


Appendix 3

Standard Error Tables





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

Standard errors for supplemental tables are not included here but can be found at <http://nces@ed.gov>

Standard Errors

The information presented in this report was obtained from many sources, including federal and state agencies, private research organizations, and professional associations. The data were collected using many research methods, including surveys of a universe (such as all school districts) or of a sample, compilations of administrative records, and statistical projections. Users of *The Condition of Education* should take particular care when comparing data from different sources. Differences in procedures, timing, phrasing of questions, interviewer training, and so forth mean that the results are not strictly comparable. Following the general discussion of data accuracy below, descriptions of the information sources and data collection methods are presented, grouped by sponsoring organization. More extensive documentation of procedures used in one survey as compared with another does not imply more problems with the data, only that more information is available.

STATISTICAL SIGNIFICANCE

Unless otherwise noted, all statements cited in the text were tested for statistical significance and are statistically significant at the 0.05 level. Several test procedures were used. The procedure used depended upon the type of data interpreted and the nature of the statement tested. The most commonly used test procedures were (1) *t*-tests, (2) multiple *t*-tests with a Bonferroni adjustment to the significance level, and (3) linear trend tests. When a simple comparison between two sample estimates was made, for example, between males and females, a *t*-test was used. When multiple comparisons between more than two groups were made, and even if only one comparison is cited in the text, a Bonferroni adjustment to the significance level was made to ensure that the significance level for the tests as a group was at the 0.05 level. The Bonferroni adjustment is commonly used when making comparisons between racial/ethnic groups and between the United States and other countries. A linear trend

test was used when a statement describing a trend, such as the growth of enrollment rates over time, was made or when a statement describing a relationship, such as the relationship between a parent's educational attainment and a student's reading proficiency, was made.

The accuracy of any statistic is determined by the joint effects of "sampling" and "nonsampling" errors. Estimates based on a sample will differ somewhat from the figures that would have been obtained if a complete census had been taken using the same survey instruments, instructions, and procedures. In addition to such sampling errors, all surveys, both universe and sample, are subject to design, reporting, and processing errors due to nonresponse. To the extent possible, these nonsampling errors are kept to a minimum by methods built into the survey procedures; however, the effects of nonsampling errors are more difficult to gauge than those produced by sampling variability.

The estimated standard error of a statistic is a measure of the variation due to sampling and can be used to examine the precision obtained in a particular sample. The sample estimate and an estimate of its standard error permit the construction of interval estimates with prescribed confidence that the interval includes the average result of all possible samples. If all possible samples were selected, and each was surveyed under the same conditions, and an estimate and its standard error were calculated from each sample, then approximately 90 percent of the intervals from 1.6 standard errors below the estimate to 1.6 standard errors above the estimate would include the actual value; 95 percent of the intervals from two standard errors below the estimate to two standard errors above the estimate would include the actual value; and 99 percent of all intervals from 2.5 standard errors below the estimate to 2.5 standard errors above the estimate would include the actual value. These intervals are called 90 percent, 95 percent, and 99 percent confidence intervals, respectively.

Standard Errors

Continued

To illustrate this further, consider the figure for *Indicator 1* and the standard error table S1 for estimates from the National Household Education Surveys Program (NHES). For the 1999 estimate of the percentage of children ages 3–5 who were enrolled in preprimary education programs (59.7 percent), table S1 shows a standard error of 0.6. Therefore, we can construct a 95 percent confidence interval from 58.5 to 60.9 ($59.7 \pm 2 \times 0.6$). If this procedure was followed for every possible sample, about 95 percent of the intervals would include the actual percentage of children ages 3–5 enrolled in preprimary education programs.

The estimated standard errors for two sample statistics can be used to estimate the precision of the difference between the two statistics and to avoid concluding that there is an actual difference when the difference in sample estimates may only be due to sampling error. The need to be aware of the precision of differences arises, for example, when comparing mean proficiency scores between groups or years in the National Assessment of Educational Progress (NAEP) or when comparing percentages between groups or years in the Current Population Survey (CPS). The standard error (se) of the difference between sample estimate A and sample estimate B (when A and B do not overlap) is

$$se_{A-B} = \sqrt{se_A^2 + se_B^2}$$

When a ratio (called a *t*-statistic) of the difference between the two sample statistics and the standard error of the difference as calculated above is less than 2, one cannot be sure that the difference is not due only to sampling error, and caution should be taken in drawing any conclusions about the difference. In this report, for example, using the rationale above, we would not conclude that there is a difference between the two sample statistics. Some analysts, however, use the less restrictive criterion of a *t*-statistic value of 1.64, which corresponds to a 10 percent significance level.

To illustrate this further, consider the data on white and black children ages 3–5 who were enrolled in preprimary education programs in *Indicator 1* and the associated standard error table S1. In 1999, the estimated enrollment rates were 60.0 percent for white children and 73.2 percent for black children. Is there enough evidence to conclude that the difference between these two samples represents an actual difference between white and black children in 1999? The standard errors of these estimates are 0.8 and 2.4, respectively. Using the above formula, the standard error of the difference is calculated as 2.5. The ratio of the estimated difference of 13.2 percentage points to the standard error of the difference (2.5) is 5.2. Using the table below, we see there is less than a 5 percent chance that the 13.2 percentage point difference is due only to sampling error, and one may conclude that there is a difference between enrollment rates in preprimary education programs for white and black children ages 3–5 in 1999.

Percent chance that a difference is due only to sampling error:

<i>t</i> -statistic	1.00	1.64	1.96
Percent chance	32	10	5

It should be noted that most of the standard errors presented in this report and in the original documents are approximations. That is, to derive estimates of standard errors that would be applicable to a wide variety of items and that could be prepared at a moderate cost, a number of approximations were required. As a result, most of the standard errors presented provide a general order of magnitude rather than the exact standard error for any specific item.

STANDARD ERROR TABLES ON THE WEB

The following pages in this section contain standard error tables for all of the graphics

Standard Errors

Continued

or tables found on the indicator pages in sections 1 through 6. Standard error tables for all of the supplemental tables are located on the NCES Web site. Go to nces.ed.gov and select *The Condition of Education* volume

appearing on the home page. The supplemental and standard error tables for any indicator (and all other supporting information) can be found in that volume.

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Enrollment in Preprimary Education

Table S1 Standard errors for the percentage of children ages 3–5 who were enrolled in center-based early childhood care and education programs, by race/ethnicity: Selected years 1991–99

Race/ethnicity	1991	1993	1995	1996	1999
Total	0.9	0.8	1.0	0.7	0.6
White	1.0	1.0	1.4	1.2	0.8
Black	2.5	2.1	3.3	2.7	2.4
Hispanic	2.2	2.1	2.2	2.6	2.2

SOURCE: U.S. Department of Education, NCES. National Household Education Surveys Program (NHES), and Federal Interagency Forum on Child and Family Statistics, *America's Children: Key National Indicators of Well-Being*, 2000.

