

Standard Error Tables for Supplemental Tables





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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 1970–2004

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

SOURCE: U.S. Department of Education, National Center for Education Statistics. (forthcoming). *Digest of Education Statistics, 2005* (NCES 2006-030), table 7. Data from U.S. Department of Commerce, U.S. Census Bureau, Current Population Survey (CPS), October Supplement, 1970–2004.

Enrollment in Early Childhood Education Programs

Table S2-1. Standard errors for the percentage of prekindergarten children ages 3–5 who were enrolled in center-based early childhood care and education programs, by child and family characteristics: Various years, 1991–2005

Child or family characteristic	1991	1993	1995	1996	1999	2001	2005
Total	0.9	0.8	1.0	0.7	0.6	0.6	0.8
Age							
3	1.4	1.2	1.6	1.4	1.3	1.2	1.7
4	1.0	1.2	1.4	1.4	1.2	1.3	1.4
5	2.1	2.5	2.4	2.9	2.4	2.7	3.5
Sex							
Male	1.1	1.1	1.5	1.3	1.1	1.3	1.5
Female	1.3	1.3	1.5	1.3	1.2	1.1	1.6
Race/ethnicity							
White	1.0	1.0	1.4	1.2	0.8	0.9	1.3
Black	2.5	2.1	3.3	2.7	2.4	2.9	3.4
Hispanic	2.2	2.1	2.2	2.6	2.2	1.9	2.1
Poverty status							
Poor	1.8	1.8	2.2	2.3	2.2	2.3	2.7
Nonpoor	1.0	1.0	1.0	1.0	0.8	0.7	1.1
Poverty status and race/ethnicity							
Poor							
White	2.2	2.8	3.8	4.0	3.9	4.1	5.8
Black	3.6	3.2	4.4	3.9	4.1	5.4	5.9
Hispanic	3.4	3.7	3.4	4.3	3.6	3.8	3.7
Nonpoor							
White	1.1	1.1	1.4	1.3	0.9	1.0	1.4
Black	3.0	2.9	3.7	3.7	2.7	3.3	4.8
Hispanic	2.7	2.6	2.9	3.5	2.5	2.1	2.8
Family type							
Two-parent household	0.9	1.0	1.1	1.0	0.9	0.8	1.0
One-parent or guardian-only household	2.1	1.7	2.1	2.0	1.7	2.3	2.8
Mother's education							
Less than high school	2.1	2.7	2.9	2.9	3.0	3.4	2.9
High school diploma or equivalent	1.4	1.4	1.7	1.6	1.4	1.5	2.1
Some college, including vocational/technical	1.4	1.6	1.8	1.7	1.6	1.8	2.1
Bachelor's degree or higher	1.6	1.4	2.2	1.8	1.4	1.9	1.7
Mother's employment							
35 hours or more per week	1.3	1.3	1.6	1.7	1.5	1.5	1.8
Less than 35 hours per week	1.6	1.9	2.1	2.6	1.9	1.9	2.3
Looking for work	3.4	3.5	3.9	4.6	4.3	5.4	5.5
Not in labor force	1.2	1.4	1.6	1.6	1.3	1.6	1.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Education Survey of the 1991 National Household Education Surveys Program (NHES), School Readiness Survey of the 1993 NHES, Early Childhood Program Participation Survey of the 1995 NHES, Parent and Family Involvement in Education/Civic Involvement Survey of the 1996 NHES, Parent Survey of the 1999 NHES, Early Childhood Program Participation Survey of the 2001 NHES, and Early Childhood Program Participation Survey of the 2005 NHES, previously unpublished tabulation (October 2005).

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 school years, 1989–90 through 2003–04

Grade level and school year ending	Total enrollment (in thousands)	Roman Catholic				Other religious				Non-sectarian
		Total	Parochial	Diocesan	Private	Total	Conservative Christian	Affiliated	Un-affiliated	
Grades K–12										
1990	38.7	0.31	0.23	0.14	0.05	0.34	0.24	0.22	0.31	0.34
1992	26.7	0.19	0.19	0.21	0.20	0.19	0.16	0.08	0.17	0.12
1994	12.9	0.13	0.09	0.07	0.03	0.17	0.12	0.09	0.15	0.14
1996	20.5	0.17	0.11	0.09	0.03	0.14	0.13	0.07	0.12	0.13
1998	15.5	0.15	0.10	0.05	0.03	0.19	0.13	0.07	0.17	0.15
2000	25.4	0.26	0.16	0.08	0.05	0.31	0.10	0.09	0.39	0.11
2002	26.7	0.21	0.11	0.12	0.03	0.19	0.11	0.13	0.15	0.24
2004	32.4	0.29	0.19	0.15	0.09	0.27	0.16	0.11	0.23	0.40
Grades K–8										
1990	33.9	0.34	0.28	0.13	0.11	0.34	0.26	0.25	0.35	0.26
1992	23.4	0.23	0.22	0.25	0.06	0.22	0.15	0.11	0.18	0.14
1994	11.0	0.17	0.12	0.09	0.03	0.19	0.11	0.11	0.18	0.17
1996	13.8	0.16	0.12	0.06	0.02	0.14	0.14	0.07	0.13	0.11
1998	12.0	0.16	0.14	0.05	0.04	0.20	0.15	0.07	0.19	0.15
2000	17.9	0.26	0.19	0.07	0.05	0.29	0.10	0.09	0.36	0.10
2002	19.9	0.21	0.13	0.15	0.03	0.21	0.13	0.13	0.18	0.24
2004	18.5	0.24	0.20	0.14	0.01	0.23	0.15	0.10	0.25	0.15
Grades 9–12										
1990	12.9	0.49	0.20	0.38	0.27	0.39	0.27	0.38	0.20	0.53
1992	8.4	0.36	0.13	0.41	0.71	0.30	0.24	0.08	0.12	0.14
1994	3.0	0.15	0.02	0.07	0.06	0.17	0.17	0.06	0.09	0.14
1996	4.6	0.20	0.03	0.20	0.09	0.20	0.18	0.06	0.14	0.12
1998	2.4	0.11	0.02	0.05	0.04	0.16	0.13	0.08	0.10	0.14
2000	8.1	0.34	0.04	0.15	0.15	0.45	0.14	0.11	0.56	0.16
2002	6.7	0.26	0.17	0.12	0.10	0.19	0.18	0.12	0.13	0.28
2004	24.7	0.92	0.11	0.42	0.45	0.60	0.32	0.23	0.20	1.44

SOURCE: Broughman, S.P., and Swaim, N.L. (2006). *Characteristics of Private Schools in the United States: Results From the 2003–2004 Private School Universe Survey* (NCES 2006-319), table C-10 and previously unpublished tabulation (September 2005). Data from U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), various years, 1989–90 through 2003–04.

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 school years, 1989–90 through 2003–04

Grade level and school year ending	[Totals in thousands]									
	Total enrollment		Northeast		Midwest		South		West	
	Total	Percent of total enrollment	Total	Percent of total Northeast enrollment	Total	Percent of total Midwest enrollment	Total	Percent of total South enrollment	Total	Percent of total West enrollment
Grades K–12										
1990	38.7	0.09	36.9	0.44	15.4	0.14	24.3	0.15	12.4	0.13
1992	26.7	0.06	9.1	0.11	15.0	0.13	8.8	0.05	17.9	0.17
1994	12.9	0.03	6.3	0.07	3.6	0.03	11.2	0.07	6.3	0.06
1996	20.5	0.04	5.9	0.07	7.9	0.07	7.7	0.04	11.5	0.10
1998	15.5	0.03	7.0	0.08	10.4	0.09	9.1	0.05	4.4	0.04
2000	25.4	0.05	5.8	0.06	8.2	0.07	23.0	0.13	4.2	0.04
2002	26.7	0.05	5.1	0.05	13.0	0.11	17.5	0.10	14.6	0.12
2004	32.4	0.06	24.4	0.26	10.5	0.09	15.1	0.08	10.9	0.09
Grades K–8										
1990	33.9	0.11	33.7	0.57	12.3	0.16	20.7	0.18	9.2	0.13
1992	23.4	0.07	8.8	0.14	14.0	0.17	7.7	0.07	14.3	0.19
1994	11.0	0.03	4.6	0.07	3.0	0.04	9.8	0.08	4.4	0.06
1996	13.8	0.04	3.5	0.05	5.5	0.07	6.1	0.05	7.4	0.09
1998	12.0	0.03	5.1	0.08	9.7	0.12	4.7	0.04	3.5	0.04
2000	17.9	0.05	5.3	0.08	6.1	0.07	15.7	0.12	3.0	0.04
2002	19.9	0.05	4.8	0.07	10.7	0.13	12.2	0.09	10.5	0.12
2004	18.5	0.05	5.4	0.08	9.4	0.11	12.3	0.09	8.7	0.10
Grades 9–12										
1990	12.9	0.10	8.4	0.34	4.3	0.14	7.1	0.17	5.0	0.19
1992	8.4	0.07	6.3	0.26	1.6	0.05	2.0	0.05	5.0	0.18
1994	3.0	0.02	1.6	0.06	1.0	0.03	2.5	0.06	1.7	0.06
1996	4.6	0.03	2.9	0.11	0.9	0.03	2.1	0.05	2.3	0.08
1998	2.4	0.02	0.5	0.02	0.7	0.02	1.7	0.03	1.2	0.04
2000	8.1	0.06	1.1	0.04	2.0	0.06	7.6	0.15	1.8	0.05
2002	6.7	0.04	0.8	0.03	2.0	0.06	4.4	0.09	4.5	0.13
2004	24.7	0.16	24.0	0.83	4.1	0.11	3.0	0.06	3.5	0.09

