational jurisdiction: 2006—Continued**

Educational jurisdiction	Reading subscale					
	Combined reading literacy		Literary subscale		Informational subscale	
	Male	Female	Male	Female	Male	Female
Spain	3.1	2.6	3.1	3.1	3.2	3.2
Sweden	2.6	2.6	2.6	2.7	2.6	2.9
Trinidad and Tobago	6.0	4.9	5.6	4.9	5.5	5.0
<b>United States</b>	<b>4.4</b>	<b>3.3</b>	<b>4.1</b>	<b>3.6</b>	<b>4.4</b>	<b>3.1</b>

SOURCE: Baer, J., Baldi, S., Ayotte, K., and Green, P. (2007). *The Reading Literacy of U.S. Fourth-Grade Students in an International Context: Results From the 2001 and 2006 Progress in International Reading Literacy Study (PIRLS)* (NCES 2008-017), tables R-4 and R-5, data from the International Association for the Evaluation of Educational Achievement (IEA), Progress in International Reading Literacy Study (PIRLS), 2006.



## International Comparisons of Reading Literacy in Grade 4

**Table S18-4. Standard errors for the average combined reading literacy scale scores of U.S. 4th-graders, by reading subscale and race/ethnicity: 2006**

Race/ethnicity	Combined reading literacy	Reading subscale	
		Literary subscale	Informational subscale
White	3.1	3.2	3.3
Black	4.8	5.1	4.4
Hispanic	4.1	4.7	4.1
Asian	7.3	9.8	9.2
American Indian/Alaska Native	11.4	9.6	10.5
Other	17.6	13.6	16.2

SOURCE: Baer, J., Baldi, S., Ayotte, K., and Green, P. (2007). *The Reading Literacy of U.S. Fourth-Grade Students in an International Context: Results From the 2001 and 2006 Progress in International Reading Literacy Study (PIRLS)* (NCES 2008-017), table R-6, data from the International Association for the Evaluation of Educational Achievement (IEA), Progress in International Reading Literacy Study (PIRLS), 2006.

## International Comparisons of Science Literacy

**Table S19-1. Standard errors for the average combined science literacy scale scores of 15-year-old students, by scientific skill subscale and country or jurisdiction: 2006**

Country or jurisdiction	Combined science literacy score	Scientific skill subscale		
		Identifying scientific issues	Using scientific evidence	Explaining phenomena scientifically
OECD average	0.5	0.5	0.6	0.5
<b>OECD-member country</b>				
Australia	2.3	2.3	2.4	2.3
Austria	3.9	3.7	4.7	4.0
Belgium	2.5	2.7	3.0	2.5
Canada	2.0	2.3	2.2	2.1
Czech Republic	3.5	4.2	4.1	3.5
Denmark	3.1	3.0	3.6	3.3
Finland	2.0	2.3	2.3	2.0
France	3.4	3.5	3.9	3.2
Germany	3.8	3.8	4.6	3.7
Greece	3.2	3.0	4.0	3.0
Hungary	2.7	2.6	3.4	2.6
Iceland	1.6	1.7	1.7	1.5
Ireland	3.2	3.3	3.4	3.2
Italy	2.0	2.2	2.3	2.0
Japan	3.4	4.0	4.2	3.1
Korea, Republic of	3.4	3.7	3.7	3.3
Luxembourg	1.1	1.1	1.1	1.1
Mexico	2.7	2.6	3.1	2.7
Netherlands	2.7	3.3	3.3	2.7
New Zealand	2.7	2.9	3.3	2.8
Norway	3.1	3.1	3.6	3.0
Poland	2.3	2.5	2.7	2.5
Portugal	3.0	3.1	3.6	2.9
Slovak Republic	2.6	3.2	3.3	2.7
Spain	2.6	2.4	3.0	2.4
Sweden	2.4	2.6	2.6	2.9
Switzerland	3.2	3.0	3.4	3.3
Turkey	3.8	3.4	4.3	4.1
United Kingdom	2.3	2.3	2.5	2.3
<b>United States</b>	<b>4.2</b>	<b>3.8</b>	<b>5.0</b>	<b>4.3</b>

See notes at end of table.

## International Comparisons of Science Literacy

**Table S19-1. Standard errors for the average combined science literacy scale scores of 15-year-old students, by scientific skill subscale and country or jurisdiction: 2006—Continued**

Country or jurisdiction	Combined science literacy score	Scientific skill subscale		
		Identifying scientific issues	Using scientific evidence	Explaining phenomena scientifically
<b>Non-OECD-member jurisdiction</b>				
Argentina	6.1	5.7	7.0	6.0
Azerbaijan	2.8	3.1	4.0	3.0
Brazil	2.8	2.8	3.6	2.7
Bulgaria	6.1	6.3	7.5	5.8
Chile	4.3	4.1	5.1	4.1
Chinese Taipei	3.6	3.7	3.7	3.7
Colombia	3.4	3.4	3.9	3.4
Croatia	2.4	2.6	3.0	2.5
Estonia	2.5	2.6	2.7	2.6
Hong Kong-China	2.5	3.2	2.7	2.5
Indonesia	5.7	5.6	7.3	5.1
Israel	3.7	3.9	4.7	3.6
Jordan	2.8	2.8	3.3	3.1
Kyrgyz Republic	2.9	3.2	3.8	3.1
Latvia	3.0	3.3	3.4	2.9
Liechtenstein	4.1	3.7	4.3	4.1
Lithuania	2.8	2.7	3.1	3.0
Macao-China	1.1	1.2	1.2	1.2
Montenegro, Republic of	1.1	1.2	1.3	1.1
Qatar	0.9	0.8	1.2	1.0
Romania	4.2	3.6	6.0	4.0
Russian Federation	3.7	4.2	4.2	3.4
Serbia, Republic of	3.0	3.0	3.7	3.1
Slovenia	1.1	1.4	1.3	1.5
Thailand	2.1	2.5	2.6	2.1
Tunisia	3.0	3.8	3.7	2.9
Uruguay	2.7	3.0	3.1	2.9

SOURCE: Baldi, S., Jin, Y., Skewer, M., Green, P.J., and Herget, D. (2007). *Highlights From PISA 2006: Performance of U.S. 15-Year-Old Students in Science and Mathematics Literacy in an International Context* (NCES 2008-016), tables 2a–d, data from the Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2006.

## International Comparisons of Science Literacy

**Table S19-2. Standard errors for the average combined science literacy scale scores of 15-year-old students, by scientific skill subscale, sex, and country or jurisdiction: 2006**

Country or jurisdiction	Scientific skill subscale							
	Combined science literacy score		Identifying scientific issues		Using scientific evidence		Explaining phenomena scientifically	
	Male	Female	Male	Female	Male	Female	Male	Female
<b>OECD average</b>	<b>0.7</b>	<b>0.6</b>	<b>0.7</b>	<b>0.6</b>	<b>0.8</b>	<b>0.7</b>	<b>0.7</b>	<b>0.6</b>
<b>OECD-member country</b>								
Australia	3.2	2.7	3.2	2.6	3.4	3.0	3.1	2.7
Austria	4.2	4.9	4.2	4.7	4.9	6.2	4.4	4.7
Belgium	3.3	3.2	3.8	3.1	3.8	3.8	3.4	3.1
Canada	2.5	2.1	2.7	2.4	2.7	2.3	2.6	2.3
Czech Republic	4.2	4.8	4.8	5.3	5.0	5.4	4.3	4.6
Denmark	3.6	3.4	3.5	3.2	4.1	4.0	3.8	3.7
Finland	2.6	2.4	2.7	2.6	3.0	2.7	2.5	2.5
France	4.3	3.6	4.6	3.7	5.0	4.2	4.2	3.4
Germany	4.6	3.8	4.5	3.9	5.6	4.5	4.5	3.7
Greece	4.5	3.4	4.1	3.1	5.6	3.7	4.3	3.0
Hungary	3.3	3.5	3.4	3.3	4.1	4.5	3.2	3.6
Iceland	2.6	2.1	2.9	2.4	3.1	2.5	2.6	2.1
Ireland	4.3	3.3	4.4	3.5	4.8	3.5	4.4	3.5
Italy	2.8	2.5	2.9	2.5	3.2	3.1	2.8	2.5
Japan	4.9	5.1	5.1	6.6	5.8	6.4	4.6	4.4
Korea, Republic of	4.8	3.9	4.9	4.2	5.2	4.5	4.8	4.0
Luxembourg	1.8	1.8	1.7	1.8	2.0	2.2	1.8	2.0
Mexico	3.2	2.6	2.9	2.8	3.7	3.0	3.3	2.6
Netherlands	3.2	3.1	3.8	3.5	3.8	3.7	3.1	3.1
New Zealand	3.9	3.6	3.7	3.7	4.4	4.3	4.0	3.6
Norway	3.8	3.2	3.9	3.3	4.2	3.9	3.9	3.2
Poland	2.7	2.6	2.8	2.7	3.0	3.0	2.9	2.8
Portugal	3.7	3.2	3.6	3.4	4.2	4.0	3.6	3.0
Slovak Republic	3.9	3.0	4.5	3.6	4.8	3.6	4.0	3.0
Spain	2.9	2.7	2.7	2.6	3.4	3.1	2.8	2.7
Sweden	2.7	2.9	2.9	3.1	3.1	3.2	3.0	3.5
Switzerland	3.3	3.6	3.1	3.3	3.6	3.9	3.4	3.9
Turkey	4.6	4.1	4.1	3.6	5.2	4.6	4.7	4.5
United Kingdom	3.0	2.8	2.9	2.8	3.1	3.1	3.0	2.7
<b>United States</b>	<b>5.1</b>	<b>4.0</b>	<b>4.6</b>	<b>3.8</b>	<b>6.1</b>	<b>4.6</b>	<b>5.3</b>	<b>4.0</b>

See notes at end of table.