Racial/Ethnic Distribution of Public School Students

Table S3 Standard errors for the percentage of public school students enrolled in grades K–12 who were minorities, by region: October 1972–99

October	Minority enrollment			Minority enrollment		
	Black	Hispanic	Other	Black	Hispanic	Other
		Northeast			Midwest	
1972	0.5	0.4	0.1	0.5	0.2	0.1
1973	0.5	0.4	0.1	0.5	0.2	0.1
1974	0.5	0.4	0.1	0.5	0.2	0.1
1975	0.5	0.4	0.1	0.5	0.2	0.1
1976	0.5	0.5	0.2	0.5	0.2	0.1
1977	0.5	0.4	0.2	0.5	0.2	0.1
1978	0.6	0.4	0.1	0.5	0.2	0.2
1979	1.0	0.8	0.2	0.8	0.4	0.3
1980	0.7	0.6	0.3	0.7	0.3	0.3
1981	0.6	0.5	0.2	0.5	0.3	0.2
1982	0.6	0.6	0.3	0.6	0.3	0.2
1983	0.6	0.6	0.3	0.6	0.3	0.2
1984	0.6	0.6	0.3	0.6	0.3	0.2
1985	0.6	0.7	0.3	0.6	0.4	0.3
1986	0.6	0.8	0.3	0.6	0.4	0.2
1987	0.6	0.7	0.3	0.6	0.4	0.3
1988	0.7	0.8	0.3	0.7	0.5	0.3
1989	0.7	0.9	0.4	0.7	0.5	0.3
1990	0.7	0.8	0.4	0.6	0.4	0.3
1991	0.7	0.8	0.3	0.6	0.4	0.3
1992	0.7	0.7	0.4	0.6	0.4	0.3
1993	0.7	0.7	0.4	0.6	0.4	0.3
1994	0.6	0.5	0.3	0.6	0.4	0.2
1995	0.6	0.6	0.3	0.5	0.3	0.2
1996	0.6	0.6	0.3	0.5	0.4	0.3
1997	0.6	0.6	0.3	0.5	0.4	0.3
1998	0.6	0.6	0.3	0.5	0.4	0.3
1999	0.6	0.6	0.3	0.6	0.4	0.3

Racial/Ethnic Distribution of Public School Students

Table S3 Standard errors for the percentage of public school students enrolled in grades K–12 who were minorities, by region: October 1972–99
—Continued

October	Minority enrollment			Minority enrollment		
	Black	Hispanic	Other	Black	Hispanic	Other
		South			West	
1972	0.6	0.4	0.1	0.5	0.8	0.4
1973	0.6	0.4	0.1	0.5	0.8	0.4
1974	0.6	0.4	0.1	0.5	0.8	0.4
1975	0.6	0.4	0.1	0.5	0.8	0.5
1976	0.6	0.4	0.1	0.5	0.8	0.4
1977	0.6	0.4	0.1	0.5	0.8	0.5
1978	0.6	0.4	0.2	0.5	0.9	0.5
1979	1.1	0.7	0.2	0.9	1.5	0.8
1980	0.8	0.6	0.2	0.6	1.2	0.6
1981	0.6	0.5	0.2	0.5	0.9	0.5
1982	0.7	0.5	0.2	0.5	1.0	0.6
1983	0.7	0.5	0.2	0.5	1.0	0.6
1984	0.7	0.5	0.2	0.5	1.0	0.6
1985	0.7	0.6	0.2	0.5	1.1	0.6
1986	0.7	0.6	0.2	0.5	1.1	0.6
1987	0.7	0.6	0.2	0.5	1.1	0.6
1988	0.7	0.7	0.2	0.5	1.3	0.7
1989	0.7	0.7	0.3	0.5	1.3	0.6
1990	0.7	0.6	0.2	0.5	1.1	0.6
1991	0.7	0.6	0.2	0.5	1.1	0.6
1992	0.7	0.6	0.3	0.5	1.1	0.6
1993	0.7	0.6	0.3	0.5	1.1	0.6
1994	0.6	0.4	0.2	0.4	0.8	0.5
1995	0.6	0.4	0.2	0.4	0.8	0.4
1996	0.6	0.5	0.2	0.4	0.8	0.5
1997	0.6	0.5	0.2	0.4	0.8	0.5
1998	0.6	0.5	0.2	0.4	0.8	0.5
1999	0.6	0.5	0.2	0.4	0.8	0.5

SOURCE: U.S. Department of Commerce, Bureau of the Census. October Current Population Surveys, 1972–99.

Parental Education, by Race/Ethnicity

Table S4 Standard errors for the percentage of 6- to 18-year-olds with mothers who completed at least high school or a bachelor's degree or more: 1974–99

Parents' highest education level and child's race/ethnicity	1974	1979	1984	1989	1994	1999
White						
High school education or higher	0.4	0.4	0.4	0.4	0.4	0.3
Bachelor's degree or higher	0.3	0.3	0.4	0.5	0.5	0.6
Black						
High school education or higher	1.5	1.5	1.6	1.5	1.5	1.3
Bachelor's degree or higher	0.6	0.7	0.8	1.0	1.1	1.1
Hispanic						
High school education or higher	1.8	1.9	1.9	2.2	2.5	1.7
Bachelor's degree or higher	0.7	0.8	0.7	1.0	1.2	0.9

SOURCE: U.S. Department of Commerce, Bureau of the Census. March Current Population Surveys, various years.

Graduate/Professional Enrollment and Employment

Table S6 Standard errors for the percentage distribution of graduate and first-professional students according to selected enrollment and employment characteristics: Academic year 1995–96

Enrollment and employment characteristics	M.B.A.	M.A.T, M.Ed., M.A./M.S. in education	M.A./M.S. (except education)	Ph.D.	Ed.D.	M.D.	Law (LL.B. or J.D.)
Total	—	—	—	—	—	—	—
Attendance pattern							
Full-time, full-year	2.5	1.6	2.0	4.5	5.3	2.2	2.2
Part-time, full-year	3.0	2.3	2.0	4.0	6.9	0.7	2.1
Other	2.2	2.2	2.4	1.8	7.6	2.0	1.2
Employment status							
Worked at all	3.1	2.5	2.7	4.4	2.6	4.3	3.5
Worked full time if worked	4.0	2.9	2.4	5.0	6.9	3.9	2.5
Primary role if working							
Student meeting expenses	3.3	3.2	4.0	4.7	7.1	9.7	3.1
Employee enrolled in school	3.3	3.2	4.0	4.7	7.1	9.7	3.1

— Not applicable.

SOURCE: U.S. Department of Education, NCES. National Postsecondary Student Aid Study (NPSAS:1996), Graduate Data Analysis System.

Participation in Adult Learning

Table S7 Standard errors for the percentage of adults ages 18–44 who participated in credential or other types of learning programs in the past 12 months: 1999

Age	Credential program	All other activities
18–20	3.5	4.0
21–22	4.4	3.3
23–24	3.7	4.7
25–26	3.1	4.2
27–28	2.7	3.9
29–30	2.4	3.9
31–32	2.7	4.2
33–34	2.0	4.1
35–36	2.1	3.8
37–38	1.5	3.8
39–40	1.4	3.8
41–42	1.9	4.0
43–44	1.7	3.6

NOTE: Data have been revised from previously published figures.

SOURCE: U.S. Department of Education, NCES. National Household Education Surveys Program (NHES), 1999 (Adult Education Survey).

Students' Overall Reading and Mathematics Performance Through 1st Grade

Table S8 Standard errors for the children's overall reading and mathematics performance from kindergarten through 1st grade, by mother's education: 1998–2000

Mother's education	Kindergarten			1 st grade	
	Fall	Spring		Fall	Spring
			Reading		
Less than high school	0.2	0.3		0.5	0.5
High school diploma or equivalent	0.2	0.2		0.4	0.3
Some college, including vocational/technical	0.2	0.2		0.5	0.3
Bachelor's degree or higher	0.2	0.3		0.7	0.3
			Mathematics		
Less than high school	0.2	0.3		0.6	0.4
High school diploma or equivalent	0.2	0.2		0.4	0.2
Some college, including vocational/technical	0.1	0.2		0.4	0.2
Bachelor's degree or higher	0.2	0.2		0.4	0.2

SOURCE: U.S. Department of Education, NCES. Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K) Public-use file.