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

SOURCE: Broughman, S. P., and Swaim, N. L. (2006). *Characteristics of Private Schools in the United States: Results From the 2003–2004 Private School Universe Survey* (NCES 2006-319), tables C-7 and C-10 and previously unpublished tabulation (September 2005). Data from U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), various years, 1989–90 through 2003–04 and The NCES Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," various years, 1989–90 to 2003–04.

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: 2003–04

School characteristic	Number (in thousands)	Total students	White	Minority enrollment				
				Total minority	Black	Hispanic	Asian/Pacific Islander	American Indian
Total	32.4	†	0.11	0.11	0.06	0.05	0.05	0.01
NCES private school typology								
Roman Catholic	9.5	0.29	0.15	0.15	0.11	0.08	0.01	#
Parochial	8.9	0.19	0.32	0.32	0.24	0.16	0.03	#
Diocesan	4.7	0.15	0.12	0.12	0.04	0.06	0.02	#
Private	4.0	0.09	0.22	0.22	0.06	0.11	0.05	0.01
Other religious	16.5	0.27	0.16	0.16	0.09	0.09	0.04	0.02
Conservative Christian	8.6	0.16	0.14	0.14	0.07	0.07	0.05	0.01
Affiliated	5.8	0.11	0.24	0.24	0.07	0.24	0.05	0.01
Unaffiliated	12.4	0.23	0.43	0.43	0.29	0.09	0.08	0.08
Nonsectarian	24.9	0.40	0.28	0.28	0.12	0.13	0.22	0.03
Regular	24.3	0.42	0.22	0.22	0.08	0.16	0.14	0.05
Special emphasis	4.9	0.10	0.75	0.75	0.42	0.28	0.79	0.03
Special education	1.8	0.04	0.36	0.36	0.24	0.53	0.04	0.04
School level								
Elementary	15.2	0.31	0.17	0.17	0.10	0.08	0.04	0.02
Secondary	24.2	0.40	0.11	0.11	0.05	0.12	0.04	0.04
Combined	13.1	0.23	0.17	0.17	0.09	0.11	0.11	0.01
Program emphasis								
Regular	31.0	0.13	0.09	0.09	0.07	0.05	0.02	0.01
Montessori	2.7	0.05	0.95	0.95	0.45	0.11	0.97	0.05
Special program emphasis	4.2	0.08	0.53	0.53	0.27	0.15	0.22	0.01
Special education	1.9	0.04	0.39	0.39	0.25	0.49	0.04	0.03
Alternative	4.1	0.08	1.19	1.19	0.73	0.56	1.37	0.08
Early childhood	#	#	#	#	#	#	#	#
Enrollment								
Less than 50	5.1	0.10	0.59	0.59	0.39	0.29	0.07	0.17
50–149	6.4	0.12	0.17	0.17	0.12	0.05	0.03	0.02
150–299	8.9	0.21	0.27	0.27	0.20	0.15	0.12	0.01
300–499	10.1	0.20	0.20	0.20	0.09	0.13	0.03	0.01
500–749	8.9	0.17	0.14	0.14	0.07	0.07	0.04	0.01
750 or more	25.5	0.42	0.24	0.24	0.12	0.07	0.15	0.04
Region								
Northeast	24.4	0.37	0.24	0.24	0.10	0.04	0.14	0.03
Midwest	10.5	0.21	0.13	0.13	0.11	0.02	0.01	0.01
South	15.1	0.27	0.20	0.20	0.17	0.13	0.02	0.01
West	10.9	0.21	0.26	0.26	0.05	0.15	0.13	0.05

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: 2003–04—Continued

School characteristic	Number (in thousands)	Total students	White	Minority enrollment				
				Total minority	Black	Hispanic	Asian/Pacific Islander	American Indian
Community type								
Central city	27.4	0.35	0.19	0.19	0.13	0.08	0.09	0.02
Urban fringe/large town	17.0	0.32	0.17	0.17	0.07	0.11	0.03	0.01
Rural/small town	7.6	0.15	0.17	0.17	0.15	0.05	0.02	0.06

† Not applicable.

Rounds to zero.

SOURCE: Broughman, S.P., and Swaim, N.L. (2006). *Characteristics of Private Schools in the United States: Results From the 2003–2004 Private School Universe Survey* (NCES 2006-319), tables C-7 and C-13. Data from U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2003–04.

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: Fall 1972–2004

Fall of year	White	Minority enrollment				
		Total	Black	Hispanic	Asian/Pacific Islander	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
1990	0.36	0.42	0.34	0.38	0.15	0.10
1991	0.36	0.42	0.34	0.38	0.16	0.09
1992	0.36	0.42	0.33	0.38	0.16	0.09
1993	0.36	0.42	0.33	0.37	0.16	0.09
1994	0.36	0.41	0.33	0.39	0.14	0.10
1995	0.33	0.35	0.28	0.28	0.11	0.08
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	0.08
2003	0.33	0.35	0.26	0.29	0.14	0.12
2004	0.33	0.35	0.26	0.30	0.14	0.12

† Not applicable.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972–2004, previously unpublished tabulation (September 2005).

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: Fall 1972–2004

Fall of year	Northeast						Midwest					
	Minority enrollment						Minority enrollment					
	White	Total	Black	Hispanic	Asian/ Pacific Islander	Other	White	Total	Black	Hispanic	Asian/ Pacific Islander	Other
1972	0.53	0.61	0.52	0.55	†	0.13	0.43	0.50	0.47	0.29	†	0.09
1973	0.53	0.62	0.53	0.56	†	0.13	0.43	0.50	0.47	0.25	†	0.11
1974	0.53	0.62	0.52	0.55	†	0.13	0.45	0.53	0.49	0.29	†	0.12
1975	0.54	0.63	0.53	0.57	†	0.13	0.46	0.54	0.50	0.30	†	0.11
1976	0.56	0.65	0.53	0.59	†	0.21	0.45	0.53	0.49	0.29	†	0.10
1977	0.55	0.65	0.54	0.58	†	0.18	0.48	0.55	0.51	0.31	†	0.14
1978	0.56	0.65	0.56	0.58	†	0.14	0.48	0.56	0.51	0.32	†	0.18
1979	†	†	†	†	†	†	†	†	†	†	†	†
1980	†	†	†	†	†	†	†	†	†	†	†	†
1981	0.61	0.72	0.57	0.71	†	0.23	0.52	0.61	0.55	0.35	†	0.21
1982	0.67	0.78	0.63	0.78	†	0.27	0.56	0.65	0.58	0.37	†	0.24
1983	0.69	0.80	0.65	0.78	†	0.26	0.57	0.67	0.59	0.40	†	0.24
1984	0.69	0.80	0.64	0.75	†	0.32	0.59	0.69	0.62	0.42	†	0.24
1985	0.71	0.83	0.65	0.75	†	0.27	0.63	0.73	0.65	0.42	†	0.27
1986	0.72	0.84	0.65	0.76	†	0.28	0.62	0.72	0.63	0.44	†	0.25
1987	0.71	0.83	0.64	0.72	†	0.34	0.61	0.72	0.62	0.41	†	0.28
1988	0.79	0.92	0.73	0.79	†	0.36	0.68	0.79	0.70	0.47	†	0.29
1989	0.76	0.88	0.70	0.75	0.32	0.13	0.63	0.73	0.64	0.44	0.21	0.18
1990	0.75	0.87	0.67	0.77	0.31	0.17	0.61	0.71	0.62	0.39	0.20	0.21
1991	0.75	0.87	0.68	0.76	0.33	0.12	0.62	0.72	0.62	0.41	0.22	0.19
1992	0.75	0.87	0.69	0.75	0.34	0.12	0.62	0.72	0.63	0.39	0.23	0.19
1993	0.74	0.86	0.69	0.70	0.35	0.11	0.62	0.72	0.62	0.44	0.20	0.18
1994	0.73	0.85	0.65	0.76	0.29	0.16	0.65	0.76	0.65	0.50	0.19	0.20
1995	0.69	0.74	0.57	0.55	0.23	0.14	0.59	0.62	0.53	0.34	0.15	0.18
1996	0.69	0.74	0.58	0.55	0.29	0.07	0.57	0.61	0.51	0.33	0.20	0.16
1997	0.71	0.75	0.59	0.56	0.29	0.10	0.60	0.64	0.54	0.35	0.21	0.17
1998	0.71	0.76	0.58	0.59	0.29	0.10	0.62	0.66	0.55	0.37	0.25	0.15
1999	0.71	0.75	0.56	0.58	0.33	0.09	0.64	0.68	0.55	0.40	0.28	0.15
2000	0.72	0.77	0.60	0.56	0.34	0.11	0.64	0.68	0.58	0.39	0.23	0.14
2001	0.71	0.76	0.58	0.56	0.33	0.13	0.56	0.60	0.50	0.32	0.20	0.15
2002	0.70	0.74	0.57	0.57	0.30	0.09	0.58	0.62	0.51	0.37	0.23	0.14
2003	0.72	0.76	0.59	0.59	0.30	0.21	0.60	0.64	0.51	0.38	0.22	0.23
2004	0.73	0.77	0.58	0.59	0.36	0.21	0.60	0.64	0.50	0.39	0.22	0.25