## International Comparisons of Science Literacy

**Table S19-2. Standard errors for the average combined science literacy scale scores of 15-year-old students, by scientific skill subscale, sex, and country or jurisdiction: 2006—Continued**

Country or jurisdiction	Scientific skill subscale							
	Combined science literacy score		Identifying scientific issues		Using scientific evidence		Explaining phenomena scientifically	
	Male	Female	Male	Female	Male	Female	Male	Female
<b>Non-OECD-member jurisdiction</b>								
Argentina	6.5	6.8	5.8	6.4	7.4	7.7	6.4	7.0
Azerbaijan	3.1	2.7	3.3	3.3	4.5	3.9	3.3	3.0
Brazil	3.2	2.9	3.2	3.0	3.9	3.8	3.0	2.9
Bulgaria	6.6	6.9	6.6	7.1	8.0	8.2	6.5	6.5
Chile	5.4	4.4	5.0	4.1	6.2	5.2	5.1	4.1
Chinese Taipei	4.3	5.1	4.4	5.0	4.5	5.1	4.3	5.3
Colombia	4.1	4.1	4.4	4.0	4.5	4.8	4.3	4.3
Croatia	3.3	3.1	3.5	3.1	4.1	3.5	3.2	3.3
Estonia	3.1	2.9	3.1	2.6	3.2	3.0	3.2	3.0
Hong Kong-China	3.5	3.5	4.1	4.5	3.8	4.0	3.5	3.3
Indonesia	8.2	3.7	8.0	3.6	10.2	5.0	7.0	3.8
Israel	5.6	4.2	5.9	4.0	6.7	5.4	5.4	4.0
Jordan	4.5	3.3	4.6	2.8	5.5	3.6	4.6	4.1
Kyrgyz Republic	3.6	3.0	3.6	3.3	4.7	3.9	3.9	2.9
Latvia	3.5	3.2	3.7	3.5	4.1	3.6	3.6	3.2
Liechtenstein	7.6	6.3	7.0	5.7	8.2	6.8	7.5	6.4
Lithuania	3.1	3.1	2.9	3.0	3.7	3.3	3.3	3.4
Macao-China	1.8	1.6	1.9	1.6	2.0	1.6	2.0	1.6
Montenegro, Republic of	1.7	1.7	2.0	1.8	2.0	2.0	1.8	1.7
Qatar	1.2	1.3	1.2	1.3	1.5	1.9	1.4	1.6
Romania	4.1	4.8	3.6	4.4	6.0	6.7	4.3	4.5
Russian Federation	4.1	3.7	4.6	4.1	4.5	4.4	4.0	3.4
Serbia, Republic of	3.3	3.8	3.3	3.6	4.0	4.8	3.7	3.8
Slovenia	2.0	1.9	2.0	2.0	2.3	2.0	2.3	2.2
Thailand	3.4	2.5	3.7	2.8	4.2	2.7	3.4	2.2
Tunisia	3.2	3.5	3.9	4.2	4.1	4.3	3.1	3.5
Uruguay	4.0	2.7	4.2	2.8	4.0	3.5	4.0	3.1

SOURCE: Baldi, S., Jin, Y., Skewer, M., Green, P.J., and Herget, D. (2007). *Highlights From PISA 2006: Performance of U.S. 15-Year-Old Students in Science and Mathematics Literacy in an International Context* (NCES 2008-016), tables C-9 and C-11, data from the Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2006.

## International Comparisons of Science Literacy

**Table S19-3. Standard errors for the average combined science literacy scale scores of OECD countries and U.S. 15-year-old students, by race/ethnicity: 2006**

OECD average and U.S. racial/ethnic group	Combined science literacy score
OECD average	0.5
White	3.0
Black	8.8
Hispanic	4.7
Asian	9.7
Native Hawaiian/Other Pacific Islander	24.5
American Indian/Alaska Native	12.0
More than one race	8.0

SOURCE: Baldi, S., Jin, Y., Skewer, M., Green, P.J., and Herget, D. (2007). *Highlights From PISA 2006: Performance of U.S. 15-Year-Old Students in Science and Mathematics Literacy in an International Context* (NCES 2008-016), table C-12, data from the Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2006.

## Annual Earnings of Young Adults

**Table S20-1. Standard errors for the median annual earnings of full-time, full-year wage and salary workers ages 25–34, by educational attainment, sex, and race/ethnicity: Selected years, 1980–2006**

Educational attainment, sex, and race/ethnicity	[In constant 2006 dollars]						
	1980	1985	1990	1995	2000	2005	2006
<b>Total</b>	<b>\$210</b>	<b>\$240</b>	<b>\$250</b>	<b>\$180</b>	<b>\$120</b>	<b>\$320</b>	<b>\$140</b>
<b>Educational attainment</b>							
Less than high school	630	940	510	410	360	290	270
High school diploma or equivalent	380	280	320	260	210	330	400
Some college	400	430	470	570	430	200	210
Associate's degree	†	†	†	540	310	760	840
Bachelor's degree or higher	520	510	520	740	270	640	240
Bachelor's degree	†	†	†	330	640	220	770
Master's degree or higher	†	†	†	960	770	390	470
<b>Sex and educational attainment</b>							
<b>Male</b>	<b>330</b>	<b>270</b>	<b>250</b>	<b>360</b>	<b>470</b>	<b>180</b>	<b>190</b>
Less than high school	1,130	790	750	910	360	700	660
High school diploma or equivalent	380	440	340	520	520	240	200
Some college	620	740	500	470	710	350	370
Associate's degree	†	†	†	880	880	1,220	1,270
Bachelor's degree or higher	570	740	500	760	520	650	290
Bachelor's degree	†	†	†	610	870	430	650
Master's degree or higher	†	†	†	1,880	2,110	2,050	1,730
<b>Female</b>	<b>190</b>	<b>250</b>	<b>290</b>	<b>240</b>	<b>200</b>	<b>150</b>	<b>160</b>
Less than high school	850	820	890	810	660	720	650
High school diploma or equivalent	270	410	300	390	310	400	420
Some college	340	430	460	380	440	680	570
Associate's degree	540	430	480	1,180	470	490	430
Bachelor's degree or higher	540	430	480	560	300	250	220
Bachelor's degree	†	†	†	800	340	660	270
Master's degree or higher	220	220	330	1,260	1,000	890	1,150

See notes at end of table.

## Annual Earnings of Young Adults

**Table S20-1. Standard errors for the median annual earnings of full-time, full-year wage and salary workers ages 25–34, by educational attainment, sex, and race/ethnicity: Selected years, 1980–2006—Continued**

Educational attainment, sex, and race/ethnicity	[In constant 2006 dollars]						
	1980	1985	1990	1995	2000	2005	2006
<b>Race/ethnicity and sex</b>							
<b>White</b>	<b>\$220</b>	<b>\$220</b>	<b>\$330</b>	<b>\$210</b>	<b>\$270</b>	<b>\$150</b>	<b>\$280</b>
Male	350	490	270	390	200	510	190
Female	210	280	300	420	370	190	520
<b>Black</b>	<b>460</b>	<b>510</b>	<b>730</b>	<b>470</b>	<b>330</b>	<b>580</b>	<b>410</b>
Male	980	670	1,070	880	790	810	330
Female	590	820	830	780	680	730	570
<b>Hispanic</b>	<b>1,310</b>	<b>720</b>	<b>800</b>	<b>520</b>	<b>410</b>	<b>490</b>	<b>750</b>
Male	1,690	1,660	1,000	680	580	830	720
Female	1,280	1,140	1,020	1,260	760	570	490
<b>Asian</b>	†	†	<b>1,530</b>	<b>1,210</b>	<b>580</b>	<b>640</b>	<b>1,120</b>
Male	†	†	2,010	2,140	3,520	3,200	790
Female	†	†	1,880	2,000	1,310	1,880	1,170
<b>Pacific Islander</b>	†	†	†	†	†	†	<b>2,400</b>
<b>American Indian/Alaska Native</b>	†	†	<b>4,030</b>	<b>2,510</b>	<b>1,340</b>	<b>1,090</b>	<b>2,320</b>
<b>More than one race</b>	†	†	†	†	†	<b>1,570</b>	<b>1,550</b>
Male	†	†	†	†	†	2,080	2,980
Female	†	†	†	†	†	1,710	2,170
<b>Other</b>	<b>1,600</b>	<b>1,440</b>	†	†	†	†	†
Male	2,310	2,230	†	†	†	†	†
Female	2,070	1,710	†	†	†	†	†

† Not applicable.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, selected years, 1981–2007.