Children's Skills and Proficiency in Reading and Mathematics Through 1st Grade

Table S9 Standard errors for the percentage of children with specific reading skills and proficiency from kindergarten through 1st grade: 1998–2000

Reading skill	Kindergarten		1 st grade	
	Fall	Spring	Fall	Spring
Letter recognition	0.7	0.3	0.2	0.1
Beginning sounds	0.8	0.8	0.8	0.1
Ending sounds	0.5	0.9	1.2	0.3
Sight words	0.1	0.5	1.3	0.6
Words in context	0.1	0.2	0.7	0.8

SOURCE: U.S. Department of Education, NCES. Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K) Public-use file.

Trends in the Reading Performance of 9-, 13-, and 17-Year-Olds

Table S10 Standard errors for the average reading performance, by age: 1971–99

Year	Age 9	Age 13	Age 17
1971	1.0	0.9	1.2
1975	0.7	0.8	0.8
1980	1.0	0.9	1.2
1984	0.7	0.5	0.6
1988	1.1	1.0	1.0
1990	1.2	0.8	1.1
1992	0.9	1.2	1.1
1994	1.2	0.9	1.3
1996	1.0	1.0	1.1
1999	1.3	1.0	1.3

SOURCE: U.S. Department of Education, NCES. *NAEP 1999 Trends in Academic Progress: Three Decades of Student Performance* (NCES 2000–469), 2000.

Trends in the Achievement Gap in Reading Between White and Black Students

Table S11a Standard errors for the difference in average reading scale scores of 9-, 13-, and 17-year-old white and black students: 1971–99

Age	1971	1975	1980	1984	1988	1990	1992	1994	1996	1999
9	1.9	1.4	1.9	1.3	2.8	3.2	2.4	2.6	2.8	2.8
13	1.4	1.4	1.6	1.1	2.6	2.4	2.7	2.7	2.8	2.7
17	2.0	2.1	2.0	1.2	2.7	2.6	2.5	4.2	3.0	2.3

SOURCE: U.S. Department of Education, NCES. National Assessment of Educational Progress (NAEP), 1999 Long-Term Trend Assessment, and *NAEP 1999 Trends in Academic Progress: Three Decades of Student Performance* (NCES 2000–469), 2000.

Table S11b Standard errors for the change in average reading scale scores for 17-year-olds, by score quartile and race/ethnicity: 1971–88 and 1988–99

Score quartile and race/ethnicity	Difference from 1971–88	Difference from 1988–99
Black		
Lower quartile	1.3	3.8
Middle two quartiles	0.8	2.2
Upper quartile	1.5	3.8
White		
Lower quartile	0.8	1.3
Middle two quartiles	0.6	1.0
Upper quartile	0.7	1.4

SOURCE: U.S. Department of Education, NCES. National Assessment of Educational Progress (NAEP), 1999 Long-Term Trend Assessment, and *NAEP 1999 Trends in Academic Progress: Three Decades of Student Performance* (NCES 2000–469), 2000.

Trends in the Mathematics Performance of 9-, 13-, and 17-Year-Olds

Table S12 Standard errors for the average mathematics performance, by age: 1973–99

Year	Age 9	Age 13	Age 17
1973	0.8	1.1	1.1
1978	0.8	1.1	1.0
1982	1.1	1.1	0.9
1986	1.0	1.2	0.9
1990	0.8	0.9	0.9
1992	0.8	0.9	0.9
1994	0.8	1.0	1.0
1996	0.8	0.8	1.2
1999	0.8	0.8	1.0

SOURCE: U.S. Department of Education, NCES. *NAEP 1999 Trends in Academic Progress: Three Decades of Student Performance* (NCES 2000–469), 2000.

Trends in the Science Performance of 9-, 13-, and 17-Year-Olds

Table S13 Standard errors for the average science performance, by age: 1970–99

Year	Age 9	Age 13	Age 17
1970	1.2	1.1	1.0
1973	1.2	1.1	1.0
1977	1.2	1.1	1.0
1982	1.8	1.3	1.2
1986	1.2	1.4	1.4
1990	0.8	0.9	1.1
1992	1.0	0.8	1.3
1994	1.2	1.0	1.6
1996	1.2	1.0	1.2
1999	0.9	0.7	1.3

SOURCE: U.S. Department of Education, NCES. *NAEP 1999 Trends in Academic Progress: Three Decades of Student Performance* (NCES 2000–469), 2000.

Adult Literacy Habits and Media Use

Table S15 Standard errors for the percentage of adults age 25 and above who reported having read regularly, by selected characteristics: 1999

Characteristic	Read regularly
Sex	
Male	1.2
Female	1.0
Race/ethnicity	
White	1.1
Black	2.5
Hispanic	2.3
Education	
Less than high school	1.8
High school diploma or equivalent	1.1
Some college, including vocational/technical	3.2
Bachelor's degree or higher	1.4

SOURCE: U.S. Department of Education, NCES. *National Household Education Surveys Program (NHES) 1999 Data Files: Adult Education and Life-Long Learning Survey* (NCES 2000–079), 2000.

Community Service Participation in Grades 6–12

Table S16 Standard errors for the percentage of students in grades 6–12 who participated in community service, by sex and race/ethnicity: 1996 and 1999

Characteristic	1996	1999
Sex		
Male	0.9	0.9
Female	1.1	1.0
Race/ethnicity		
White	0.9	0.8
Black	1.9	1.8
Hispanic	1.8	1.4

SOURCE: U.S. Department of Education, NCES. *Youth Service-Learning and Community Service Among 6th- Through 12th-Grade Students in the United States: 1996 and 1999* (NCES 2000–028), 2000.

Education and Health

Table S17 Standard errors for the percentage of the population age 25 and above who reported being in excellent or very good health, by educational attainment and family income: 1997

Family income	Less than high school	High school diploma or equivalent	Some college, including vocational/technical	Bachelor's degree or higher
Less than \$20,000	1.2	0.3	0.4	1.4
\$20,000–34,999	0.6	0.3	0.5	0.3
\$35,000–54,999	0.8	0.4	0.4	0.6
\$55,000–74,999	1.7	0.7	0.9	0.5
\$75,000 or more	3.2	0.9	0.3	0.5

SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control, National Center for Health Statistics. National Health Interview Survey, 1997.