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: Fall 1972–2004—Continued

Fall of year	South						West					
	Minority enrollment						Minority enrollment					
	White	Total	Black	Hispanic	Asian/ Pacific Islander	Other	White	Total	Black	Hispanic	Asian/ Pacific Islander	Other
1972	0.58	0.67	0.63	0.49	†	0.10	0.75	0.87	0.48	1.08	†	0.45
1973	0.58	0.67	0.63	0.49	†	0.11	0.73	0.85	0.47	1.05	†	0.43
1974	0.59	0.68	0.64	0.54	†	0.10	0.74	0.87	0.49	1.06	†	0.45
1975	0.60	0.70	0.65	0.57	†	0.13	0.75	0.87	0.49	1.05	†	0.47
1976	0.59	0.69	0.64	0.55	†	0.14	0.75	0.87	0.50	1.07	†	0.44
1977	0.59	0.69	0.65	0.52	†	0.12	0.76	0.89	0.50	1.08	†	0.48
1978	0.60	0.70	0.66	0.55	†	0.15	0.79	0.92	0.51	1.12	†	0.51
1979	†	†	†	†	†	†	†	†	†	†	†	†
1980	†	†	†	†	†	†	†	†	†	†	†	†
1981	0.61	0.71	0.65	0.64	†	0.18	0.80	0.93	0.50	1.17	†	0.54
1982	0.65	0.76	0.70	0.66	†	0.16	0.85	0.99	0.47	1.27	†	0.61
1983	0.65	0.76	0.69	0.68	†	0.19	0.86	1.01	0.48	1.30	†	0.64
1984	0.64	0.74	0.67	0.63	†	0.21	0.86	1.00	0.53	1.27	†	0.62
1985	0.65	0.75	0.68	0.57	†	0.22	0.86	1.00	0.51	1.09	†	0.59
1986	0.64	0.74	0.68	0.57	†	0.22	0.84	0.98	0.48	1.09	†	0.59
1987	0.65	0.75	0.68	0.59	†	0.23	0.84	0.98	0.51	1.09	†	0.59
1988	0.69	0.81	0.72	0.68	†	0.25	0.91	1.05	0.53	1.20	†	0.66
1989	0.66	0.77	0.69	0.61	0.17	0.17	0.86	1.00	0.49	1.15	0.56	0.25
1990	0.67	0.78	0.71	0.63	0.17	0.16	0.85	0.99	0.46	1.14	0.56	0.28
1991	0.66	0.77	0.70	0.62	0.20	0.13	0.84	0.98	0.46	1.12	0.53	0.27
1992	0.65	0.76	0.69	0.62	0.21	0.14	0.84	0.98	0.46	1.13	0.52	0.26
1993	0.66	0.76	0.69	0.63	0.22	0.14	0.82	0.95	0.46	1.10	0.51	0.27
1994	0.64	0.74	0.66	0.64	0.17	0.14	0.82	0.95	0.45	1.12	0.45	0.31
1995	0.59	0.63	0.57	0.45	0.13	0.12	0.76	0.81	0.37	0.80	0.39	0.23
1996	0.59	0.63	0.57	0.45	0.17	0.13	0.74	0.78	0.35	0.76	0.48	0.23
1997	0.62	0.66	0.59	0.49	0.17	0.13	0.76	0.80	0.40	0.78	0.48	0.24
1998	0.63	0.67	0.60	0.48	0.19	0.13	0.76	0.81	0.41	0.79	0.46	0.23
1999	0.62	0.66	0.59	0.51	0.19	0.12	0.76	0.80	0.37	0.79	0.46	0.22
2000	0.64	0.68	0.60	0.54	0.20	0.14	0.75	0.80	0.38	0.79	0.45	0.25
2001	0.59	0.62	0.55	0.49	0.20	0.11	0.72	0.77	0.37	0.77	0.43	0.25
2002	0.60	0.64	0.56	0.51	0.18	0.13	0.72	0.76	0.35	0.76	0.42	0.23
2003	0.59	0.63	0.54	0.50	0.18	0.20	0.72	0.76	0.34	0.78	0.43	0.33
2004	0.59	0.63	0.54	0.50	0.19	0.21	0.71	0.76	0.36	0.80	0.41	0.33

† Not applicable.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972–2004, previously unpublished tabulation (September 2005).

Concentration of Enrollment by Race/Ethnicity and Poverty

Table S6-1. Standard errors for the percentage of 4th-graders eligible for free or reduced-price lunch and percentage distribution of students in the school eligible for a free or reduced-price lunch, by race/ethnicity and school location: 2005

Race/ethnicity and school location	Percentage of students eligible for free or reduced-price lunch	Percentage of students in the school eligible for free or reduced-price lunch				
		10 percent or less	11–25 percent	26–50 percent	51–75 percent	More than 75 percent
Total	0.3	0.5	0.5	0.7	0.6	0.6
Race/ethnicity						
White	0.3	0.7	0.8	0.8	0.5	0.3
Black	0.7	0.4	0.5	1.0	1.2	1.2
Hispanic	0.6	0.4	0.4	0.8	1.3	1.4
Asian/Pacific Islander	1.2	2.1	1.4	1.5	1.1	1.2
American Indian	1.7	0.7	1.0	1.7	2.6	2.6
School location						
Central city	0.6	0.6	0.8	1.0	1.1	0.9
White	0.8	1.3	1.5	1.5	1.3	0.7
Black	0.9	0.4	0.3	1.2	1.5	1.4
Hispanic	0.8	0.4	0.6	1.0	1.5	1.6
Asian/Pacific Islander	2.1	3.2	1.5	2.2	2.3	2.1
American Indian	3.2	1.8	2.4	3.2	3.1	3.6
Urban fringe/large town	0.4	0.9	0.9	1.0	1.0	0.7
White	0.3	1.0	1.2	1.1	0.8	0.4
Black	1.1	0.9	1.0	1.9	2.1	1.9
Hispanic	1.1	0.9	0.8	1.7	2.3	2.4
Asian/Pacific Islander	1.2	2.8	2.2	2.0	1.2	1.1
American Indian	4.9	2.1	2.6	3.3	6.0	5.9
Rural/small town	0.6	0.9	1.1	1.2	1.1	0.7
White	0.5	1.0	1.2	1.3	0.9	0.4
Black	1.2	0.5	0.8	1.5	3.6	3.0
Hispanic	1.8	0.9	0.8	2.1	3.0	2.9
Asian/Pacific Islander	2.7	4.2	3.9	3.4	2.2	1.9
American Indian	1.6	0.2	0.8	2.6	3.7	3.9

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

Concentration of Enrollment by Race/Ethnicity and Poverty

Table S6-2. Standard errors for the percentage distribution of 4th-graders, by the percentage of minority students in the school and the student's race/ethnicity: 2005

Race/ethnicity	Total student population	Percentage of minority students in school					
		10 percent or less	11–24 percent	25–49 percent	50–74 percent	75–89 percent	90 percent or more
Total	†	0.4	0.6	0.6	0.5	0.4	0.4
White	0.3	0.6	0.7	0.6	0.4	0.1	0.1
Black	0.3	0.3	0.4	0.8	1.0	0.8	1.1
Hispanic	0.2	0.2	0.4	0.6	0.9	1.2	1.1
Asian/Pacific Islander	0.1	0.6	1.2	1.6	1.4	1.8	1.4
American Indian	0.1	0.8	1.4	2.2	1.6	1.5	3.1

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment, NAEP Data Explorer, and previously unpublished tabulation (December 2005).