## Annual Earnings of Young Adults

**Table S20-2. Standard errors for the median annual earnings of full-time, full-year wage and salary workers ages 25–34, by race/ethnicity and educational attainment: Selected years, 1980–2006**

Race/ethnicity and educational attainment	[In constant 2006 dollars]						
	1980	1985	1990	1995	2000	2005	2006
<b>White</b>	<b>\$220</b>	<b>\$220</b>	<b>\$330</b>	<b>\$210</b>	<b>\$270</b>	<b>\$150</b>	<b>\$280</b>
Less than high school	1,090	810	600	1,090	440	830	850
High school diploma or equivalent	420	430	300	330	390	230	210
Some college	440	410	660	600	490	260	740
Associate's degree	†	†	†	670	360	530	580
Bachelor's degree or higher	550	410	440	790	290	490	260
Bachelor's degree	†	†	†	410	460	260	510
Master's degree or higher	†	†	†	920	850	460	560
<b>Black</b>	<b>460</b>	<b>510</b>	<b>730</b>	<b>470</b>	<b>330</b>	<b>580</b>	<b>410</b>
Less than high school	1,370	1,270	1,050	1,430	1,200	960	1,150
High school diploma or equivalent	680	700	490	760	380	790	570
Some college	1,270	880	950	1,120	610	1,250	950
Associate's degree	†	†	†	1,200	790	1,070	1,510
Bachelor's degree or higher	1,420	1,210	890	1,240	1,440	1,280	830
Bachelor's degree	†	†	†	1,130	1,750	890	1,190
Master's degree or higher	†	†	†	1,650	2,780	2,440	3,100
<b>Hispanic</b>	<b>1,310</b>	<b>720</b>	<b>800</b>	<b>520</b>	<b>410</b>	<b>490</b>	<b>750</b>
Less than high school	2,550	2,020	2,000	920	740	440	380
High school diploma or equivalent	1,330	1,010	1,080	1,030	980	720	360
Some college	2,600	2,630	1,250	1,180	990	790	610
Associate's degree	†	†	†	1,890	990	1,610	1,290
Bachelor's degree or higher	3,580	2,880	2,160	1,530	2,050	950	1,080
Bachelor's degree	†	†	†	1,770	1,880	920	800
Master's degree or higher	†	†	†	†	†	3,440	2,100
<b>Asian</b>	<b>†</b>	<b>†</b>	<b>1,530</b>	<b>1,210</b>	<b>580</b>	<b>640</b>	<b>1,120</b>
Less than high school	†	†	†	†	†	†	†
High school diploma or equivalent	†	†	2,160	1,920	1,420	1,350	1,460
Some college	†	†	1,770	2,300	2,520	1,350	2,300
Associate's degree	†	†	†	1,620	2,210	4,370	2,630
Bachelor's degree or higher	†	†	2,260	1,870	860	680	2,510
Bachelor's degree	†	†	†	840	1,800	2,090	790
Master's degree or higher	†	†	†	4,810	2,560	3,880	850
<b>Pacific Islander</b>	<b>†</b>	<b>†</b>	<b>†</b>	<b>†</b>	<b>†</b>	<b>†</b>	<b>2,400</b>
<b>American Indian/Alaska Native</b>	<b>†</b>	<b>†</b>	<b>4,030</b>	<b>2,510</b>	<b>1,340</b>	<b>1,090</b>	<b>2,320</b>
<b>More than one race</b>	<b>†</b>	<b>†</b>	<b>†</b>	<b>†</b>	<b>†</b>	<b>1,570</b>	<b>1,550</b>

See notes at end of table.

## Annual Earnings of Young Adults

**Table S20-2. Standard errors for the median annual earnings of full-time, full-year wage and salary workers ages 25–34, by race/ethnicity and educational attainment: Selected years, 1980–2006—Continued**

[In constant 2006 dollars]							
Race/ethnicity and educational attainment	1980	1985	1990	1995	2000	2005	2006
<b>Other</b>	<b>\$1,600</b>	<b>\$1,440</b>	†	†	†	†	†
Less than high school	†	†	†	†	†	†	†
High school diploma or equivalent	2,270	3,230	†	†	†	†	†
Some college	2,110	1,810	†	†	†	†	†
Associate's degree	†	†	†	†	†	†	†
Bachelor's degree or higher	2,750	2,090	†	†	†	†	†
Bachelor's degree	†	†	†	†	†	†	†
Master's degree or higher	†	†	†	†	†	†	†

† Not applicable.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, selected years, 1981–2007.

## Status Dropout Rates by Race/Ethnicity

Table S23-1. Standard errors for the status dropout rates of 16- through 24-year-olds, by race/ethnicity: October 1972–2006

Year	Total	Race/ethnicity		
		White	Black	Hispanic
1972	0.28	0.29	1.07	2.22
1973	0.27	0.28	1.06	2.24
1974	0.27	0.28	1.05	2.08
1975	0.27	0.27	1.06	2.02
1976	0.26	0.28	1.01	2.01
1977	0.27	0.28	1.00	2.02
1978	0.27	0.28	1.00	2.00
1979	0.27	0.28	1.01	1.98
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
1990	0.29	0.30	0.94	1.91
1991	0.30	0.31	0.95	1.93
1992	0.28	0.29	0.95	1.86
1993	0.28	0.29	0.94	1.79
1994	0.26	0.27	0.75	1.16
1995	0.27	0.28	0.74	1.15
1996	0.27	0.26	0.75	1.13
1997	0.27	0.28	0.80	1.11
1998	0.27	0.28	0.81	1.12
1999	0.26	0.27	0.77	1.11
2000	0.26	0.26	0.78	1.08
2001	0.25	0.26	0.71	1.06
2002	0.24	0.24	0.70	0.93
2003	0.23	0.24	0.69	0.90
2004	0.23	0.24	0.70	0.89
2005	0.22	0.23	0.66	0.87
2006	0.22	0.23	0.66	0.86

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972–2006.

## Status Dropout Rates by Race/Ethnicity

**Table S23-2. Standard errors for the status dropout rates and number and percentage distribution of status dropouts ages 16–24, by selected characteristics: October 2006**

Characteristic	Status dropout rate (percent)	Number of status dropouts (in thousands)	Population (in thousands)	Percent of all status dropouts	Percent of population
<b>Total</b>	<b>0.22</b>	<b>81.8</b>	<b>302.8</b>	†	†
Sex					
Male	0.33	60.8	210.7	1.23	0.38
Female	0.30	54.6	208.9	1.23	0.38
Race/ethnicity					
White	0.23	51.8	248.6	1.21	0.37
Black	0.66	34.9	118.0	0.97	0.28
Hispanic	0.86	55.1	120.4	1.38	0.33
Asian	0.77	11.1	63.7	0.32	0.16
Pacific Islander	†	†	18.2	†	0.04
American Indian/Alaska Native	3.62	8.4	26.9	0.26	0.06
More than one race	1.49	10.5	46.3	0.31	0.11
Age					
16	0.36	16.0	115.7	0.46	0.25
17	0.49	20.6	112.5	0.59	0.24
18	0.64	26.3	111.3	0.75	0.24
19	0.68	27.3	109.5	0.78	0.23
20–24	0.33	67.0	235.8	1.15	0.38
Immigration status					
Born outside the 50 states and the District of Columbia					
Hispanic	1.55	41.0	88.5	1.26	0.22
Non-Hispanic	0.83	15.8	75.9	0.46	0.17
First generation					
Hispanic	1.16	25.5	81.8	0.75	0.20
Non-Hispanic	0.60	14.3	85.0	0.42	0.19
Second generation or more					
Hispanic	1.35	21.6	71.0	0.65	0.17
Non-Hispanic	0.23	60.0	264.0	1.24	0.34
Region					
Northeast	0.46	30.0	139.0	0.84	0.30
Midwest	0.39	33.0	156.9	0.91	0.33
South	0.42	56.3	196.0	1.28	0.38
West	0.49	42.8	159.3	1.12	0.32

† Not applicable.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 2006.

## Immediate Transition to College

**Table S24-1. Standard errors for the percentage of high school completers who were enrolled in college the October immediately following high school completion, by race/ethnicity and family income: 1972–2006**

Year	Race/ethnicity						Family income			
	Total	White	Black	Hispanic	Gap between White and Black	Gap between White and Hispanic	Low	Middle	High	Gap between low and high
1972	1.31	1.42	4.62	9.74	4.84	9.84	3.45	1.75	2.19	4.08
1973	1.29	1.40	4.30	9.01	4.52	9.12	3.18	1.70	2.13	3.83
1974	1.28	1.39	4.58	8.94	4.78	9.04	†	†	†	†
1975	1.26	1.37	4.69	8.44	4.89	8.55	3.59	1.69	2.09	4.15
1976	1.31	1.43	4.82	7.97	5.03	8.10	4.20	1.76	2.06	4.68
1977	1.29	1.41	4.65	7.96	4.86	8.09	3.54	1.76	2.01	4.07
1978	1.28	1.41	4.51	8.44	4.72	8.56	3.74	1.74	2.05	4.27
1979	1.28	1.41	4.69	7.92	4.90	8.04	3.78	1.74	2.04	4.29
1980	1.30	1.43	4.44	8.70	4.66	8.81	3.47	1.78	2.08	4.05
1981	1.30	1.44	4.44	8.19	4.67	8.32	3.90	1.75	2.09	4.43
1982	1.36	1.52	4.33	7.96	4.59	8.10	3.81	1.81	2.13	4.36
1983	1.39	1.55	4.34	8.96	4.61	9.10	4.02	1.88	2.17	4.56
1984	1.37	1.54	4.15	7.67	4.42	7.83	3.62	1.89	2.09	4.18
1985	1.45	1.62	4.78	9.76	5.05	9.89	4.14	2.02	2.16	4.67
1986	1.43	1.62	4.38	8.85	4.67	9.00	3.59	1.97	2.28	4.25
1987	1.46	1.65	4.82	8.25	5.10	8.42	3.88	2.07	2.16	4.44
1988	1.57	1.79	4.91	10.14	5.23	10.30	4.39	2.14	2.52	5.06
1989	1.64	1.85	5.27	10.51	5.59	10.67	4.56	2.28	2.61	5.25
1990	1.60	1.80	5.08	10.82	5.39	10.97	4.76	2.14	2.54	5.39
1991	1.62	1.82	5.25	9.58	5.55	9.75	4.50	2.25	2.39	5.09
1992	1.58	1.84	4.92	8.50	5.25	8.70	4.37	2.18	2.35	4.96
1993	1.59	1.85	5.28	8.22	5.60	8.42	4.56	2.15	2.46	5.18
1994	1.43	1.61	4.42	6.28	4.70	6.48	3.96	1.94	2.22	4.54
1995	1.41	1.64	4.20	4.92	4.51	5.19	3.56	2.00	1.86	4.02
1996	1.42	1.67	4.03	5.79	4.37	6.03	3.78	1.95	2.27	4.41
1997	1.38	1.64	4.12	4.53	4.43	4.82	3.66	1.97	1.98	4.16
1998	1.38	1.61	4.05	4.92	4.35	5.18	3.62	1.89	2.21	4.24
1999	1.38	1.64	3.86	4.76	4.19	5.03	3.66	1.90	2.22	4.28
2000	1.41	1.66	4.11	5.03	4.43	5.30	3.67	1.97	2.22	4.29
2001	1.41	1.64	3.97	5.33	4.30	5.58	3.61	1.97	2.08	4.17
2002	1.31	1.53	3.84	4.55	4.13	4.81	3.60	1.78	2.11	4.18
2003	1.35	1.61	4.25	4.61	4.54	4.88	3.83	1.87	2.02	4.33
2004	1.31	1.57	3.77	4.76	4.08	5.01	3.95	1.79	1.98	4.42
2005	1.31	1.52	4.15	4.18	4.43	4.45	3.86	1.81	1.98	4.34
2006	1.33	1.60	4.33	4.18	4.61	4.48	3.92	1.82	2.01	4.41

† Not applicable.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972–2006.