Annual Earnings of Young Adults

Table S18 Standard errors for the ratio of median annual earnings of all wage and salary workers ages 25–34 whose highest level of education was grades 9–11, some college, or a bachelor’s degree or higher, compared with those with a high school diploma or equivalent, by sex: March 1970–99

Year	Grades 9–11		Some college, including vocational/technical		Bachelor’s degree or higher	
	Male	Female	Male	Female	Male	Female
1970	0.02	0.04	0.02	0.09	0.02	0.09
1971	0.02	0.05	0.02	0.08	0.02	0.08
1972	0.02	0.05	0.02	0.07	0.02	0.07
1973	0.02	0.05	0.02	0.06	0.02	0.06
1974	0.02	0.05	0.02	0.05	0.02	0.06
1975	0.03	0.03	0.02	0.05	0.02	0.06
1976	0.02	0.04	0.02	0.05	0.02	0.05
1977	0.03	0.05	0.02	0.04	0.02	0.05
1978	0.03	0.02	0.03	0.04	0.03	0.05
1979	0.02	0.04	0.02	0.04	0.02	0.04
1980	0.02	0.04	0.02	0.04	0.02	0.04
1981	0.02	0.03	0.02	0.03	0.02	0.04
1982	0.02	0.04	0.02	0.03	0.02	0.05
1983	0.02	0.04	0.02	0.04	0.02	0.04
1984	0.03	0.04	0.04	0.03	0.05	0.04
1985	0.02	0.04	0.02	0.03	0.02	0.04
1986	0.02	0.04	0.02	0.04	0.03	0.04
1987	0.03	0.04	0.02	0.03	0.03	0.04
1988	0.03	0.03	0.02	0.04	0.04	0.03
1989	0.03	0.05	0.02	0.03	0.03	0.04
1990	0.03	0.04	0.03	0.03	0.03	0.04
1991	0.03	0.05	0.03	0.03	0.02	0.04
1992	0.03	0.04	0.03	0.04	0.03	0.05
1993	0.03	0.03	0.02	0.04	0.03	0.06
1994	0.03	0.04	0.03	0.03	0.03	0.05
1995	0.02	0.03	0.03	0.04	0.05	0.06
1996	0.02	0.04	0.02	0.04	0.03	0.05
1997	0.02	0.05	0.02	0.04	0.03	0.05
1998	0.02	0.04	0.03	0.04	0.04	0.05
1999	0.03	0.03	0.02	0.03	0.02	0.03

SOURCE: U.S. Department of Commerce, Bureau of the Census. March Current Population Surveys, various years.

Educational Plans

Table S19 Standard errors for the percentage of high school seniors who reported definite plans for postsecondary education: 1983, 1990, and 1998

Postsecondary plans	1983	1990	1998
Attend a technical/vocational school	0.4	0.4	0.5
Graduate from a 2-year college program	0.6	0.6	0.5
Graduate from a 4-year college program	0.8	0.8	0.7
Attend graduate or professional school	0.6	0.6	0.5

SOURCE: University of Michigan, Institute for Social Research. Monitoring the Future Survey: 1983, 1990, and 1998.

Peer Culture of High School Seniors

Table S20 Standard errors for the percentages of 12th-graders who thought that various student characteristics were greatly important for having high status in their school, by sex: 1998

Student characteristics	Male	Female
Being a good athlete	1.9	1.8
Planning to attend college	1.9	1.8
Getting good grades	1.9	1.8
Leading student activities	1.9	1.8
Coming from the right family	1.8	1.7
Having a nice car	1.8	1.6
Knowing a lot about intellectual matters	1.7	1.6

SOURCE: University of Michigan, Institute for Social Research. Monitoring the Future Survey: 1998.

Time Spent on Homework and on the Job

Table S21 Standard errors for the percentage of high school seniors who reported spending any time on homework per week, and percentage distribution of high school seniors according to homework hours, by work status: 1998

Hours at a job	Total	Any homework	Hours spent doing homework per week		
			0–4	5–9	10 or more
Total	—	1.3	1.3	1.1	1.1
Any (more than 0)	1.3	1.0	1.5	1.2	1.2
Hours per week at a job					
0–5	2.0	2.2	2.1	1.7	1.9
6–20	1.9	2.1	2.0	1.7	1.6
More than 20	2.0	2.1	2.0	1.6	1.5

—Not applicable.

SOURCE: University of Michigan, Institute for Social Research. Monitoring the Future Survey: 1998.

Students' Use of Time

Table S22 Standard errors for the percentage of 9-, 13-, and 17-year-olds who were watching 3 or more hours of television, assigned homework, and reading for fun daily: 1984 and 1999

	Watched television 3 or more hours daily	Any homework assigned	Time on homework			Read daily for fun	
			Assigned, not done	Less than 1 hour	1 to 2 hours		More than 2 hours
Age 9							
1984	0.7	1.3	0.3	1.0	0.5	0.2	1.0
1999	1.1	1.6	0.3	1.4	0.7	0.5	1.6
Age 13							
1984	0.9	0.8	0.2	0.7	0.5	0.3	1.0
1999	1.2	1.2	0.4	1.4	1.0	0.8	1.7
Age 17							
1984	0.8	0.9	0.3	0.4	0.5	0.6	0.8
1999	1.2	1.0	0.7	1.0	0.8	0.9	1.7

SOURCE: U.S. Department of Education, NCES. National Assessment of Educational Progress (NAEP), 1984 and 1999 Long-Term Assessment.

Status Dropout Rates, by Race/Ethnicity

Table S23 Standard errors for the dropout rates of 16- to 24-year olds, by race/ethnicity: October 1972–99

Year	Race/ethnicity (percent)			
	Total	White	Black	Hispanic
1972	0.3	0.3	1.1	2.2
1973	0.3	0.3	1.1	2.2
1974	0.3	0.3	1.1	2.1
1975	0.3	0.3	1.1	2.0
1976	0.3	0.3	1.0	2.0
1977	0.3	0.3	1.0	2.0
1978	0.3	0.3	1.0	2.0
1979	0.3	0.3	1.0	2.0
1980	0.3	0.3	1.0	1.9
1981	0.3	0.3	0.9	1.8
1982	0.3	0.3	1.0	1.9
1983	0.3	0.3	1.0	1.9
1984	0.3	0.3	0.9	1.9
1985	0.3	0.3	0.9	1.9
1986	0.3	0.3	0.9	1.9
1987	0.3	0.3	0.9	1.8
1988	0.3	0.3	1.0	2.3
1989	0.3	0.3	1.0	2.2
1990	0.3	0.3	0.9	1.9
1991	0.3	0.3	1.0	1.9
1992	0.3	0.3	1.0	1.9
1993	0.3	0.3	0.9	1.8
1994	0.3	0.3	0.8	1.2
1995	0.3	0.3	0.7	1.2
1996	0.3	0.3	0.8	1.1
1997	0.3	0.3	0.8	1.1
1998	0.3	0.3	0.8	1.1
1999	0.3	0.3	0.8	1.1

SOURCE: U.S. Department of Commerce, Bureau of the Census. October Current Population Surveys, various years.

Mathematics Curriculum and College Enrollment

Table S24 Standard errors for the percentage of 1992 high school graduates who had enrolled in a 4-year institution as of 1994, by highest level of mathematics completed in high school and parents' education

High school mathematics level	Parents with no college (first-generation)	Parents with some college	Parents with bachelor's degree or higher
	No mathematics/nonacademic	0.8	1.4
Algebra I and geometry	1.7	1.5	3.3
Algebra II	2.4	2.1	2.4
Advanced (beyond algebra II)	2.8	1.7	1.4

SOURCE: U.S. Department of Education, NCES. National Education Longitudinal Study of 1988 Eighth Graders, "Third Follow-up" (NELS:1988/1994), Data Analysis System.

Perceptions of College Costs

Table S25 Standard errors for the percentage distribution of tuition and fees charged at public 4-year institutions and estimates reported by 6th- to 12th-graders and their parents: 1999

Tuition and fees	6 th - to 12 th -graders' estimates	6 th - to 12 th -graders' parents' estimates
\$8,000 or more	3.1	2.1
\$5,000–7,999	3.3	2.1
\$4,000–4,999	1.8	1.4
\$3,000–3,999	2.6	1.5
\$2,000–2,999	2.1	2.0
Less than \$2,000	2.0	1.1
Average tuition and fees	\$430	\$228

NOTE: The actual tuition and fees are taken from a universe survey of institutions so there are no sampling standard errors associated with them, and thus they do not appear in this table.