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: Various years, 1979–2004

Year	Total population ages 5–17 (in millions)	Spoke a language other than English at home				
		Number (in millions)	Percent of total population	Spoke English with difficulty		
				Number (in millions)	Percent of total population	Percent of those who spoke a language other than English at home
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	†	0.08	0.14	0.04	0.08	0.37
Percentage change compared with 1979						
2004	†	4.84	13.86	7.41	35.90	3.07

† Not applicable.

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), 2000–04, previously unpublished tabulations (November 2005).

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: 2004

Characteristic	[Numbers in thousands]								
	Spoke a language other than English at home			Spoke English with difficulty					
	Number	Number	Percent of population	Total		Ages 5–9		Ages 10–17	
				Number	Percent of population	Number	Percent of population	Number	Percent of population
Total	169.0	79.8	0.14	42.7	0.08	29.8	0.15	30.7	0.09
Language spoken at home									
Spanish	67.7	67.7	†	37.0	0.44	25.9	0.75	26.5	0.53
Other Indo-European	30.7	30.7	†	15.1	0.92	10.2	1.61	11.2	1.10
Asian/Pacific Islander	27.4	27.4	†	14.4	1.07	9.8	1.89	10.5	1.28
Other	13.8	13.8	†	5.2	1.68	3.7	2.85	3.6	2.02
Race/ethnicity									
White	136.6	33.3	0.10	16.9	0.05	10.1	0.09	13.5	0.07
Black	71.0	15.6	0.19	7.8	0.10	4.8	0.17	6.2	0.12
Hispanic	78.2	64.5	0.39	35.2	0.33	25.4	0.56	24.5	0.40
Mexican	64.5	53.8	0.47	30.6	0.42	22.5	0.71	20.8	0.51
Puerto Rican	25.1	18.1	1.32	8.5	0.84	5.7	1.42	6.3	1.03
Cuban	12.1	10.0	2.54	4.1	1.77	2.4	2.78	3.4	2.29
Dominican	12.7	12.0	1.58	6.8	2.35	4.2	3.86	5.3	2.96
Central American	19.2	17.7	1.24	9.0	1.43	6.3	2.47	6.4	1.71
South American	15.9	14.1	1.71	6.0	1.46	4.0	2.48	4.5	1.79
Other Hispanic	22.3	15.5	1.48	7.4	0.92	5.1	1.59	5.3	1.12
Asian/Pacific Islander	36.4	28.9	0.88	14.9	0.68	10.3	1.18	10.8	0.81
American Indian	16.5	6.2	1.40	2.2	0.54	1.6	1.11	1.6	0.58
Citizenship									
U.S.-born	266.9	113.9	0.21	56.0	0.11	41.7	0.22	37.4	0.12
Naturalized U.S. citizen	29.0	22.9	2.87	11.3	2.13	6.1	4.84	9.5	2.34
Non-U.S. citizen	60.3	56.8	0.90	38.6	1.39	22.9	2.61	31.1	1.64
Poverty status									
Poor	76.4	40.9	0.38	24.4	0.25	17.1	0.44	17.4	0.30
Near-poor	83.9	44.6	0.35	24.4	0.21	17.5	0.38	17.0	0.24
Nonpoor	137.0	52.7	0.15	24.7	0.08	16.4	0.14	18.5	0.09
Region									
Northeast	71.6	33.8	0.33	17.3	0.18	11.7	0.33	12.8	0.21
Midwest	80.0	28.4	0.23	15.7	0.13	10.3	0.23	11.8	0.16
South	101.2	43.4	0.21	23.2	0.12	16.2	0.22	16.8	0.14
West	82.4	49.9	0.34	27.1	0.21	19.5	0.39	19.1	0.23

† Not applicable.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2004, previously unpublished tabulations (November 2005).

Participation in Adult Education

Table S11-1. Standard errors for the percentage of population age 16 or older who participated in adult education activities, by age and type of activity: Selected years, 1995–2005

Type of activity	1995	1999	2001	2005
Age 16 or older				
Overall participation	0.48	0.74	0.55	0.74
Work-related courses	0.36	0.58	0.47	0.63
Personal interest courses	0.33	0.62	0.54	0.71
College or university degree programs	0.16	0.43	0.23	0.29
Other activities	0.11	0.32	0.25	0.31
Ages 16–24				
Overall participation	1.12	2.70	2.02	2.71
Work-related courses	0.77	1.63	1.66	2.20
Personal interest courses	0.91	2.28	1.57	2.56
College or university degree programs	0.70	1.34	1.30	1.33
Other activities	0.63	1.72	1.33	1.66
Age 25 or older				
Overall participation	0.51	0.77	0.55	0.80
Work-related courses	0.41	0.61	0.51	0.69
Personal interest courses	0.38	0.63	0.53	0.74
College or university degree programs	0.14	0.44	0.20	0.27
Other activities	0.10	0.26	0.22	0.27

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 1995, 1999, and 2005 National Household Education Surveys Program (NHES) and Adult Education and Lifelong Learning Survey of the 2001 NHES, previously unpublished tabulation (January 2006).

Participation in Adult Education

Table S11-2. Standard errors for the percentage of population age 16 or older who participated in adult education activities, by type of activity and selected characteristics: 2005

Characteristic	Overall participation	Type of adult education activity			
		Part-time college or university degree programs	Work-related courses	Personal interest courses	Other activities
Total	0.74	0.29	0.63	0.71	0.31
Sex					
Male	1.20	0.44	0.99	1.08	0.58
Female	1.01	0.37	0.95	0.88	0.26
Race/ethnicity					
White	0.84	0.35	0.70	0.87	0.31
Black	2.81	0.97	2.53	2.11	0.84
Hispanic	2.43	1.05	1.71	1.75	1.54
Asian/Pacific Islander	4.58	†	3.90	4.26	†
Education					
Less than high school	1.67	†	0.73	1.16	1.34
High school diploma or equivalent	1.49	0.36	1.08	1.17	0.47
Some college, including vocational/technical	1.44	0.81	1.28	1.36	0.50
Bachelor's degree or higher	1.24	0.60	1.35	1.15	†
Age					
16–24	2.71	1.33	2.20	2.56	1.66
25–34	2.23	0.93	1.80	1.83	1.13
35–44	1.97	0.56	2.06	1.91	0.40
45–54	1.49	0.40	1.38	1.24	0.28
55–64	2.01	0.30	1.63	1.30	†
65 or older	1.10	†	0.68	1.09	†
Household income					
\$15,000 or less	2.39	0.67	1.64	2.29	0.85
\$15,001–30,000	1.67	0.90	1.46	1.18	0.61
\$30,001–50,000	1.90	0.45	1.48	1.50	0.88
\$50,001–75,000	1.74	0.69	1.37	1.67	†
More than \$75,000	1.48	0.58	1.35	1.12	0.74
Employment/occupation					
Employed in past 12 months	0.90	0.37	0.80	0.89	0.42
Professional or managerial	1.56	0.71	1.58	1.56	†
Services, sales, or support	1.48	0.56	1.49	1.31	0.61
Trades	2.22	0.64	1.62	1.56	1.27
Not employed in past 12 months	1.37	0.32	0.59	1.06	0.40

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 2005 National Household Education Surveys Program (NHES), previously unpublished tabulation (February 2006).