## Immediate Transition to College

**Table S24-2. Standard errors for the percentage of high school completers who were enrolled in college the October immediately following high school completion, by sex and type of institution: 1972–2006**

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

† Not applicable.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972–2006.

## Immediate Transition to College

**Table S24-3. Standard errors for the percentage of high school completers who were enrolled in college the October immediately following high school completion, by parents' education: 1992–2006**

Year	Total	Less than high school	High school diploma or equivalent	Some college, including vocational/technical	Bachelor's degree or higher	Not available
1992	1.58	4.99	2.97	3.03	2.44	5.36
1993	1.59	6.00	2.90	3.28	2.09	5.00
1994	1.43	5.00	2.96	2.77	2.06	4.22
1995	1.41	4.44	2.95	2.46	1.79	4.20
1996	1.42	5.63	2.84	2.73	2.01	4.42
1997	1.38	5.51	2.97	2.74	1.86	3.95
1998	1.38	5.61	2.83	2.56	2.12	4.17
1999	1.38	5.00	3.00	2.67	1.99	4.11
2000	1.41	5.49	2.98	2.76	2.06	4.28
2001	1.41	5.29	3.00	2.61	2.06	4.36
2002	1.31	4.90	2.86	2.51	1.88	3.96
2003	1.35	5.61	2.98	2.58	1.94	3.99
2004	1.31	5.10	2.72	2.51	1.71	5.02
2005	1.31	4.81	2.63	2.54	1.66	4.96
2006	1.33	5.50	2.97	2.35	2.01	5.56

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1992–2006.

## Educational Attainment

**Table S25-1. Standard errors for the percentage of 25- to 29-year-olds who completed high school, by race/ethnicity and sex: March 1971–2007**

Year	Total			White			Black			Hispanic		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
1971	0.48	0.67	0.69	0.49	0.67	0.71	1.88	2.78	2.54	4.20	6.21	5.70
1972	0.45	0.64	0.64	0.46	0.64	0.66	1.82	2.76	2.42	4.25	6.22	5.81
1973	0.44	0.62	0.62	0.44	0.62	0.63	1.76	2.63	2.36	2.89	4.24	3.94
1974	0.42	0.58	0.60	0.42	0.59	0.60	1.67	2.43	2.29	2.78	4.03	3.84
1975	0.40	0.55	0.57	0.40	0.54	0.58	1.59	2.35	2.16	2.77	3.99	3.86
1976	0.37	0.51	0.54	0.37	0.50	0.55	1.51	2.31	2.00	2.79	4.07	3.82
1977	0.36	0.50	0.52	0.36	0.50	0.52	1.44	2.06	2.00	2.78	4.00	3.84
1978	0.36	0.50	0.52	0.36	0.51	0.52	1.37	2.02	1.87	2.59	3.72	3.61
1979	0.36	0.50	0.51	0.35	0.48	0.51	1.41	2.13	1.87	2.61	3.81	3.57
1980	0.34	0.49	0.48	0.34	0.48	0.48	1.29	1.97	1.71	2.41	3.45	3.38
1981	0.33	0.47	0.47	0.33	0.47	0.46	1.25	1.82	1.72	2.31	3.36	3.18
1982	0.35	0.49	0.49	0.35	0.50	0.50	1.22	1.83	1.64	2.36	3.43	3.26
1983	0.35	0.49	0.49	0.35	0.49	0.49	1.24	1.84	1.67	2.40	3.44	3.36
1984	0.34	0.49	0.48	0.34	0.48	0.49	1.23	1.90	1.59	2.33	3.36	3.23
1985	0.34	0.49	0.47	0.34	0.49	0.48	1.18	1.75	1.61	1.81	2.62	2.48
1986	0.34	0.48	0.47	0.34	0.50	0.47	1.10	1.49	1.59	1.73	2.44	2.44
1987	0.34	0.49	0.47	0.34	0.50	0.48	1.10	1.59	1.52	1.70	2.39	2.40
1988	0.34	0.50	0.46	0.34	0.51	0.46	1.16	1.72	1.58	1.63	2.29	2.32
1989	0.38	0.55	0.51	0.38	0.57	0.51	1.22	1.87	1.61	1.79	2.47	2.59
1990	0.36	0.52	0.48	0.35	0.53	0.46	1.18	1.75	1.59	1.67	2.32	2.40
1991	0.36	0.52	0.51	0.36	0.53	0.50	1.17	1.65	1.66	1.69	2.34	2.45
1992	0.36	0.51	0.50	0.36	0.51	0.49	1.21	1.71	1.71	1.67	2.27	2.44
1993	0.36	0.52	0.50	0.35	0.52	0.48	1.17	1.64	1.66	1.64	2.25	2.39
1994	0.37	0.54	0.49	0.36	0.54	0.48	1.13	1.75	1.48	1.51	2.05	2.22
1995	0.36	0.52	0.50	0.34	0.49	0.46	1.05	1.46	1.48	1.09	1.51	1.56
1996	0.37	0.53	0.51	0.35	0.51	0.48	1.13	1.58	1.59	1.56	2.10	2.34
1997	0.37	0.55	0.49	0.35	0.53	0.45	1.10	1.69	1.44	1.51	2.08	2.19
1998	0.36	0.54	0.48	0.34	0.51	0.44	1.05	1.54	1.42	1.50	2.07	2.16
1999	0.37	0.56	0.49	0.35	0.54	0.46	1.03	1.58	1.35	1.53	2.18	2.13
2000	0.37	0.55	0.49	0.33	0.51	0.43	1.13	1.67	1.54	1.49	2.14	2.06
2001	0.27	0.40	0.37	0.26	0.37	0.35	0.79	1.17	1.08	1.07	1.52	1.49
2002	0.28	0.41	0.37	0.26	0.40	0.35	0.80	1.27	1.02	0.95	1.30	1.39
2003	0.27	0.41	0.37	0.25	0.38	0.33	0.78	1.21	1.01	0.92	1.25	1.35
2004	0.27	0.40	0.37	0.26	0.39	0.33	0.76	1.01	1.10	0.75	1.03	1.10
2005	0.27	0.40	0.37	0.26	0.40	0.35	0.79	1.18	1.06	0.74	0.99	1.10
2006	0.27	0.39	0.35	0.25	0.38	0.32	0.79	1.24	1.02	0.72	0.98	1.06
2007	0.26	0.38	0.34	0.25	0.37	0.33	1.11	1.01	0.71	0.71	0.97	1.01

NOTE: Some standard errors are revised from previous publications.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March Supplement, 1971–2007.



## Educational Attainment

**Table S25-2. Standard errors for the percentage of 25- to 29-year-olds who completed at least some college, by race/ethnicity and sex: March 1971–2007**