SOURCE: U.S. Department of Education, NCES. National Household Education Surveys Program (NHES), 1999 (Parent and Youth Interview Surveys).

Immediate Transition to College

Table S26 Standard errors for the percentage of high school completers who were enrolled in college the October after completing high school, by sex and race/ethnicity: October 1972–99

October	Male	Female	White	Black	Hispanic
1972	1.9	1.8	1.4	4.6	9.7
1973	1.9	1.8	1.4	4.3	9.0
1974	1.8	1.8	1.4	4.6	8.9
1975	1.8	1.7	1.4	4.7	8.4
1976	1.9	1.8	1.4	4.8	8.0
1977	1.9	1.8	1.4	4.7	8.0
1978	1.9	1.8	1.4	4.5	8.4
1979	1.9	1.8	1.4	4.7	7.9
1980	1.9	1.8	1.4	4.4	8.7
1981	1.9	1.8	1.4	4.4	8.2
1982	2.0	1.9	1.5	4.3	8.0
1983	2.0	1.9	1.6	4.3	9.0
1984	2.0	1.9	1.5	4.1	7.7
1985	2.1	2.0	1.6	4.8	9.8
1986	2.1	2.0	1.6	4.4	8.9
1987	2.1	2.0	1.7	4.8	8.3
1988	2.2	2.2	1.8	4.9	10.1
1989	2.4	2.3	1.9	5.3	10.5
1990	2.3	2.2	1.8	5.1	10.8
1991	2.3	2.2	1.8	5.2	9.6
1992	2.2	2.2	1.8	4.9	8.5
1993	2.3	2.2	1.9	5.3	8.2
1994	2.0	2.0	1.6	4.4	6.3
1995	2.0	1.9	1.6	4.2	4.9
1996	2.1	1.9	1.7	4.0	5.8
1997	2.0	1.9	1.6	4.1	4.5
1998	2.0	1.9	1.6	4.0	4.9
1999	2.0	2.0	1.6	3.9	4.8

SOURCE: U.S. Department of Commerce, Bureau of the Census. October Current Population Surveys, various years.

Persistence of Beginning Postsecondary Students

Table S27 Standard errors for the percentage distribution of 1995–96 beginning postsecondary students according to attainment by 1998, by initial goal and type of first institution

Initial goal and type of first institution	Highest degree attained by 1998			No degree		
				Still enrolled		Not enrolled
	Certificate	Associate's	Bachelor's	Less-than 4-year	4-year	
Total	0.7	0.5	0.1	0.9	0.9	1.1
Certificate	3.0	0.7	(*)	1.9	0.3	3.0
Public 2-year	6.7	1.8	(*)	4.6	0.2	6.8
Private, for-profit	2.6	0.1	(*)	1.3	0.3	2.4
Associate's degree	0.9	1.6	0.1	2.2	1.0	2.5
Public 2-year	1.1	1.7	(*)	2.6	1.2	2.9
Bachelor's degree or transfer	0.3	0.4	0.2	1.0	1.1	1.0
Public 2-year	1.0	1.5	(*)	3.7	3.0	3.8
Public 4-year	0.2	0.3	0.3	0.5	1.0	0.8
Private, not-for-profit 4-year	0.4	0.4	0.3	0.5	1.2	0.9

* Value less than 0.05.

SOURCE: U.S. Department of Education, NCES. Beginning Postsecondary Students Longitudinal Study, "First Follow-up" (BPS:1996/1998).

High School Academic Preparation and Postsecondary Progress

Table S28 Standard errors for the percentage of 1995–96 beginning postsecondary students who persisted toward a bachelor's degree, by the academic rigor of their secondary school curriculum and first-generation status: June 1998

Curriculum	First-generation	At least one parent has bachelor's degree
Total	1.7	1.2
Core New Basics or below	3.3	2.6
Beyond Core New Basics I and II	2.9	2.2
Rigorous	4.1	2.0

SOURCE: U.S. Department of Education, NCES. Beginning Postsecondary Students Longitudinal Study, "First Follow-up" (BPS:1996/1998).

Remediation and Degree Completion

Table S29 Standard errors for the percentage of postsecondary education students with varying patterns of remedial courses who completed 2- or 4-year degrees: 1980–93

Highest degree	Type and amount of remedial coursework				
	Any reading	Two or fewer courses: mathematics only	Two or more courses but no reading courses	Only one course, not mathematics or reading	No courses
2- or 4-year	2.0	2.1	1.8	2.4	1.3

SOURCE: U.S. Department of Education, NCES. High School and Beyond Longitudinal Study of 1980 Sophomores, "Postsecondary Education Transcript Study" (HS&B:So PETS).

Educational Attainment

Table S31 Standard errors for the percentage of 25- to 29-year-olds who attained selected levels of education, by race/ethnicity: March 1971 and 2000

Level of education	1971			2000		
	White	Black	Hispanic	White	Black	Hispanic
High school completers	0.5	2.2	2.9	0.3	1.1	1.2
High school completers with some college	0.7	2.6	3.8	0.7	1.8	1.6
High school completers with a bachelor's degree or higher	0.6	1.8	2.5	0.7	1.4	1.2

SOURCE: U.S. Department of Commerce, Bureau of the Census. March Current Population Surveys, various years.

Trends in English and Foreign Language Coursetaking

Table S33 Standard errors for the percentage distribution of high school graduates according to level of courses completed: Selected years 1982–98

Level of courses	1982	1987	1990	1992	1994	1998
English						
75–100 percent honors courses	0.4	0.8	0.8	0.7	0.9	1.0
50–74 percent honors courses	0.4	0.4	0.3	0.4	0.4	0.7
Less than 50 percent honors courses	0.5	0.6	0.7	0.5	0.6	0.7
All regular courses (no low or honors)	1.0	1.5	1.6	1.1	1.5	1.7
Foreign language						
AP	0.2	0.4	0.5	0.3	0.4	0.5
Year 4	0.3	0.4	0.4	0.7	0.8	0.6
Year 3	0.5	0.9	0.7	0.8	0.8	1.1
Year 2 or lower	0.8	1.1	1.0	1.1	1.0	1.2

SOURCE: U.S. Department of Education, NCES. High School and Beyond Longitudinal Study of 1980 Sophomores, "Second Follow-up" (HS&B:1980/1984); National Education Longitudinal Study of 1988 Eighth Graders, "High School Transcript Study" (NELS:1992); and 1987, 1990, 1992, 1994, and 1998 National Assessment of Educational Progress (NAEP) High School Transcript Studies.

Coursetaking in English and Foreign Languages

Table S34a Standard errors for the percentage of 1998 high school graduates who had taken advanced academic English courses and a foreign language, by selected characteristics: 1998

Characteristic	Completed some honors English courses	Completed Year 3 or higher of a foreign language
Male	1.4	1.4
Female	1.3	1.7
Public	1.4	1.4
Private	2.7	5.6
White	1.6	1.8
Black	2.2	2.2
Hispanic	1.7	2.3
Asian/Pacific Islander	4.3	2.7
American Indian/Alaskan Native	3.0	3.3

SOURCE: U.S. Department of Education, NCES. 1998 National Assessment of Educational Progress (NAEP) High School Transcript Study.