Reading Performance of Students in Grades 4 and 8

Table S12-1. Standard errors for the average reading score, by grade and percentile: Various years, 1992–2005

Grade and percentile	1992 ¹	1994 ¹	1998 ¹	1998	2000	2002	2003	2005
Grade 4	0.9	1.0	0.8	1.1	1.3	0.4	0.3	0.2
Standard deviation	0.6	0.6	0.6	0.7	0.9	0.3	0.2	0.1
Grade 8	0.9	0.8	0.8	0.8	†	0.4	0.3	0.2
Standard deviation	0.3	0.4	0.6	0.5	†	0.3	0.2	0.1
Grade 12	0.6	0.7	0.7	0.6	†	0.7	†	†
Standard deviation	0.4	0.5	0.5	0.4	†	0.4	†	†
Percentile								
Grade 4								
10th	1.9	1.5	1.4	2.1	2.3	0.9	0.5	0.4
25th	1.1	1.1	0.9	1.7	1.4	0.5	0.4	0.3
50th	1.3	1.3	1.2	1.3	1.7	0.5	0.3	0.2
75th	1.1	1.3	0.9	0.9	0.8	0.5	0.3	0.3
90th	1.4	1.7	0.9	0.9	1.4	0.4	0.3	0.3
Grade 8								
10th	1.2	1.9	1.9	1.7	†	0.5	0.6	0.3
25th	1.1	1.1	0.9	0.7	†	0.5	0.3	0.2
50th	1.1	0.7	0.8	0.7	†	0.5	0.3	0.2
75th	0.8	1.1	0.6	1.0	†	0.4	0.3	0.2
90th	1.3	1.2	1.0	0.8	†	0.5	0.2	0.2
Grade 12								
10th	0.8	0.9	1.3	0.6	†	1.5	†	†
25th	0.8	0.9	1.2	0.8	†	1.3	†	†
50th	0.8	0.6	0.9	0.6	†	0.7	†	†
75th	0.5	0.8	0.9	0.7	†	0.6	†	†
90th	0.7	1.2	0.8	0.8	†	0.9	†	†

† Not applicable.

¹ 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), various years, 1992–2005 Reading Assessments, previously unpublished tabulation (November 2005).

Reading Performance of Students in Grades 4 and 8

Table S12-2. Standard errors for the percentage of students at each reading achievement level, by grade: Various years, 1992–2005

Grade and achievement level	1992 ¹	1994 ¹	1998 ¹	1998	2000	2002	2003	2005
Grade 4								
Below Basic	1.06	1.03	0.94	1.19	1.35	0.47	0.30	0.31
At or above Basic	1.06	1.03	0.94	1.19	1.35	0.47	0.30	0.31
At or above Proficient	1.22	1.09	0.86	0.95	1.09	0.44	0.33	0.24
At Advanced	0.62	0.71	0.47	0.47	0.58	0.20	0.13	0.13
Grade 8								
Below Basic	0.97	0.89	0.88	0.80	†	0.47	0.26	0.19
At or above Basic	0.97	0.89	0.88	0.80	†	0.47	0.26	0.19
At or above Proficient	1.12	0.91	0.94	1.05	†	0.51	0.27	0.20
At Advanced	0.33	0.27	0.37	0.27	†	0.19	0.08	0.10
Grade 12								
Below Basic	0.60	0.73	0.94	0.70	†	0.75	†	†
At or above Basic	0.60	0.73	0.94	0.70	†	0.75	†	†
At or above Proficient	0.83	0.96	0.93	0.73	†	0.84	†	†
At Advanced	0.28	0.54	0.37	0.36	†	0.27	†	†

† Not applicable.

¹ 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), various years, 1992–2005 Reading Assessments, previously unpublished tabulation (November 2005).

Reading Performance of Students in Grades 4 and 8

Table S12-3. Standard errors for the average reading score for 4th- and 8th-graders, by selected student and school characteristics: 1992 and 2005

Student or school characteristic	Grade 4		Grade 8	
	1992	2005	1992	2005
Total	0.9	0.2	0.9	0.2
Sex				
Male	1.2	0.2	1.1	0.2
Female	1.0	0.3	1.0	0.2
Race/ethnicity				
White	1.2	0.2	1.1	0.2
Black	1.7	0.3	1.7	0.4
Hispanic	2.6	0.5	1.6	0.4
Asian/Pacific Islander	2.9	0.7	3.9	0.8
American Indian	†	1.3	†	1.4
Parents' education				
Less than high school	†	†	1.4	0.5
High school diploma or equivalent	†	†	1.4	0.4
Some college	†	†	1.1	0.3
Bachelor's degree or higher	†	†	1.0	0.2
How often student discusses studies at home				
Every day	†	0.3	†	0.3
1–3 times a week	†	0.3	†	0.2
1–2 times a month	†	0.4	†	0.3
Never/hardly ever	†	0.3	†	0.4
Number of books in the home				
0–10	†	0.4	†	0.4
11–25	†	0.4	†	0.3
26–100	†	0.2	†	0.2
More than 100	†	0.3	†	0.2
Location				
Central city	†	0.4	†	0.4
Urban fringe/large town	†	0.3	†	0.3
Rural/small town	†	0.3	†	0.4
Students in school eligible for free or reduced-price lunch				
10 percent or less	†	0.5	†	0.4
11–25 percent	†	0.3	†	0.4
26–50 percent	†	0.3	†	0.3
51–75 percent	†	0.4	†	0.4
More than 75 percent	†	0.4	†	0.6

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992 and 2005 Reading Assessments, previously unpublished tabulation (November 2005).

Reading Performance of Students in Grades 4 and 8

Table S12-4. Standard errors for the average reading score for public school 4th- and 8th-graders and change in score since 1992 and 1998, by state: 2005

State	Grade 4		Grade 8	
	Average score in 2005	Change from 1992 average score	Average score in 2005	Change from 1998 average score
United States	0.2	1.1	0.2	†
Alabama	1.2	†	1.4	2.0
Alaska	1.4	†	0.9	†
Arizona	1.6	2.0	1.0	1.5
Arkansas	1.1	1.6	1.1	1.7
California	0.7	2.1	0.6	1.7
Colorado	1.1	1.6	1.1	1.5
Connecticut	1.0	1.6	1.3	1.7
Delaware	0.8	1.0	0.6	1.5
District of Columbia	1.0	1.2	0.9	2.3
Florida	0.9	1.6	1.2	1.8
Georgia	1.2	1.9	1.3	†
Hawaii	1.0	2.0	0.9	†
Idaho	0.9	1.3	1.1	†
Illinois	1.2	†	1.0	†
Indiana	1.1	1.7	1.1	†
Iowa	0.9	1.4	0.9	†
Kansas	1.3	†	1.0	1.7
Kentucky	1.1	1.7	1.1	1.8
Louisiana	1.3	1.7	1.6	2.1
Maine	0.9	1.4	1.0	1.5
Maryland	1.3	2.0	1.2	†
Massachusetts	0.9	1.3	1.0	1.7
Michigan	1.5	2.1	1.2	†
Minnesota	1.3	1.8	1.2	1.8
Mississippi	1.3	1.9	1.3	1.7
Missouri	0.9	1.5	1.0	1.7
Montana	1.1	†	0.7	1.5
Nebraska	1.2	†	0.9	†
Nevada	1.2	†	0.9	1.4
New Hampshire	0.9	†	1.2	†
New Jersey	1.3	†	1.2	†
New Mexico	1.3	1.9	1.0	1.6
New York	1.0	1.7	1.0	†
North Carolina	1.0	1.5	0.9	1.4
North Dakota	0.7	1.3	0.6	†
Ohio	1.4	1.9	1.3	†
Oklahoma	1.1	1.4	1.1	1.6
Oregon	1.4	†	1.1	1.9
Pennsylvania	1.3	1.8	1.3	†
Rhode Island	1.2	†	0.7	1.2
South Carolina	1.3	1.9	1.1	1.5

See notes at end of table.

Reading Performance of Students in Grades 4 and 8

Table S12-4. Standard errors for the average reading score for public school 4th- and 8th-graders and change in score since 1992 and 1998, by state: 2005—Continued

State	Grade 4		Grade 8	
	Average score in 2005	Change from 1992 average score	Average score in 2005	Change from 1998 average score
South Dakota	0.5	†	0.6	†
Tennessee	1.4	2.0	0.9	1.5
Texas	0.8	1.7	0.6	1.5
Utah	1.0	1.5	0.8	1.3
Vermont	0.9	†	0.7	†
Virginia	0.8	1.6	1.0	1.5
Washington	1.1	†	1.3	1.7
West Virginia	0.8	1.5	1.2	1.6
Wisconsin	1.0	1.4	1.1	2.2
Wyoming	0.7	†	0.7	1.5

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1998, and 2005 Reading Assessments, previously unpublished tabulation (November 2005).