Year	Total			White			Black			Hispanic		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
1971	0.55	0.80	0.74	0.61	0.88	0.83	1.47	2.09	2.06	2.98	4.94	3.51
1972	0.54	0.79	0.73	0.60	0.86	0.82	1.56	2.25	2.15	3.06	4.72	3.97
1973	0.53	0.77	0.71	0.59	0.85	0.81	1.51	2.23	2.04	2.15	3.49	2.60
1974	0.53	0.77	0.72	0.59	0.84	0.82	1.54	2.37	2.02	2.28	3.50	2.97
1975	0.52	0.75	0.71	0.58	0.83	0.80	1.57	2.40	2.06	2.30	3.51	2.95
1976	0.51	0.74	0.70	0.57	0.80	0.79	1.54	2.37	2.02	2.31	3.54	3.00
1977	0.51	0.73	0.71	0.57	0.80	0.79	1.53	2.34	2.01	2.40	3.64	3.17
1978	0.51	0.73	0.71	0.57	0.80	0.80	1.56	2.36	2.08	2.25	3.37	3.00
1979	0.50	0.72	0.70	0.56	0.79	0.79	1.50	2.22	2.02	2.28	3.45	3.02
1980	0.49	0.69	0.68	0.55	0.77	0.77	1.43	2.12	1.94	2.06	3.05	2.77
1981	0.48	0.68	0.67	0.54	0.77	0.76	1.41	2.11	1.90	2.00	2.95	2.73
1982	0.50	0.71	0.70	0.56	0.80	0.80	1.51	2.25	2.03	2.07	3.02	2.84
1983	0.49	0.70	0.69	0.56	0.79	0.79	1.44	2.13	1.96	2.11	2.96	3.01
1984	0.49	0.69	0.69	0.56	0.78	0.79	1.41	2.06	1.94	2.09	3.01	2.91
1985	0.49	0.70	0.69	0.56	0.79	0.79	1.42	2.10	1.93	1.64	2.36	2.28
1986	0.48	0.69	0.68	0.56	0.79	0.79	1.43	2.09	1.95	1.53	2.14	2.18
1987	0.48	0.69	0.68	0.56	0.79	0.79	1.42	2.05	1.95	1.53	2.16	2.17
1988	0.48	0.69	0.68	0.56	0.80	0.79	1.39	2.07	1.87	1.51	2.06	2.22
1989	0.53	0.75	0.74	0.62	0.87	0.87	1.52	2.24	2.08	1.63	2.26	2.35
1990	0.51	0.72	0.71	0.59	0.84	0.84	1.46	2.15	2.00	1.43	1.96	2.09
1991	0.51	0.72	0.72	0.60	0.85	0.85	1.45	2.08	2.02	1.46	1.99	2.14
1992	0.52	0.74	0.74	0.61	0.87	0.86	1.48	2.16	2.04	1.54	2.08	2.30
1993	0.53	0.75	0.75	0.62	0.88	0.87	1.52	2.21	2.09	1.54	2.03	2.34
1994	0.53	0.75	0.74	0.63	0.90	0.88	1.53	2.27	2.07	1.43	1.87	2.19
1995	0.53	0.75	0.75	0.63	0.89	0.88	1.54	2.27	2.08	0.99	1.35	1.47
1996	0.55	0.78	0.77	0.65	0.93	0.91	1.62	2.42	2.19	1.48	1.92	2.31
1997	0.55	0.78	0.77	0.65	0.93	0.91	1.63	2.40	2.20	1.47	1.95	2.20
1998	0.55	0.79	0.77	0.66	0.95	0.91	1.62	2.40	2.20	1.45	1.92	2.20
1999	0.56	0.80	0.77	0.67	0.96	0.92	1.63	2.44	2.16	1.46	1.97	2.15
2000	0.56	0.81	0.78	0.68	0.98	0.93	1.67	2.53	2.22	1.45	1.98	2.10
2001	0.41	0.58	0.56	0.49	0.71	0.67	1.18	1.76	1.59	1.04	1.39	1.53
2002	0.40	0.57	0.56	0.49	0.71	0.67	1.21	1.83	1.62	0.91	1.20	1.38
2003	0.40	0.57	0.55	0.49	0.72	0.68	1.22	1.82	1.64	0.87	1.14	1.34
2004	0.39	0.56	0.55	0.49	0.71	0.68	1.20	1.79	1.61	0.73	0.94	1.12
2005	0.39	0.55	0.54	0.49	0.71	0.67	1.17	1.71	1.59	0.72	0.96	1.08
2006	0.38	0.54	0.53	0.47	0.69	0.65	1.15	1.69	1.56	0.70	0.91	1.08
2007	0.38	0.54	0.52	0.47	0.68	0.64	1.14	1.67	1.55	0.70	0.89	1.10

NOTE: Some standard errors are revised from previous publications.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March Supplement, 1971–2007.

## Educational Attainment

**Table S25-3. Standard errors for the percentage of 25- to 29-year-olds with a bachelor's degree or higher, by race/ethnicity and sex: March 1971–2007**

Year	Total			White			Black			Hispanic		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
1971	0.43	0.66	0.56	0.49	0.75	0.64	0.96	1.43	1.29	1.85	3.38	1.81
1972	0.44	0.66	0.58	0.50	0.74	0.66	1.05	1.46	1.49	1.61	2.59	2.01
1973	0.43	0.64	0.57	0.49	0.73	0.65	1.00	1.40	1.41	1.34	2.13	1.69
1974	0.44	0.66	0.58	0.50	0.75	0.67	0.97	1.52	1.25	1.27	1.75	1.83
1975	0.44	0.65	0.58	0.50	0.74	0.66	1.07	1.65	1.41	1.57	2.44	2.01
1976	0.44	0.66	0.58	0.50	0.74	0.66	1.16	1.69	1.59	1.47	2.50	1.65
1977	0.44	0.65	0.59	0.50	0.73	0.68	1.10	1.65	1.47	1.41	2.11	1.88
1978	0.43	0.64	0.58	0.50	0.73	0.67	1.06	1.53	1.46	1.54	2.22	2.15
1979	0.43	0.63	0.57	0.49	0.72	0.66	1.07	1.64	1.40	1.37	2.07	1.82
1980	0.41	0.59	0.56	0.47	0.69	0.65	0.98	1.39	1.36	1.30	1.94	1.74
1981	0.40	0.58	0.54	0.46	0.67	0.63	0.96	1.45	1.28	1.24	1.92	1.61
1982	0.42	0.61	0.57	0.48	0.70	0.66	1.04	1.49	1.44	1.43	2.17	1.89
1983	0.42	0.60	0.57	0.48	0.70	0.67	1.03	1.53	1.39	1.49	2.05	2.14
1984	0.41	0.59	0.56	0.48	0.69	0.66	0.97	1.49	1.26	1.46	2.00	2.11
1985	0.41	0.59	0.57	0.48	0.69	0.67	0.96	1.35	1.35	1.16	1.66	1.62
1986	0.41	0.58	0.57	0.49	0.69	0.68	0.96	1.32	1.37	1.01	1.41	1.43
1987	0.40	0.58	0.56	0.48	0.69	0.68	0.94	1.42	1.27	0.98	1.40	1.35
1988	0.41	0.59	0.57	0.49	0.70	0.69	0.96	1.43	1.29	1.07	1.51	1.50
1989	0.45	0.64	0.63	0.55	0.78	0.77	1.07	1.54	1.47	1.10	1.50	1.63
1990	0.43	0.61	0.60	0.52	0.74	0.74	1.04	1.61	1.34	0.93	1.22	1.41
1991	0.43	0.61	0.61	0.53	0.75	0.75	0.95	1.42	1.27	0.99	1.29	1.51
1992	0.44	0.62	0.63	0.54	0.77	0.77	0.97	1.46	1.29	1.00	1.32	1.52
1993	0.45	0.63	0.64	0.56	0.79	0.78	1.05	1.51	1.46	0.93	1.17	1.48
1994	0.45	0.63	0.64	0.56	0.80	0.80	1.06	1.48	1.50	0.84	1.03	1.37
1995	0.46	0.65	0.65	0.58	0.81	0.82	1.11	1.73	1.44	0.63	0.81	0.96
1996	0.49	0.69	0.70	0.62	0.88	0.88	1.15	1.59	1.63	0.96	1.30	1.44
1997	0.50	0.69	0.71	0.64	0.89	0.91	1.14	1.56	1.63	0.97	1.25	1.53
1998	0.50	0.69	0.72	0.64	0.90	0.92	1.18	1.68	1.65	0.95	1.24	1.45
1999	0.51	0.71	0.72	0.66	0.92	0.94	1.16	1.65	1.62	0.90	1.16	1.37
2000	0.52	0.73	0.73	0.67	0.94	0.96	1.28	1.96	1.69	0.91	1.20	1.37
2001	0.37	0.51	0.54	0.48	0.67	0.70	0.91	1.36	1.22	0.70	0.89	1.08
2002	0.37	0.51	0.53	0.50	0.69	0.71	0.94	1.40	1.26	0.56	0.73	0.86
2003	0.36	0.50	0.53	0.49	0.68	0.71	0.93	1.39	1.25	0.57	0.71	0.91
2004	0.36	0.49	0.52	0.49	0.68	0.70	0.90	1.23	1.29	0.48	0.62	0.76
2005	0.36	0.48	0.52	0.48	0.66	0.70	0.89	1.21	1.28	0.48	0.62	0.75
2006	0.35	0.47	0.51	0.48	0.66	0.69	0.90	1.22	1.29	0.44	0.51	0.75
2007	0.35	0.47	0.51	0.47	0.65	0.68	0.90	1.31	1.24	0.47	0.55	0.80

NOTE: Some standard errors are revised from previous publications.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March Supplement, 1971–2007.

## School Violence and Safety

**Table S28-1. Standard errors for the percentage of public schools experiencing at least one incident and reporting at least one incident that occurred at school to the police, by type of incident: School years 1999–2000, 2003–04, and 2005–06**

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

† Not applicable.

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

## School Violence and Safety

**Table S28-2.** Standard errors for the percentage of public schools experiencing at least one incident and reporting at least one incident that occurred at school to the police, by type of incident and selected school characteristics: School year 2005–06

School characteristic	Violent incidents		Serious violent incidents		Theft		Other	
	Experienced	Reported	Experienced	Reported	Experienced	Reported	Experienced	Reported
<b>Total</b>	<b>1.11</b>	<b>1.09</b>	<b>0.91</b>	<b>0.70</b>	<b>1.07</b>	<b>0.97</b>	<b>1.07</b>	<b>1.00</b>
School level								
Primary	1.75	1.26	1.22	0.86	1.55	1.16	1.67	1.44
Middle	0.85	1.72	1.59	1.39	1.48	1.57	0.94	1.08
High school	0.92	1.68	1.77	1.70	1.32	1.94	1.08	1.52
Combined	3.64	4.98	4.04	3.09	5.47	4.94	4.52	4.75
Enrollment size								
Less than 300	3.29	2.60	1.63	1.46	2.52	1.76	3.02	2.66
300–499	2.08	2.03	1.38	0.85	1.91	1.59	2.47	2.41
500–999	1.38	1.77	1.41	1.26	1.83	1.69	2.07	1.92
1,000 or more	1.03	1.63	1.82	1.84	1.64	1.94	1.15	1.48
Locale								
City	1.90	1.88	2.12	1.38	2.16	2.05	2.57	2.73
Suburban	1.87	1.91	1.20	1.03	2.11	1.65	1.69	1.80
Town	2.85	2.82	2.10	1.58	2.70	2.19	3.21	2.84
Rural	2.58	2.20	1.42	1.17	2.36	1.54	2.82	2.32
Percent minority enrollment								
Less than 5 percent	3.33	2.73	1.68	1.12	3.53	2.07	3.66	3.38
5 to 20 percent	2.62	2.61	1.52	1.29	2.06	1.98	2.18	2.28
20 to 50 percent	2.07	2.67	2.10	1.39	2.43	2.20	2.55	2.86
50 percent or more	1.90	2.05	1.89	1.55	2.28	1.86	2.24	2.08
Percent of students eligible for free or reduced-price lunch								
0–20 percent	2.53	1.71	1.21	1.10	1.94	1.81	2.87	2.31
21–50 percent	2.16	1.87	1.67	1.37	1.95	1.80	1.88	2.22
More than 50 percent	1.66	1.54	1.31	1.17	1.68	1.48	1.67	1.64