Table S34b Standard errors for the percentage distribution of high school graduates according to the type of English courses taken, by student and school characteristics: 1998

Characteristic	No English	Low academic level			Regular English (no low or honors) courses	Advanced academic level			Total
		50% or more of courses	Less than 50% of courses	Total		Less than 50% honors	50–74% honors	75–100% honors	
Total	0.1	0.6	1.0	1.5	1.7	0.7	0.7	1.0	1.3
Sex									
Male	0.2	0.7	1.2	1.8	1.9	0.7	0.6	1.0	1.4
Female	0.1	0.5	1.0	1.3	1.6	0.8	0.8	1.1	1.3
Race/ethnicity									
White	0.1	0.6	1.2	1.6	1.8	0.9	0.8	1.3	1.6
Black	0.3	1.2	1.3	2.0	2.8	0.8	1.0	1.2	2.2
Hispanic	0.4	1.6	1.8	3.2	3.2	0.9	0.7	1.0	1.7
Asian/Pacific Islander	0.2	1.1	1.8	2.5	6.4	1.3	1.9	2.8	4.3
American Indian/ Alaskan Native	0.3	2.1	2.7	3.6	4.9	2.3	1.9	1.9	3.0
Met Core New Basics?									
Yes	0.1	0.2	0.8	0.9	2.1	1.0	1.1	1.4	1.9
No	0.2	1.0	1.5	2.1	2.3	0.6	0.6	0.9	1.4
Control of school									
Public	0.1	0.6	1.1	1.5	1.8	0.6	0.7	1.0	1.4
Private	—	—	1.7	1.7	3.1	3.3	3.1	4.1	2.7

— Not available.

SOURCE: U.S. Department of Education, NCES. 1998 National Assessment of Educational Progress (NAEP) High School Transcript Study.

Coursetaking in English and Foreign Languages

Table S34c Standard errors for the percentage distribution of high school graduates according to the highest level of foreign language completed, by student and school characteristics: 1998

Characteristic	Highest level of primary foreign language completed							
	None	Low academic level			Advanced academic level			
		Year 1 or less	Year 2	Total	Year 3	Year 4	AP	Total
Total	0.9	1.0	1.3	1.2	1.0	0.6	0.5	1.4
Sex								
Male	1.2	0.9	1.3	1.2	1.3	0.6	0.4	1.4
Female	0.8	1.2	1.4	1.5	1.2	0.7	0.7	1.7
Race/ethnicity								
White	0.9	1.1	1.4	1.4	1.2	0.8	0.6	1.8
Black	1.9	1.7	2.1	2.2	1.7	0.8	0.5	2.2
Hispanic	2.5	2.9	2.5	1.9	2.0	0.7	1.0	2.3
Asian/Pacific Islander	5.8	1.8	2.8	3.8	1.7	1.0	1.4	2.7
American Indian/ Alaskan Native	5.1	3.2	3.3	4.6	2.9	2.0	0.1	3.3
Met Core New Basics?								
Yes	1.0	0.9	1.8	1.8	1.5	1.0	0.7	2.0
No	1.5	1.5	1.5	1.2	0.9	0.9	0.5	1.7
Control of school								
Public	0.9	1.0	1.3	1.2	1.0	0.6	0.5	1.4
Private	2.2	2.8	4.3	4.9	4.4	2.9	3.0	5.6

SOURCE: U.S. Department of Education, NCES. 1998 National Assessment of Educational Progress (NAEP) High School Transcript Study.

Trends in High School Occupational Coursetaking

Table S35 Standard errors for the average credits earned in vocational education by public high school graduates, by vocational curriculum: 1982–98

Vocational curriculum	1982	1990	1992	1994	1998
	Average credits earned				
Total	0.06	0.08	0.06	0.07	0.10
Occupational education	0.05	0.07	0.05	0.06	0.07
General labor market preparation	0.02	0.02	0.02	0.02	0.03
Family and consumer sciences education	0.02	0.03	0.02	0.03	0.03

SOURCE: U.S. Department of Education, NCES. High School and Beyond Longitudinal Study of 1980 Sophomores, "First Follow-Up" (HS&B:1980/1982) and High School Transcript Study; National Education Longitudinal Study of 1988 Eighth Graders, "Second Follow-Up" (NELS:1988/1992) and High School Transcript Study; and 1990, 1994, and 1998 National Assessment of Educational Progress (NAEP) High School Transcript Studies.

International Comparisons of Quality in 8th-Grade Mathematics Lessons

Table S36 Standard errors for the percentage distribution of 8th-grade lessons rated as having low-, medium-, and high-quality mathematical content, by country: 1994–95

Quality of mathematical content	United States	Germany	Japan
Low	5.6	8.3	7.5
Medium	5.6	7.6	11.0
High	—	7.7	8.5

—Not applicable.

SOURCE: U.S. Department of Education, NCES. *The TIMSS Videotape Classroom Study: Methods and Findings From an Exploratory Research Project on Eighth-Grade Mathematics Instruction in Germany, Japan, and the United States* (NCES 1999–074), 1999.

Class Size of Kindergartens

Table S37 Standard errors for the percentage distribution of kindergarten classrooms according to control of school and class size: Fall 1998

Control of school	15 or fewer students	More than 15 students
Public	1.9	1.9
Private	3.8	3.8

SOURCE: U.S. Department of Education, NCES. Early Childhood Longitudinal Study, "Kindergarten Class of 1998–99," Fall 1998.

Teachers' Readiness to Use Computers and the Internet

Table S39 Standard errors for the percentage distribution of public school teachers according to how well prepared they felt to use computers and the Internet for classroom instruction, by number of years of teaching experience: 1999

Years of teaching experience	Not at all prepared	Somewhat prepared	Well prepared	Very well prepared
3 or fewer	2.5	3.6	3.0	2.5
4–9	2.0	2.8	2.4	1.9
10–19	1.6	2.7	2.6	1.5
20 or more	1.2	2.0	1.6	1.1

SOURCE: U.S. Department of Education, NCES. Fast Response Survey System, "Public School Teachers' Use of Computers and the Internet," FRSS 70, 1999.

School Choice and Parental Satisfaction

Table S41 Standard errors for the percentage of students in grades 3–12 whose parents reported being very satisfied with aspects of their child's school, by type of choice: 1999

School choice	Child's school	Child's teachers	School's academic standards	School's order and discipline
Public-assigned	0.7	0.6	0.8	0.8
Public-chosen	1.0	1.0	1.3	1.3
Private	1.4	1.5	1.4	1.4

NOTE: Data have been revised from previously published figures.

SOURCE: U.S. Department of Education, NCES. National Household Education Surveys Program (NHES), 1999 (Parent Interview Survey).

Qualifications of College Graduates Who Enter Teaching

Table S42 Standard errors for the percentage of 1992–93 college graduates in the top and bottom quartile of SAT or ACT scores, by selected characteristics: 1997

Characteristics of graduates	Of graduates with scores available	
	Bottom quartile	Top quartile
Total	0.8	0.9
Teaching status in 1997		
No longer teaching	3.1	4.2
Still teaching	2.0	1.7
Level at which taught		
Secondary	3.3	3.5
Elementary	3.0	2.1
School at which taught		
Private	5.0	5.9
Public	2.2	1.8
Teacher preparation		
Taught but did not prepare	3.1	2.7
Prepared and have taught	1.8	1.3
College major		
Mathematics/computer/natural sciences	1.1	1.7
Humanities	1.7	2.3
Social sciences	1.6	1.8
Business/management	1.8	1.4
Education	1.7	1.3

SOURCE: U.S. Department of Education, NCES. 1993 Baccalaureate and Beyond Longitudinal Study, "Second Follow-up" (B&B: 1993/1997), Data Analysis System.