Mathematics Performance of Students in Grades 4 and 8

Table S13-1. Standard errors for the average mathematics score, by grade and percentile: Various years, 1990–2005

Grade and percentile	1990 ¹	1992 ¹	1996 ¹	1996	2000	2003	2005
Grade 4	0.9	0.7	0.9	1.0	0.9	0.2	0.1
Standard deviation	0.7	0.4	0.6	0.5	0.4	0.1	0.1
Grade 8	1.3	0.9	1.1	0.9	0.8	0.3	0.2
Standard deviation	0.8	0.4	0.6	0.6	0.5	0.1	0.1
Grade 12	1.1	0.9	1.0	1.0	0.9	†	†
Standard deviation	0.6	0.4	0.5	0.4	0.5	†	†
Percentile							
Grade 4							
10th	2.1	0.9	1.2	1.3	1.2	0.3	0.2
25th	1.0	1.3	1.3	1.8	1.0	0.4	0.2
50th	1.3	1.0	1.0	1.0	1.3	0.3	0.2
75th	1.0	1.0	0.7	0.9	1.1	0.2	0.2
90th	1.6	0.9	1.2	1.2	1.1	0.3	0.2
Grade 8							
10th	2.3	0.9	1.9	1.7	1.7	0.6	0.3
25th	1.5	0.9	1.5	1.2	0.9	0.4	0.2
50th	1.4	1.7	1.1	0.8	1.0	0.3	0.2
75th	1.3	0.8	1.6	1.2	0.7	0.3	0.2
90th	2.2	1.1	1.2	1.2	1.0	0.4	0.3
Grade 12							
10th	1.0	1.3	1.1	1.5	1.3	†	†
25th	1.3	1.5	1.4	1.2	1.0	†	†
50th	1.7	1.2	1.2	1.4	0.8	†	†
75th	1.4	1.4	1.3	1.5	1.0	†	†
90th	1.6	0.8	1.3	1.1	1.4	†	†

† Not applicable.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2005 Mathematics Assessments, previously unpublished tabulation (November 2005).

Mathematics Performance of Students in Grades 4 and 8

Table S13-2. Standard errors for the percentage of students at each mathematics achievement level, by grade: Various years, 1990–2005

Grade and achievement level	1990 ¹	1992 ¹	1996 ¹	1996	2000	2003	2005
Grade 4							
Below Basic	1.36	1.03	1.24	1.31	1.29	0.28	0.17
At or above Basic	1.36	1.03	1.24	1.31	1.29	0.28	0.17
At or above Proficient	1.19	1.00	0.90	1.05	1.00	0.31	0.20
At Advanced	0.40	0.25	0.32	0.32	0.28	0.12	0.11
Grade 8							
Below Basic	1.43	1.13	1.10	1.03	0.94	0.28	0.23
At or above Basic	1.43	1.13	1.10	1.03	0.94	0.28	0.23
At or above Proficient	1.06	0.97	1.12	0.99	0.83	0.27	0.23
At Advanced	0.33	0.38	0.55	0.45	0.39	0.15	0.11
Grade 12							
Below Basic	1.59	1.14	1.27	1.11	1.05	†	†
At or above Basic	1.59	1.14	1.27	1.11	1.05	†	†
At or above Proficient	0.92	0.75	1.05	0.86	0.93	†	†
At Advanced	0.30	0.26	0.32	0.29	0.34	†	†

† Not applicable.

¹ 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), various years, 1990–2005 Mathematics Assessments, previously unpublished tabulation (November 2005).

Mathematics Performance of Students in Grades 4 and 8

Table S13-3. Standard errors for the average mathematics score for 4th- and 8th-graders, by selected student and school characteristics: 1990 and 2005

Student or school characteristic	Grade 4		Grade 8	
	1990	2005	1990	2005
Total	0.9	0.1	1.3	0.2
Sex				
Male	1.2	0.2	1.6	0.2
Female	1.1	0.2	1.3	0.2
Race/ethnicity				
White	1.0	0.1	1.3	0.2
Black	1.8	0.3	2.7	0.4
Hispanic	2.2	0.3	4.3	0.4
Asian/Pacific Islander	†	0.7	†	0.9
American Indian	†	0.9	†	0.9
Parents' education				
Less than high school	†	†	2.0	0.5
High school diploma or equivalent	†	†	1.6	0.3
Some college	†	†	1.6	0.3
Bachelor's degree or higher	†	†	1.5	0.2
Location				
Central city	†	0.3	†	0.4
Urban fringe/large town	†	0.2	†	0.3
Rural/small town	†	0.3	†	0.4
Students in school eligible for free or reduced-price lunch				
10 percent or less	†	0.4	†	0.6
11–25 percent	†	0.3	†	0.5
26–50 percent	†	0.3	†	0.3
51–75 percent	†	0.3	†	0.4
More than 75 percent	†	0.3	†	0.6

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1990 and 2005 Mathematics Assessments, previously unpublished tabulation (November 2005).

Mathematics Performance of Students in Grades 4 and 8

Table S13-4. Standard errors for the average mathematics score for public school 4th- and 8th-graders and change in score since 1992 and 1990, by state: 2005

State	Grade 4		Grade 8	
	Average score in 2005	Change from 1992 average score	Average score in 2005	Change from 1990 average score
United States	0.2	0.8	0.2	1.4
Alabama	0.9	1.8	1.5	1.9
Alaska	1.0	†	0.8	†
Arizona	1.1	1.5	1.1	1.7
Arkansas	0.9	1.3	1.2	1.5
California	0.6	1.7	0.6	1.4
Colorado	1.1	1.5	1.2	1.5
Connecticut	0.8	1.4	1.4	1.8
Delaware	0.5	0.9	0.6	1.1
District of Columbia	0.8	0.9	0.9	1.2
Florida	0.7	1.6	1.1	1.7
Georgia	1.0	1.6	1.1	1.7
Hawaii	0.8	1.6	0.7	1.0
Idaho	0.7	1.2	0.9	1.2
Illinois	1.0	†	1.1	2.0
Indiana	0.8	1.3	1.0	1.5
Iowa	0.7	1.2	0.9	1.4
Kansas	1.0	†	1.0	†
Kentucky	0.9	1.3	1.2	1.7
Louisiana	0.9	1.7	1.4	1.9
Maine	0.8	1.3	0.8	†
Maryland	1.0	1.6	1.1	1.8
Massachusetts	0.8	1.4	0.9	†
Michigan	1.2	2.1	1.5	1.9
Minnesota	1.0	1.3	1.2	1.5
Mississippi	0.9	1.4	1.2	†
Missouri	0.9	1.5	1.3	†
Montana	0.8	†	0.7	1.2
Nebraska	0.9	1.5	1.0	1.5
Nevada	0.8	†	0.8	†
New Hampshire	0.8	1.4	0.8	1.2
New Jersey	1.1	1.9	1.4	1.8
New Mexico	0.8	1.7	0.9	1.2
New York	0.9	1.5	0.9	1.7
North Carolina	0.9	1.4	0.9	1.4
North Dakota	0.5	0.9	0.6	1.4
Ohio	1.0	1.5	1.1	1.5
Oklahoma	1.0	1.4	1.0	1.7
Oregon	0.8	†	1.0	1.4
Pennsylvania	1.2	1.8	1.5	2.2
Rhode Island	0.9	1.8	0.8	1.0
South Carolina	0.9	1.4	0.9	†

See notes at end of table.

Mathematics Performance of Students in Grades 4 and 8

Table S13-4. Standard errors for the average mathematics score for public school 4th- and 8th-graders and change in score since 1992 and 1990, by state: 2005—Continued

State	Grade 4		Grade 8	
	Average score in 2005	Change from 1992 average score	Average score in 2005	Change from 1990 average score
South Dakota	0.5	†	0.6	†
Tennessee	1.2	1.8	1.1	†
Texas	0.6	1.3	0.6	1.5
Utah	0.8	1.2	0.7	†
Vermont	0.5	†	0.7	†
Virginia	0.9	1.6	1.1	1.9
Washington	0.9	†	1.0	†
West Virginia	0.7	1.3	1.0	1.4
Wisconsin	0.9	1.4	1.1	1.7
Wyoming	0.6	1.1	0.7	1.0

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1990, 1992, and 2005 Mathematics Assessments, previously unpublished tabulation (November 2005).