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

## Teacher Turnover

**Table S31-1. Standard errors for the number of 1987–88, 1990–91, 1993–94, 1999–2000, and 2003–04 public and private K–12 teachers who did not teach in the same school the following school year, by turnover category and reason for leaving**

Turnover category and reason for leaving	1987–88	1990–91	1993–94	1999–2000	2003–04
<b>Total turnover at the end of the year</b>	<b>10,400</b>	<b>12,700</b>	<b>13,100</b>	<b>17,800</b>	<b>19,900</b>
Transfers at the end of the year	9,900	9,000	9,300	13,600	16,400
Leavers	7,400	9,300	8,500	11,300	19,200
Took other job	3,700	4,500	7,100	9,100	14,300
Pursued further education	1,100	2,400	1,000	1,800	1,900
Left for family reasons	4,800	5,100	4,800	4,600	8,300
Retired	3,800	4,100	3,600	5,000	6,500
Other	2,300	3,100	4,500	4,300	5,600

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey (TFS), "Current Teacher Data File" and "Former Teacher Data File," 1988–89, 1991–92, 1994–95, 2000–01, and 2004–05.

**Table S31-2. Standard errors for the percentage distribution of 1987–88, 1990–91, 1993–94, 1999–2000, and 2003–04 public and private K–12 teachers who did not teach in the same school the following school year, by turnover category and reason for leaving**

Turnover category and reason for leaving	1987–88	1990–91	1993–94	1999–2000	2003–04
<b>Total turnover at the end of the year</b>	<b>0.43</b>	<b>0.44</b>	<b>0.44</b>	<b>0.51</b>	<b>0.53</b>
Transfers at the end of the year	0.38	0.31	0.31	0.39	0.45
Leavers	0.29	0.32	0.29	0.32	0.51
Took other job	0.14	0.15	0.24	0.26	0.38
Pursued further education	0.04	0.08	0.04	0.05	0.05
Left for family reasons	0.18	0.17	0.16	0.13	0.23
Retired	0.14	0.14	0.12	0.14	0.17
Other	0.09	0.11	0.16	0.13	0.15

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey (TFS), "Current Teacher Data File" and "Former Teacher Data File," 1988–89, 1991–92, 1994–95, 2000–01, and 2004–05.

## Teacher Turnover

**Table S31-3. Standard errors for the percentage of 1987–88, 1990–91, 1993–94, 1999–2000, and 2003–04 public K–12 teachers who did not teach in the same school the following school year, by poverty level of school and the reason teachers left**

Reason teachers left	1987–88		1990–91		1993–94		1999–2000		2003–04	
	High-poverty	Low-poverty	High-poverty	Low-poverty	High-poverty	Low-poverty	High-poverty	Low-poverty	High-poverty	Low-poverty
<b>Total turnover</b>	<b>2.21</b>	<b>0.97</b>	<b>2.00</b>	<b>0.75</b>	<b>1.70</b>	<b>0.94</b>	<b>1.82</b>	<b>1.38</b>	<b>1.79</b>	<b>1.15</b>
Transferred to another school	1.33	0.79	1.54	0.60	1.31	0.75	1.45	0.80	1.32	0.66
Took other job	1.22	0.33	0.58	0.20	0.83	0.29	0.83	0.83	0.72	0.75
Pursued further education	0.13	0.08	0.57	0.11	0.11	0.02	0.16	0.11	0.22	0.14
Left for family reasons	0.18	0.50	0.06	0.40	0.21	0.35	0.12	0.34	1.30	0.44
Retired	0.79	0.11	0.56	0.15	0.48	0.38	1.04	0.20	0.84	0.39
Other	0.27	0.23	0.30	0.31	0.55	0.26	0.68	0.42	0.52	0.12

NOTE: Estimates for 1999–2000 have been revised.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Data File," 1987–88, 1990–91, 1993–94, 1999–2000, and 2003–04, "Charter School Data File," 1999–2000, and Teacher Follow-up Survey (TFS), "Current Teacher Data File" and "Former Teacher Data File," 1988–89, 1991–92, 1994–95, 2000–01, and 2004–05.

## Public School Staff

**Table S32-1. Standard errors for the number and percentage distribution of staff employed in public schools, by staff type and school characteristics: School year 2003–04**

School characteristic	Total staff	Professional instructional staff					
		Total	Principals	Teachers	Instructional coordinators and supervisors	Librarians/library media specialists	School counselors
<b>Total</b>	<b>48,030</b>	<b>0.13</b>	<b>0.02</b>	<b>0.12</b>	<b>0.03</b>	<b>0.01</b>	<b>0.02</b>
Instructional level							
Elementary	46,680	0.18	0.02	0.18	0.04	0.02	0.02
Middle	37,210	0.30	0.04	0.30	0.05	0.02	0.04
Secondary	34,250	0.20	0.03	0.20	0.03	0.02	0.04
Combined	16,680	0.58	0.08	0.59	0.08	0.05	0.06
School type							
Regular	53,590	0.13	0.01	0.13	0.03	0.01	0.02
Special emphasis	22,640	0.67	0.07	0.65	0.19	0.04	0.07
Special education	8,620	3.33	0.22	3.35	0.32	0.09	0.20
Vocational/technical	6,430	1.43	0.28	1.47	0.21	0.14	0.18
Alternative	9,330	1.22	0.31	1.26	0.18	0.11	0.28
Enrollment size							
Less than 300	21,510	0.36	0.06	0.36	0.06	0.06	0.05
300–499	34,700	0.27	0.03	0.24	0.06	0.03	0.03
500–999	47,240	0.21	0.02	0.20	0.03	0.02	0.03
1,000–1,499	28,540	0.32	0.04	0.30	0.06	0.02	0.05
1,500 or more	32,050	0.35	0.04	0.35	0.07	0.02	0.08
Percentage of students approved for free or reduced-price lunch							
10 percent or less	30,790	0.35	0.03	0.33	0.07	0.04	0.05
11–25 percent	30,460	0.31	0.03	0.30	0.05	0.02	0.04
26–50 percent	35,880	0.23	0.03	0.22	0.04	0.02	0.03
51–75 percent	27,270	0.30	0.04	0.30	0.06	0.03	0.04
More than 75 percent	37,170	0.34	0.04	0.36	0.07	0.03	0.05
Region							
Northeast	19,290	0.36	0.03	0.34	0.07	0.03	0.04
Midwest	21,390	0.24	0.03	0.22	0.05	0.03	0.03
South	22,540	0.18	0.03	0.18	0.03	0.02	0.02
West	29,530	0.32	0.04	0.31	0.06	0.03	0.06
Locale							
City	35,140	0.23	0.03	0.25	0.06	0.02	0.04
Suburban	40,300	0.26	0.03	0.24	0.04	0.03	0.03
Town	26,840	0.33	0.04	0.31	0.05	0.03	0.04
Rural	28,660	0.23	0.03	0.24	0.03	0.03	0.03

See notes at end of table.

## Public School Staff

**Table S32-1. Standard errors for the number and percentage distribution of staff employed in public schools, by staff type and school characteristics: School year 2003–04—Continued**

School characteristic	Total staff	Student services professional staff					Aides			
		Total	Nurses	Social workers and psychologists	Speech therapists	Other professional staff	Total	Special needs aides	Other aides	Other staff
<b>Total</b>	<b>48,030</b>	<b>0.06</b>	<b>0.01</b>	<b>0.02</b>	<b>0.01</b>	<b>0.04</b>	<b>0.12</b>	<b>0.09</b>	<b>0.11</b>	<b>0.10</b>
Instructional level										
Elementary	46,680	0.08	0.02	0.03	0.02	0.06	0.16	0.13	0.18	0.12
Middle	37,210	0.11	0.02	0.06	0.02	0.07	0.19	0.16	0.13	0.21
Secondary	34,250	0.07	0.02	0.03	0.02	0.04	0.12	0.09	0.08	0.18
Combined	16,680	0.37	0.05	0.14	0.08	0.22	0.51	0.51	0.40	0.62
School type										
Regular	53,590	0.05	0.01	0.02	0.01	0.03	0.12	0.08	0.12	0.11
Special emphasis	22,640	0.29	0.05	0.11	0.06	0.25	0.62	0.36	0.50	0.38
Special education	8,620	1.12	0.30	0.51	0.45	0.68	3.29	2.68	1.63	1.95
Vocational/technical	6,430	0.81	0.19	0.31	0.17	0.49	0.99	0.47	0.80	0.84
Alternative	9,330	0.75	0.13	0.44	0.16	0.51	0.94	0.53	0.90	0.87
Enrollment size										
Less than 300	21,510	0.19	0.04	0.07	0.05	0.12	0.32	0.26	0.24	0.31
300–499	34,700	0.11	0.03	0.04	0.03	0.07	0.26	0.16	0.24	0.17
500–999	47,240	0.07	0.02	0.03	0.02	0.06	0.20	0.15	0.18	0.15
1,000–1,499	28,540	0.12	0.03	0.04	0.03	0.10	0.23	0.20	0.20	0.28
1,500 or more	32,050	0.11	0.03	0.05	0.02	0.06	0.23	0.20	0.21	0.34
Percentage of students approved for free or reduced-price lunch										
10 percent or less	30,790	0.12	0.04	0.05	0.04	0.09	0.29	0.22	0.26	0.28
11–25 percent	30,460	0.10	0.02	0.04	0.03	0.06	0.24	0.16	0.21	0.25
26–50 percent	35,880	0.09	0.02	0.03	0.03	0.06	0.22	0.17	0.19	0.17
51–75 percent	27,270	0.12	0.03	0.04	0.03	0.07	0.29	0.24	0.28	0.20
More than 75 percent	37,170	0.17	0.04	0.07	0.04	0.12	0.31	0.20	0.27	0.25
Region										
Northeast	19,290	0.13	0.03	0.04	0.04	0.08	0.27	0.20	0.21	0.30
Midwest	21,390	0.09	0.03	0.04	0.02	0.06	0.21	0.18	0.16	0.19
South	22,540	0.08	0.02	0.03	0.02	0.06	0.16	0.12	0.16	0.14
West	29,530	0.11	0.03	0.04	0.04	0.05	0.28	0.23	0.23	0.22
Locale										
City	35,140	0.11	0.03	0.04	0.03	0.06	0.20	0.15	0.18	0.17
Suburban	40,300	0.08	0.02	0.03	0.02	0.06	0.23	0.17	0.19	0.17
Town	26,840	0.14	0.03	0.08	0.04	0.10	0.28	0.18	0.28	0.23
Rural	28,660	0.11	0.03	0.03	0.03	0.07	0.19	0.14	0.21	0.22

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Data File," 2003–04.