Teacher Preparation in 8th-Grade Mathematics and Science

Table S43 Standard errors for the percentage of 8th-graders taught mathematics by teachers who reported various main areas of study for their bachelor's and master's degrees: 1999

Major/main area of study	United States	International average
Mathematics	3.4	0.6
Mathematics education	3.4	0.6
Science/science education	2.4	0.6
Education	3.4	0.6
Other	3.6	0.6

SOURCE: NCES 2001–028, based on data from Mullis et al. (2000). *TIMSS 1999 International Mathematics Report: Findings from IEA's Repeat of the Third International Mathematics and Science Study at the Eighth Grade*, Exhibit R3.1. Chestnut Hill, MA: Boston College.

School-Related Violence and Safety

Table S44 Standard errors for the percentage of high school students who reported being threatened or injured with a weapon, engaging in a physical fight, and carrying a weapon on school property: 1993, 1995, 1997, and 1999

Risk behaviors	1993	1995	1997	1999
Was threatened or injured with a weapon within the past 12 months	0.4	0.5	0.5	0.4
In a physical fight within the past 12 months	0.6	0.8	0.6	0.3
Carried a weapon within the past 30 days	0.7	0.5	0.6	0.6

SOURCE: U.S. Department of Health and Human Services, Public Health Service, Centers for Disease Control and Prevention, National Center for Health Statistics. National Health Interview Survey—Youth Risk Behavior Survey, 1993, 1995, 1997, and 1999.

Overcrowding in Schools

Table S45 Standard errors for the percentage distribution of public schools reporting that they are underenrolled, at capacity, or overcrowded, by school enrollment size and region: 1999

Characteristic	Underenrolled			Overcrowded	
	More than 25 percent under capacity	6–25 percent under capacity	Within 5 percent of capacity	6–25 percent over capacity	More than 25 percent over capacity
Total	1.5	1.7	1.5	1.2	0.9
Enrollment					
600 or more	1.4	3.4	2.0	1.6	1.8
300–599	2.5	2.8	2.6	2.5	1.2
Less than 300	5.0	4.2	3.4	2.9	1.6
Region					
Northeast	3.3	4.2	4.3	3.9	1.6
South	3.0	2.7	2.9	2.1	1.6
Midwest	3.0	3.5	2.8	2.1	1.5
West	3.2	3.3	3.1	3.2	2.7

SOURCE: U.S. Department of Education, NCES. Fast Response Survey System (FRSS), *Condition of America's Public School Facilities: 1999* (NCES 2000–032), 2000, and unpublished data.

Instructional Methods of Postsecondary Faculty

Table S46 Standard errors for the percentage of postsecondary instructional faculty and staff who used specific instructional and grading methods in some or all of their classes, by teaching discipline: Fall 1998

Teaching discipline	Primary instructional method					Grading methods	
	Lecture	Seminar	Lab/ clinic	Field- work	Other	Curve	Competency- based
Total	0.5	0.5	0.5	0.3	0.3	0.6	0.6
Agriculture/home economics	2.9	2.2	4.4	3.0	1.3	3.7	3.5
Business	1.4	1.3	1.5	0.6	1.1	2.0	2.1
Education	2.0	1.8	1.4	1.5	1.1	1.9	2.1
Engineering	2.4	1.9	2.4	0.7	1.4	2.6	3.1
Fine arts	2.0	1.5	2.1	1.1	1.6	1.6	2.0
Health sciences	1.5	1.1	1.7	1.1	0.8	1.7	1.9
Humanities	1.1	1.0	1.0	0.6	0.7	1.2	1.4
Natural sciences	1.1	0.8	1.2	0.3	0.7	1.3	1.4
Social sciences	1.2	2.0	1.1	0.7	0.8	2.2	2.0

SOURCE: U.S. Department of Education, NCES. National Study of Postsecondary Faculty (NSOPF:1999), Data Analysis System.

Instructional Faculty and Staff Who Teach Undergraduates

Table S47 Standard errors for the percentage of full-time instructional faculty and staff in 4-year institutions who taught at least one undergraduate class for credit or who taught only undergraduate classes for credit, by academic rank: Fall 1998

Academic rank	Taught at least one undergraduate class for credit			Taught only undergraduate classes for credit		
	All	Doctoral	Nondoctoral	All	Doctoral	Nondoctoral
Total	1.0	1.4	1.3	1.2	1.3	1.7
Professor	1.4	2.0	1.7	1.7	1.9	2.6
Associate professor	1.6	2.3	1.7	1.7	2.2	2.3
Assistant professor	1.5	2.0	2.0	1.8	2.4	2.3
Instructor	1.8	3.4	1.9	2.3	4.2	2.6
Lecturer	3.0	4.7	1.8	4.0	5.1	6.2

SOURCE: U.S. Department of Education, NCES. National Study of Postsecondary Faculty (NSOPF:1999), Data Analysis System.

Technology in Postsecondary Teaching

Table S48 Standard errors for the percentage of full-time postsecondary instructional faculty and staff who had access to and used telecommunications technology, by type of institution: Fall 1998

Type of institution	Access to Internet	Used e-mail to	
		communicate with students	Used course-specific Web site
Total	0.2	0.8	0.8
4-year doctoral	0.3	1.1	1.4
4-year nondoctoral	0.4	1.4	1.3
2-year	0.7	1.6	1.5

SOURCE: U.S. Department of Education, NCES. National Study of Postsecondary Faculty (NSOPF:1999), Data Analysis System.

Distance Education by Postsecondary Faculty

Table S49 Standard errors for the percentage distribution of instructional faculty and staff and average workload and compensation, by participation in distance education and full- or part-time employment: Fall 1998

Participation and employment status	Percent	Workload		Compensation	
		Number of classes/sections	Number of course preparations	Salary	Other income
Total	—	0.03	0.02	660.2	74.2
Taught in distance education program			Full time		
Yes	0.32	0.18	0.09	2,893.4	372.7
No	0.32	0.04	0.03	635.7	106.1
Taught nonface-to-face class					
Yes	0.43	0.13	0.09	2,018.8	308.5
No	0.43	0.04	0.03	643.8	107.9
Taught in distance education program			Part time		
Yes	0.79	0.29	0.14	1,351.4	221.7
No	0.79	0.05	0.02	305.2	57.5
Taught nonface-to-face class					
Yes	0.73	0.22	0.09	1,155.5	228.0
No	0.73	0.05	0.02	309.7	55.7

— Not applicable.

SOURCE: U.S. Department of Education, NCES. National Study of Postsecondary Faculty (NSOPF:1999), Data Analysis System.

Part-Time Instructional Faculty and Staff

Table S50 Standard errors for the percentage of postsecondary instructional faculty and staff who were employed part time, by sex, academic rank, and type of institution: Fall 1998

Sex and academic rank	Type of institution						
	Total	Research	Doctoral	Comprehensive	Private liberal arts	Public 2-year	Other
Total	0.9	1.7	2.8	1.6	3.0	1.3	3.3
Sex							
Male	1.0	1.8	3.3	1.9	3.5	1.6	4.1
Female	1.1	2.3	2.9	2.1	3.8	1.6	3.2
Academic rank							
Professor	1.4	2.1	2.5	2.4	2.6	4.9	6.1
Associate professor	1.2	2.0	3.0	2.3	2.9	3.3	6.1
Assistant professor	1.6	2.6	5.8	2.1	2.9	3.5	5.4
Instructor	1.1	4.2	4.2	2.2	3.8	1.5	2.8
Lecturer	2.3	4.4	7.3	2.9	3.1	2.1	19.5

SOURCE: U.S. Department of Education, NCES. National Study of Postsecondary Faculty (NSOPF:1999), Data Analysis System.