Trends in the Achievement Gaps in Reading and Mathematics

Table S14-1. Standard errors for the White-Black and White-Hispanic gaps in average reading and mathematics scores, by grade: Various years, 1990–2005

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

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2005 Reading and Mathematics Assessments, previously unpublished tabulation (December 2005).

Poverty and Student Mathematics Achievement

Table S15-1. Standard errors for the average mathematics score and percentage of public school 4th-graders, by percentage of students in the school eligible for free or reduced-priced lunch and selected student characteristics: 2005

Student characteristic	Students in school eligible to receive free or reduced-price lunch											
	Total		10 percent or less		11–25 percent		26–50 percent		51–75 percent		More than 75 percent	
	Score	Percent	Score	Percent	Score	Percent	Score	Percent	Score	Percent	Score	Percent
Total	0.2	†	0.3	†	0.4	†	0.3	†	0.3	†	0.3	†
Race/ethnicity												
White	0.2	0.3	0.4	0.9	0.4	0.8	0.3	0.7	0.4	0.8	0.6	0.6
Black	0.3	0.3	1.6	0.4	1.0	0.4	0.8	0.5	0.6	0.7	0.4	0.8
Hispanic	0.3	0.3	1.3	0.3	1.1	0.4	0.7	0.5	0.7	0.8	0.4	0.9
Asian/Pacific Islander	0.7	0.1	1.3	0.7	1.5	0.4	1.0	0.2	1.5	0.2	1.4	0.2
American Indian	1.0	0.1	4.0	†	2.2	0.1	2.0	0.1	1.6	0.2	1.5	0.2
Language other than English spoken in the home												
Never	0.2	0.2	0.4	0.7	0.4	0.6	0.3	0.5	0.4	0.6	0.5	0.6
Sometimes	0.2	0.2	0.5	0.6	0.5	0.4	0.5	0.4	0.5	0.4	0.5	0.4
Always	0.4	0.2	1.2	0.5	1.0	0.5	0.7	0.3	0.7	0.5	0.5	0.5
Student eligibility for free or reduced-price lunch												
Eligible	0.2	0.3	1.3	0.3	0.7	0.4	0.3	0.4	0.4	0.7	0.3	0.5
Not eligible	0.2	0.3	0.3	0.7	0.4	0.5	0.3	0.5	0.5	0.6	0.9	0.5

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Mathematics Assessment, previously unpublished tabulation (October 2005).

Poverty and Student Mathematics Achievement

Table S15-2. Standard errors for the percentage of public school 4th-graders, by percentage of students in the school eligible for free or reduced-priced lunch and selected teacher and school characteristics: 2005

Teacher or school characteristic	Total	Students in school eligible to receive free or reduced-price lunch				
		10 percent or less	11–25 percent	26–50 percent	51–75 percent	More than 75 percent
Total	†	†	†	†	†	†
Teacher characteristic						
Number of years spent teaching						
4 or less	0.4	1.1	1.1	0.6	0.7	1.0
5–9	0.3	1.2	1.0	0.8	0.8	0.9
10–19	0.4	1.3	1.1	0.9	0.8	0.9
20 or more	0.4	1.2	1.2	1.0	0.9	0.7
School characteristic						
Mathematics specialist available						
Full time	0.5	1.4	1.3	0.8	0.8	1.2
Part time	0.6	1.9	1.4	1.2	1.3	1.2
Not at all	0.7	2.5	1.8	1.4	1.6	1.6
Time per week spent in mathematics instruction						
Less than 3 hours	0.1	†	†	0.2	0.2	0.2
3–4.9 hours	0.4	1.5	1.2	0.7	0.8	0.7
5–6.9 hours	0.5	1.6	1.2	1.0	1.0	0.9
7 hours or more	0.4	1.0	0.9	0.7	0.9	0.9
Percent of students receiving Title I services						
10 or less	0.8	1.6	2.1	1.7	1.4	1.2
11–25	0.6	1.4	2.0	1.5	1.0	0.4
26–50	0.5	0.5	0.7	1.3	1.1	0.9
51–75	0.3	†	†	0.4	1.0	0.8
More than 75	0.7	†	†	0.7	1.4	1.7
Percent of students receiving English as a Second Language instruction						
10 or less	0.6	0.9	1.4	1.2	1.7	1.5
11–25	0.5	0.9	1.3	1.1	1.3	1.1
26–50	0.4	†	0.5	0.6	1.0	1.3
51–75	0.3	†	†	†	0.7	1.1
More than 75	0.3	†	†	†	0.5	1.0
Enrollment						
Less than 300	0.3	0.8	1.0	0.9	0.9	0.7
300–499	0.7	2.0	1.7	1.3	1.4	1.2
500–699	1.0	2.7	1.8	1.3	1.7	1.8
700 or more	0.8	2.4	1.6	1.1	1.7	1.7
Location						
Central city	0.3	1.2	1.4	0.9	1.4	1.0
Urban fringe/large town	0.3	1.6	1.4	1.1	1.6	1.1
Rural/small town	0.3	1.5	1.4	1.1	1.4	0.8

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Mathematics Assessment, previously unpublished tabulation (October 2005).

Reading and Mathematics Score Trends by Age

Table S16-1. 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
9-year-olds											
Total	1.0	0.7	1.0	0.8	1.1	1.2	0.9	1.2	1.0	1.3	1.1
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
13-year-olds											
Total	0.9	0.8	0.9	0.6	1.0	0.8	1.2	0.9	1.0	1.0	1.0
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
17-year-olds											
Total	1.2	0.8	1.2	0.8	1.0	1.1	1.1	1.3	1.1	1.3	1.2
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: Perie, M., Moran, R., and Lutkus, A.D. (2005). *NAEP 2004 Trends in Academic Progress: Three Decades of Student Performance in Reading and Mathematics* (NCES 2005-464), figures 2-1, 3-1, 3-2, and 3-3. Data from 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 S16-2. 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
9-year-olds										
Total	0.8	0.8	1.1	1.0	0.8	0.8	0.8	0.8	0.8	0.9
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
13-year-olds										
Total	1.1	1.1	1.1	1.2	0.9	0.9	1.0	0.8	0.8	1.0
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
17-year-olds										
Total	1.1	1.0	0.9	0.9	0.9	0.9	1.0	1.2	1.0	0.8
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: Perie, M., Moran, R., and Lutkus, A.D. (2005). *NAEP 2004 Trends in Academic Progress: Three Decades of Student Performance in Reading and Mathematics* (NCES 2005-464), figures 2-4, 3-5, 3-6, and 3-7. Data from 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 Mathematics Literacy

Table S17-1. Standard errors for the average combined mathematics literacy, subscales, and problem-solving scores of 15-year-old students, by country: 2003