## Public School Staff

**Table S32-2. Standard errors for the average number of students per staff member employed in public schools with such staff, by staff type and school characteristics: School year 2003–04**

School characteristic	Total staff	Professional instructional staff					
		Total	Principals	Teachers	Instructional coordinators and supervisors	Librarians/library media specialists	School counselors
<b>Total</b>	<b>0.05</b>	<b>0.06</b>	<b>2.29</b>	<b>0.07</b>	<b>8.20</b>	<b>5.69</b>	<b>2.94</b>
Instructional level							
Elementary	0.05	0.09	3.52	0.10	10.08	6.75	6.88
Middle	0.10	0.13	4.94	0.15	21.46	14.29	6.19
Secondary	0.09	0.13	5.44	0.15	21.95	15.81	4.03
Combined	0.19	0.30	6.65	0.35	47.28	19.39	12.45
School type							
Regular	0.05	0.07	2.17	0.08	9.28	5.98	3.27
Special emphasis	0.21	0.26	8.24	0.29	38.03	23.97	16.06
Special education	0.40	0.66	22.35	0.69	52.20	78.34	45.12
Vocational/technical	0.86	1.26	25.58	1.52	64.90	99.61	31.43
Alternative	0.39	0.54	11.19	0.60	21.94	43.05	17.42
Enrollment size							
Less than 300	0.07	0.12	2.81	0.15	8.73	4.21	4.98
300–499	0.06	0.08	3.52	0.09	13.77	3.84	5.51
500–999	0.06	0.09	3.13	0.10	11.82	5.73	5.54
1,000–1,499	0.12	0.16	4.97	0.18	28.51	16.62	7.39
1,500 or more	0.25	0.36	9.76	0.40	50.66	39.67	10.97
Percentage of students approved for free or reduced-price lunch							
10 percent or less	0.19	0.27	7.72	0.30	23.05	21.45	10.04
11–25 percent	0.12	0.16	5.21	0.17	25.41	14.83	6.05
26–50 percent	0.07	0.11	4.05	0.12	22.56	9.33	4.44
51–75 percent	0.10	0.15	4.85	0.17	23.88	12.84	7.70
More than 75 percent	0.11	0.15	5.25	0.17	14.63	14.79	11.86
Region							
Northeast	0.08	0.11	4.45	0.12	12.15	11.44	5.99
Midwest	0.10	0.15	4.73	0.17	19.35	10.42	7.09
South	0.06	0.08	3.09	0.09	14.24	8.12	4.17
West	0.13	0.15	7.38	0.16	28.41	21.92	9.72
Locale							
City	0.07	0.11	3.79	0.12	18.44	10.68	7.09
Suburban	0.08	0.10	4.11	0.11	14.29	13.13	5.33
Town	0.12	0.19	5.93	0.22	20.18	11.34	7.25
Rural	0.10	0.14	4.14	0.16	23.32	9.50	5.74

See notes at end of table.

## Public School Staff

**Table S32-2. Standard errors for the average number of students per staff member employed in public schools with such staff, by staff type and school characteristics: School year 2003–04—Continued**

School characteristic	Total staff	Student services professional staff					Aides			
		Total	Nurses	Social workers and psychologists	Speech therapists	Other professional staff	Total	Special needs aides	Other aides	Other staff
<b>Total</b>	<b>0.05</b>	<b>2.00</b>	<b>5.92</b>	<b>7.25</b>	<b>6.47</b>	<b>9.04</b>	<b>0.81</b>	<b>1.85</b>	<b>2.20</b>	<b>0.39</b>
Instructional level										
Elementary	0.05	1.93	7.05	6.48	5.66	10.13	0.70	2.26	1.74	0.50
Middle	0.10	5.90	16.14	20.99	15.75	29.89	2.02	3.76	6.95	0.87
Secondary	0.09	6.58	21.90	20.50	32.00	25.54	2.14	3.75	7.43	0.70
Combined	0.19	8.17	21.79	20.75	25.15	19.97	2.38	5.38	5.58	1.18
School type										
Regular	0.05	2.06	6.26	6.35	6.39	10.66	0.83	1.83	2.41	0.42
Special emphasis	0.21	10.47	31.83	37.20	39.54	42.43	4.88	9.56	10.81	1.55
Special education	0.40	2.92	19.32	9.82	20.85	9.16	2.85	2.23	11.58	3.20
Vocational/technical	0.86	28.58	94.95	86.39	223.67	35.06	17.85	31.98	27.18	4.55
Alternative	0.39	4.84	21.72	17.08	34.04	16.08	4.87	9.33	8.37	2.59
Enrollment size										
Less than 300	0.07	1.90	5.60	5.71	5.67	7.06	0.83	2.27	1.56	0.70
300–499	0.06	2.47	6.19	8.07	7.88	11.23	1.15	2.70	2.50	0.53
500–999	0.06	3.06	9.33	11.06	9.79	16.80	1.23	2.91	3.67	0.58
1,000–1,499	0.12	9.06	24.78	25.38	40.62	52.54	3.17	6.22	10.71	1.16
1,500 or more	0.25	22.07	80.57	65.62	89.39	62.02	4.32	6.83	23.87	1.77
Percentage of students approved for free or reduced-price lunch										
10 percent or less	0.19	5.85	24.99	20.46	25.35	30.27	3.09	5.54	9.11	1.57
11–25 percent	0.12	5.46	16.67	17.24	20.90	19.19	2.29	4.40	6.15	1.02
26–50 percent	0.07	3.99	12.79	13.36	13.28	19.05	1.37	3.28	3.90	0.62
51–75 percent	0.10	4.29	16.99	13.05	14.73	15.42	1.56	4.25	3.94	0.72
More than 75 percent	0.11	4.85	16.95	17.17	18.51	17.24	1.55	3.77	3.61	0.84
Region										
Northeast	0.08	3.28	10.14	10.31	14.13	18.11	1.42	3.05	3.29	1.00
Midwest	0.10	3.12	10.91	9.54	11.13	13.38	1.50	3.66	3.12	0.81
South	0.06	3.92	10.92	16.81	10.73	14.05	1.27	3.87	2.94	0.44
West	0.13	6.16	22.40	24.36	27.15	18.58	2.16	4.15	7.47	1.04
Locale										
City	0.07	4.26	17.28	13.75	17.68	16.17	1.39	3.18	4.25	0.68
Suburban	0.08	3.47	12.73	11.39	13.57	15.85	1.70	3.37	4.76	0.69
Town	0.12	5.17	18.06	21.88	17.66	19.63	1.54	3.90	3.85	0.82
Rural	0.10	4.11	9.50	11.43	10.84	18.18	1.21	3.10	2.98	0.76

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Data File," 2003–04.

## Public School Staff

**Table S32-3. Standard errors for the percentage of public schools with staff, by staff type and school characteristics: School year 2003–04**

School characteristic	Professional instructional staff				
	Principals	Teachers	Instructional coordinators and supervisors	Librarians/library media specialists	School counselors
<b>Total</b>	<b>0.3</b>	<b>†</b>	<b>0.8</b>	<b>0.6</b>	<b>0.6</b>
Instructional level					
Elementary	0.3	†	1.2	0.9	0.8
Middle	0.7	†	1.8	1.3	1.1
Secondary	0.7	†	1.2	1.7	1.7
Combined	1.4	†	1.9	2.2	2.5
School type					
Regular	0.2	†	0.9	0.6	0.6
Special emphasis	0.7	†	3.7	2.5	2.5
Special education	4.8	†	5.1	5.2	6.1
Vocational/technical	1.0	†	4.5	6.1	3.9
Alternative	2.8	†	2.9	2.7	4.3
Enrollment size					
Less than 300	0.8	†	1.3	1.7	1.5
300–499	0.3	†	1.5	1.0	1.1
500–999	0.2	†	1.1	0.8	1.0
1,000–1,499	0.3	†	2.4	1.4	1.4
1,500 or more	0.4	†	2.2	0.8	1.1
Percentage of students approved for free or reduced-price lunch					
10 percent or less	0.6	†	2.4	2.1	2.5
11–25 percent	0.4	†	1.6	1.0	1.5
26–50 percent	0.4	†	1.4	1.1	1.2
51–75 percent	1.1	†	1.9	1.7	1.6
More than 75 percent	1.2	†	2.1	2.2	1.9
Region					
Northeast	0.3	†	1.9	1.1	1.3
Midwest	0.5	†	1.5	1.4	1.3
South	0.4	†	1.3	0.9	0.8
West	0.7	†	1.6	1.6	1.9
Locale					
City	0.4	†	1.6	1.3	1.3
Suburban	0.3	†	1.4	0.8	1.1
Town	0.9	†	1.7	1.9	2.1
Rural	0.7	†	1.3	1.4	1.4

See notes at end of table.