Time Allocation of Full-Time Instructional Faculty

Table S51 Standard errors for the average number of hours worked per week and percentage distribution of time spent on various work activities by full-time instructional faculty, by type of institution and academic rank: Fall 1998

Type of institution and academic rank	Average hours worked per week	Percentage of time spent			
		Teaching	Research	Administration	Other
Total	0.2	0.5	0.4	0.3	0.3
Type of institution					
Research	0.4	0.9	0.6	0.3	0.6
Doctoral	0.5	1.3	0.8	0.7	1.0
Comprehensive	0.4	0.7	0.4	0.6	0.4
Private liberal arts	0.6	1.0	0.7	0.9	0.6
Public 2-year	0.5	0.6	0.2	0.4	0.4
Academic rank					
Professor	0.4	0.7	0.5	0.5	0.3
Associate professor	0.4	0.7	0.6	0.4	0.4
Assistant professor	0.4	0.9	0.6	0.3	0.7
Instructor	0.5	1.1	0.4	0.8	0.7
Lecturer	1.4	3.4	1.2	3.1	1.5

SOURCE: U.S. Department of Education, NCES. National Study of Postsecondary Faculty (NSOPF:1999), Data Analysis System.

Early Reading Activities

Table S52 Standard errors for the percentage of 3- to 5-year-old children not yet enrolled in kindergarten who participated in home literacy activities with a family member three or more times in the week before the survey, by number of risk factors: 1999

Number of risk factors	Read to	Told a story	Taught letters, words, or numbers	Taught songs or music	Did arts and crafts
None	0.7	1.4	1.2	1.4	1.4
One	1.7	2.0	2.2	2.2	2.2
Two or more	1.6	2.0	1.8	1.7	1.7

SOURCE: U.S. Department of Education, NCES. *Home Literacy Activities and Signs of Children's Emerging Literacy, 1993 and 1999* (NCES 2000-026), and National Household Education Surveys Program (NHES), 1993 and 1999.

Before and After School Care

Table S53 Standard errors for the percentage of children in grades K–8 who received various types of care before and after school: 1999

Type of care	Total	K–5	6–8
Received care from relative	0.5	0.6	0.7
Received care from nonrelative	0.3	0.4	0.4
Attended center-based program	0.4	0.5	0.6
Child cared for self	0.4	0.3	0.8
Parental care only	0.6	0.7	0.9

NOTE: Data have been revised from previously published figures.

SOURCE: U.S. Department of Education, NCES. National Household Education Surveys Program (NHES), 1999 (Parent Interview Survey).

Parental Involvement in Schools

Table S54 Standard errors for the percentage of students in grades K–12 whose parents reported involvement in specific activities in their child's school: 1999

Parental involvement	K–12	K–5	6–8	9–12
Attended general meeting	0.5	0.5	0.9	0.9
Attended scheduled meeting with teacher	0.5	0.4	0.9	1.1
Attended school event	0.4	0.6	0.8	0.9
Acted as a volunteer or served on a committee	0.4	0.5	0.8	0.8
Indicated involvement in any of the four activities	0.3	0.2	0.5	0.7

NOTE: Data have been revised from previously published figures.

SOURCE: U.S. Department of Education, NCES. National Household Education Surveys Program (NHES), 1999 (Parent Interview Survey).

Parents' Attitudes Toward Schools

Table S55 Standard errors for the percentage of children in grades 3–12 whose parents were very satisfied with various aspects of their schools, by family income: 1993 and 1999

Household income	Child's school		Child's teachers		School's academic standards		School's order and discipline	
	1993	1999	1993	1999	1993	1999	1993	1999
\$10,000 or less	1.9	2.2	2.0	1.9	1.6	2.0	2.3	1.9
\$10,001–20,000	1.4	1.8	1.4	1.6	1.6	1.9	2.1	1.6
\$20,001–35,000	1.4	1.1	1.1	1.1	1.1	1.1	1.8	1.0
\$35,001–50,000	1.4	1.4	1.4	1.2	1.1	1.5	1.1	1.2
More than \$50,000	0.9	1.0	0.9	0.9	0.9	0.9	1.0	0.9

NOTE: Data have been revised from previously published figures.

SOURCE: U.S. Department of Education, NCES. National Household Education Surveys Program (NHES), 1993 (School Safety and Discipline Survey) and 1999 (Parent Interview Survey).

Net Price of College Attendance

Table S58 Standard errors for the average price of college attendance and student financial aid for dependent full-time, full-year undergraduates, by type of institution and family income: Academic year 1995–96

Type of institution and family income	Tuition/fees	Total price	Grants	Net price	Student loans	Student earnings
Total	177.4	205.4	79.0	155.6	36.4	110.9
Public 4-year	121.6	150.3	49.6	145.6	41.6	136.4
Low income	141.3	207.3	123.0	169.8	98.4	186.2
Lower middle	109.4	151.7	79.4	135.5	86.6	285.8
Upper middle	126.9	155.1	48.7	151.6	62.3	232.4
High income	181.2	181.7	53.0	189.0	56.3	226.7
Private, not-for-profit 4-year	334.3	408.8	177.2	319.5	70.3	113.5
Low income	571.8	749.6	339.0	607.4	155.7	170.6
Lower middle	368.6	425.5	325.2	276.1	108.0	150.3
Upper middle	342.3	402.4	220.4	341.7	103.4	213.9
High income	339.7	403.6	133.9	406.9	72.5	219.0
Public 2-year	56.8	169.6	77.9	206.7	38.2	398.4
Low income	91.9	261.2	140.4	332.8	67.2	956.0
Lower middle	83.0	267.6	87.9	298.6	74.9	400.6
Upper middle	107.9	216.2	41.4	222.4	82.4	722.7
High income	114.7	187.9	49.4	193.0	59.2	848.2

SOURCE: U.S. Department of Education, NCES. National Postsecondary Student Aid Study (NPSAS:1996), Undergraduate Data Analysis System.

Debt Burden 4 Years After College

Table S59 Standard errors for the percentage distribution of 1992–93 bachelor’s degree recipients repaying their loans according to the size of their debt burden in 1997, by 1996 income and amount borrowed for undergraduate education

Amount borrowed for undergraduate education and 1996 personal income	Median debt burden (percent)	Debt burden in 1997			
		Less than 5 percent	5–9 percent	10–14 percent	15 percent or more
Total	0.5	1.8	1.7	1.0	0.8
Total amount borrowed					
Less than \$5,000	0.4	3.3	2.9	1.8	0.8
\$5,000–9,999	0.3	3.1	2.7	1.6	1.1
\$10,000–14,999	0.9	3.0	3.1	1.5	1.4
\$15,000 or more	1.0	2.9	3.5	2.3	2.3
Total 1996 personal income					
Less than \$20,000	1.7	3.3	3.6	3.5	3.6
\$20,000–24,999	1.2	5.0	4.5	2.7	1.9
\$25,000–34,999	1.2	2.9	3.1	1.9	0.8
\$35,000–49,999	1.1	3.7	3.6	1.2	1.4
\$50,000 or more	0.5	3.8	3.8	0.1	0.4

SOURCE: U.S. Department of Education, NCES. Baccalaureate and Beyond Longitudinal Study, “Second Follow-up” (B&B:1993/1997), Data Analysis System.

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