## Public School Staff

**Table S32-3. Standard errors for the percentage of public schools with staff, by staff type and school characteristics: School year 2003–04—Continued**

School characteristic	Student services professional staff					Aides			
	Total	Nurses	Social workers and psychologists	Speech therapists	Other professional staff	Total	Special needs aides	Other aides	Other staff
<b>Total</b>	<b>0.3</b>	<b>0.6</b>	<b>0.6</b>	<b>0.6</b>	<b>0.7</b>	<b>0.4</b>	<b>0.6</b>	<b>0.5</b>	<b>0.2</b>
Instructional level									
Elementary	0.3	0.7	0.9	0.5	1.0	0.3	0.8	0.6	0.1
Middle	0.4	1.1	1.6	1.7	2.2	0.8	1.4	1.4	0.1
Secondary	0.9	1.3	1.1	1.6	1.3	1.5	1.6	1.5	0.5
Combined	2.7	2.4	2.2	2.3	2.1	1.3	2.3	2.1	0.9
School type									
Regular	0.3	0.6	0.7	0.5	0.8	0.3	0.5	0.4	0.1
Special emphasis	1.2	3.0	3.2	2.2	2.9	1.2	2.8	2.0	0.1
Special education	2.4	6.4	4.5	4.4	6.6	2.1	5.0	5.6	1.7
Vocational/technical	4.8	5.1	3.8	5.8	5.3	5.0	4.6	5.1	#
Alternative	2.9	3.8	3.3	4.8	2.9	3.9	3.8	3.8	1.9
Enrollment size									
Less than 300	1.0	1.6	1.4	1.6	1.4	1.2	1.5	1.4	0.4
300–499	0.4	1.0	1.3	0.8	1.4	0.3	1.0	0.9	0.1
500–999	0.2	1.0	1.0	0.7	1.2	0.4	0.7	0.8	0.2
1,000–1,499	1.1	1.8	1.7	1.5	2.2	0.7	1.9	1.6	0.2
1,500 or more	0.4	2.0	1.6	2.0	2.8	0.3	1.5	1.0	0.4
Percentage of students approved for free or reduced-price lunch									
10 percent or less	0.4	1.4	1.5	1.2	2.3	0.8	1.6	1.5	0.3
11–25 percent	0.6	1.1	1.4	0.9	1.9	0.5	1.3	0.8	0.2
26–50 percent	0.6	1.1	1.3	1.0	1.3	0.4	1.0	0.7	0.1
51–75 percent	0.9	1.4	1.7	1.5	1.6	1.1	1.5	1.4	#
More than 75 percent	0.7	1.7	2.0	1.7	2.3	1.8	1.9	2.1	0.4
Region									
Northeast	0.4	0.8	1.0	1.2	1.7	0.7	1.7	1.0	0.2
Midwest	0.7	1.3	1.1	0.9	1.5	0.6	1.2	1.0	0.3
South	0.4	0.9	1.2	0.9	1.2	0.5	0.9	0.8	0.2
West	1.0	1.7	1.2	1.6	1.4	1.2	1.3	1.4	0.3
Locale									
City	0.6	1.0	1.2	1.0	1.5	0.8	1.1	1.1	0.3
Suburban	0.3	1.2	1.0	0.7	1.4	0.5	1.2	0.9	0.2
Town	1.1	1.7	1.9	1.5	1.9	1.1	1.7	1.3	0.3
Rural	0.7	1.2	1.3	1.4	1.2	1.0	1.2	1.1	0.4

† Not applicable.

# Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Data File," 2003–04.

## Employment of College Students

**Table S43-1. Standard errors for the percentage of 16- to 24-year-old college students who were employed, by attendance status and hours worked per week: October 1970 through October 2006**

Year	Full-time college students				Part-time college 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
1970	0.95	0.79	0.61	0.38	1.93	1.10	1.84	2.47
1971	0.92	0.76	0.61	0.36	1.78	1.24	2.03	2.40
1972	0.92	0.76	0.62	0.36	1.78	1.14	2.00	2.37
1973	0.94	0.77	0.64	0.41	1.72	1.21	2.00	2.34
1974	0.94	0.76	0.64	0.42	1.58	1.01	1.58	2.11
1975	0.89	0.72	0.60	0.39	1.66	1.00	1.67	2.11
1976	0.89	0.73	0.61	0.36	1.50	1.07	1.75	2.08
1977	0.90	0.74	0.64	0.37	1.49	0.97	1.66	1.99
1978	0.91	0.75	0.65	0.39	1.43	1.14	1.72	2.05
1979	0.90	0.74	0.64	0.37	1.39	0.99	1.72	2.05
1980	0.90	0.75	0.64	0.36	1.48	1.10	1.71	2.05
1981	0.88	0.72	0.63	0.36	1.41	1.09	1.73	2.01
1982	0.93	0.77	0.69	0.33	1.61	1.16	1.70	2.06
1983	0.94	0.78	0.68	0.37	1.65	1.00	1.87	2.13
1984	0.93	0.76	0.70	0.38	1.54	0.98	1.78	2.13
1985	0.94	0.78	0.72	0.39	1.50	1.03	1.92	2.17
1986	0.95	0.78	0.73	0.39	1.43	1.18	1.81	2.13
1987	0.95	0.78	0.73	0.39	1.42	0.98	1.80	2.01
1988	1.03	0.85	0.82	0.44	1.46	1.00	2.03	2.27
1989	0.97	0.79	0.77	0.44	1.50	0.99	1.95	2.23
1990	0.96	0.78	0.76	0.41	1.61	0.86	1.92	2.18
1991	0.95	0.77	0.76	0.44	1.56	1.23	1.95	2.24
1992	0.94	0.76	0.76	0.43	1.61	1.14	1.92	2.16
1993	0.96	0.78	0.76	0.42	1.53	1.18	1.97	2.11
1994	0.87	0.70	0.72	0.41	1.28	1.10	1.72	1.84
1995	0.87	0.69	0.70	0.43	1.45	1.08	1.77	1.90
1996	0.88	0.68	0.74	0.45	1.47	1.13	1.83	2.05
1997	0.86	0.67	0.71	0.45	1.46	1.17	1.77	2.01
1998	0.86	0.69	0.70	0.47	1.45	1.01	1.76	1.98
1999	0.86	0.68	0.72	0.46	1.55	0.98	1.85	2.03
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

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1970–2006.

## Employment of College Students

**Table S43-2. 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 2006**

Selected characteristic	Full-time college students				Part-time college 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
<b>Total</b>	<b>0.76</b>	<b>0.55</b>	<b>0.63</b>	<b>0.42</b>	<b>1.41</b>	<b>0.94</b>	<b>1.61</b>	<b>1.80</b>
Sex								
Male	1.12	0.78	0.91	0.62	1.98	1.19	2.38	2.65
Female	1.04	0.76	0.87	0.56	2.00	1.41	2.19	2.43
Race/ethnicity								
White	0.92	0.68	0.78	0.49	1.75	1.19	2.08	2.28
Black	2.23	1.41	1.67	1.39	4.76	2.66	4.68	5.65
Hispanic	2.73	1.79	2.38	1.61	3.78	2.22	4.24	4.68
Asian	3.09	2.17	2.47	1.43	†	†	†	†
Pacific Islander	†	†	†	†	†	†	†	†
American Indian/ Alaska Native	†	†	†	†	†	†	†	†
More than one race	6.42	4.26	5.08	4.42	†	†	†	†
School type								
2-year	1.58	1.15	1.42	0.93	2.18	1.50	2.56	2.75
Public	1.66	1.22	1.52	0.97	2.26	1.57	2.62	2.82
Private	4.84	3.25	3.63	3.16	†	†	†	†
4-year	0.87	0.62	0.70	0.47	1.86	1.20	2.06	2.36
Public	1.00	0.69	0.84	0.56	2.06	1.33	2.29	2.59
Private	1.71	1.36	1.17	0.78	4.31	2.75	4.67	5.70
School level								
Undergraduate	0.79	0.57	0.66	0.42	1.53	1.02	1.75	1.91
Sex								
Male	1.15	0.80	0.94	0.64	2.12	1.31	2.54	2.81
Female	1.08	0.81	0.91	0.57	2.18	1.52	2.41	2.58
Race/ethnicity								
White	0.95	0.71	0.80	0.49	1.90	1.29	2.24	2.43
Black	2.30	1.48	1.71	1.40	5.19	3.15	5.35	6.14
Hispanic	2.82	1.84	2.47	1.63	3.99	2.35	4.41	4.79
Asian	3.32	2.42	2.59	1.54	†	†	†	†
Pacific Islander	†	†	†	†	†	†	†	†
American Indian/ Alaska Native	†	†	†	†	†	†	†	†
More than one race	6.44	4.29	5.10	4.45	†	†	†	†
School type								
2-year	1.61	1.16	1.44	0.93	2.19	1.54	2.61	2.79
Public	1.69	1.24	1.53	0.97	2.26	1.59	2.64	2.84
Private	5.09	3.31	3.95	3.25	†	†	†	†
4-year	0.90	0.65	0.73	0.47	2.13	1.35	2.34	2.62
Public	1.03	0.73	0.87	0.57	2.27	1.43	2.50	2.79
Private	1.81	1.45	1.22	0.81	6.07	4.06	6.53	7.57
Graduate	2.92	1.84	2.41	1.96	3.62	2.38	3.98	4.99

† Not applicable.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 2006.