Country	Combined mathematics literacy	Mathematics subscales			Problem-solving	
		Space and shape	Change and relationships	Quantity		
OECD average	0.6	0.7	0.7	0.6	0.6	
OECD countries						
Australia	2.1	2.3	2.3	2.1	2.2	2.0
Austria	3.3	3.5	3.6	3.0	3.1	3.2
Belgium	2.3	2.3	2.4	2.3	2.2	2.2
Canada	1.8	1.8	1.9	1.8	1.8	1.7
Czech Republic	3.5	4.1	3.5	3.5	3.1	3.4
Denmark	2.7	2.8	3.0	2.6	2.8	2.5
Finland	1.9	2.0	2.2	1.8	2.1	1.9
France	2.5	3.0	2.6	2.5	2.4	2.7
Germany	3.3	3.3	3.7	3.4	3.3	3.2
Greece	3.9	3.8	4.3	4.0	3.5	4.0
Hungary	2.8	3.3	3.1	2.7	2.6	2.9
Iceland	1.4	1.5	1.4	1.5	1.5	1.4
Ireland	2.4	2.4	2.4	2.5	2.6	2.3
Italy	3.1	3.1	3.2	3.4	3.0	3.1
Japan	4.0	4.3	4.3	3.8	3.9	4.1
Korea, Republic of	3.2	3.8	3.5	3.0	3.0	3.1
Luxembourg	1.0	1.4	1.2	1.1	1.1	1.4
Mexico	3.6	3.2	4.1	3.9	3.3	4.3
Netherlands	3.1	2.9	3.1	3.1	3.0	3.0
New Zealand	2.3	2.3	2.4	2.2	2.3	2.2
Norway	2.4	2.5	2.6	2.2	2.6	2.6
Poland	2.5	2.7	2.7	2.5	2.3	2.8
Portugal	3.4	3.4	4.0	3.5	3.4	3.9
Slovak Republic	3.3	4.0	3.5	3.4	3.2	3.4
Spain	2.4	2.6	2.8	2.5	2.4	2.7
Sweden	2.6	2.6	2.9	2.5	2.7	2.4
Switzerland	3.4	3.5	3.7	3.1	3.3	3.0
Turkey	6.7	6.3	7.6	6.8	6.2	6.0
United States	2.9	2.8	3.0	3.2	3.0	3.1
Non-OECD countries						
Hong Kong-China	4.5	4.8	4.7	4.2	4.6	4.2
Indonesia	3.9	3.7	4.6	4.3	2.9	3.3
Latvia	3.7	4.0	4.4	3.6	3.3	3.9
Liechtenstein	4.1	4.6	3.7	4.1	3.7	3.9
Macao-China	2.9	3.3	3.5	3.0	3.2	2.5
Russian Federation	4.2	4.7	4.6	4.0	4.0	4.6
Serbia and Montenegro	3.8	3.9	4.0	3.8	3.5	3.3
Thailand	3.0	3.3	3.4	3.1	2.5	2.7
Tunisia	2.5	2.6	2.8	2.8	2.3	2.1
Uruguay	3.3	3.0	3.6	3.2	3.1	3.7
United Kingdom	2.4	2.5	2.5	2.5	2.4	2.4

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2004). *International Outcomes of Learning in Mathematics Literacy and Problem Solving: PISA 2003 Results From the U.S. Perspective* (NCES 2005-003), tables B-3 and B-12. Data from Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2003.

International Comparisons of Mathematics Literacy

Table S17-2. Standard errors for the average male-female score point differences of combined mathematics literacy, subscale, and problem-solving scores of 15-year-old students, by country: 2003

Country	Combined mathematics literacy	Mathematics subscales			Problem-solving	
		Space and shape	Change and relationships	Quantity		Uncertainty
OECD average	0.81	0.90	0.89	0.84	0.78	0.82
OECD countries						
Australia	3.75	3.88	3.81	3.67	3.72	3.33
Austria	4.41	5.18	4.99	4.19	4.58	4.34
Belgium	4.81	4.62	5.08	4.66	4.68	4.52
Canada	2.13	2.52	2.29	2.23	2.26	2.06
Czech Republic	5.09	5.68	4.93	5.11	4.63	4.99
Denmark	3.21	3.73	3.50	3.07	3.21	3.20
Finland	2.67	2.96	2.82	2.33	2.63	3.03
France	4.16	4.72	4.97	4.45	4.25	4.14
Germany	4.37	4.69	4.43	4.40	3.97	3.90
Greece	3.63	4.02	4.18	3.99	3.68	4.37
Hungary	3.54	4.04	3.88	3.61	3.34	3.71
Iceland	3.46	3.74	3.79	3.89	3.76	3.90
Ireland	4.19	4.28	4.44	4.28	4.60	4.20
Italy	5.89	6.33	6.27	6.54	5.94	6.01
Japan	5.90	6.35	6.56	5.67	5.69	5.66
Korea, Republic of	6.77	7.96	7.29	6.15	6.62	6.10
Luxembourg	2.80	3.28	3.67	3.17	3.49	3.32
Mexico	3.94	3.84	4.43	4.46	3.51	4.45
Netherlands	4.29	4.28	4.27	4.73	4.10	4.09
New Zealand	3.90	3.89	4.06	3.89	3.93	3.82
Norway	3.21	4.27	3.33	3.32	3.32	3.57
Poland	3.14	3.70	3.63	3.27	3.15	3.13
Portugal	3.31	3.52	3.80	3.27	3.15	3.47
Slovak Republic	3.65	4.48	4.16	3.64	3.49	3.66
Spain	2.98	2.96	3.25	3.07	2.83	3.13
Sweden	3.27	3.52	4.33	3.63	3.66	3.12
Switzerland	4.87	5.57	5.30	4.60	5.16	4.11
Turkey	6.16	5.99	7.25	6.33	5.74	5.83
United States	2.89	3.24	2.90	3.38	2.79	3.03
Non-OECD countries						
Hong Kong-China	6.65	6.85	7.16	6.09	6.66	6.27
Indonesia	3.39	2.86	3.45	3.12	2.42	3.01
Latvia	3.97	4.19	3.98	3.43	3.32	4.65
Liechtenstein	10.92	12.13	12.10	9.89	10.46	9.84
Macao-China	5.83	6.76	6.56	6.00	5.88	5.55
Russian Federation	4.36	5.03	5.05	4.43	4.19	4.87
Serbia and Montenegro	4.36	4.88	4.93	4.71	4.25	4.07
Thailand	4.24	4.67	5.06	4.91	4.00	4.33
Tunisia	2.51	3.02	3.01	2.69	2.58	2.57
Uruguay	4.15	3.61	4.38	4.09	4.09	4.77
United Kingdom	4.90	5.04	5.04	4.95	4.87	4.51

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2004). *International Outcomes of Learning in Mathematics Literacy and Problem Solving: PISA 2003 Results From the U.S. Perspective* (NCES 2005-003), tables B-18, B-20, and B-21. Data from Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2003.

International Comparisons of Mathematics Literacy

Table S17-3. Standard errors for the average combined mathematics literacy scores of 15-year-old students, by percentile and country: 2003

Country	5th	10th	25th	75th	90th	95th	90th–10th difference
OECD average	1.3	1.1	0.9	0.7	0.7	1.0	1.3
OECD countries							
Australia	4.4	3.4	2.8	2.5	3.0	3.5	4.6
Austria	6.6	4.4	4.0	4.2	4.0	5.0	5.9
Belgium	6.5	4.6	3.4	2.5	2.4	2.4	5.2
Canada	3.1	2.5	2.2	2.1	2.6	3.4	3.6
Czech Republic	6.3	5.7	4.6	4.0	4.4	4.9	7.2
Denmark	4.4	4.5	3.7	3.1	3.7	4.7	5.8
Finland	3.8	2.8	2.2	2.3	2.8	3.1	4.0
France	6.0	5.6	3.7	3.0	3.6	3.5	6.6
Germany	6.1	5.7	4.7	3.5	3.5	3.6	6.6
Greece	5.4	5.1	4.6	4.3	5.3	5.1	7.3
Hungary	5.6	4.2	3.0	3.9	4.7	4.6	6.3
Iceland	4.1	2.7	2.8	2.0	3.0	3.8	4.1
Ireland	4.7	3.2	3.4	3.0	3.6	3.3	4.8
Italy	6.4	5.9	4.3	3.0	3.6	3.7	6.9
Japan	8.2	6.3	5.4	4.4	6.1	6.6	8.8
Korea, Republic of	4.6	4.5	3.7	4.2	5.4	6.8	7.0
Luxembourg	3.9	2.7	2.2	1.9	3.2	2.7	4.2
Mexico	5.4	4.7	4.3	4.5	4.7	5.7	6.6
Netherlands	6.9	5.8	5.4	3.8	3.2	3.4	6.7
New Zealand	4.1	3.9	2.9	2.2	3.2	2.9	5.0
Norway	4.0	3.4	2.9	3.3	3.6	3.9	4.9
Poland	5.8	3.6	3.1	2.9	3.3	3.5	4.9
Portugal	6.3	5.3	5.0	3.5	3.3	3.7	6.2
Slovak Republic	6.9	5.8	4.6	3.8	3.5	4.1	6.8
Spain	5.1	3.5	3.0	3.1	3.5	3.7	5.0
Sweden	5.3	4.4	3.0	3.2	3.8	4.8	5.8
Switzerland	4.8	4.2	3.6	4.9	5.2	6.8	6.7
Turkey	5.8	5.0	5.3	8.5	14.2	22.8	15.1
United States	4.9	4.6	3.7	3.4	3.9	5.1	6.0
Non-OECD countries							
Hong Kong-China	11.1	8.0	6.9	3.7	4.1	4.0	9.0
Indonesia	5.2	4.8	3.5	4.8	6.5	7.7	8.1
Latvia	5.9	5.1	3.9	4.7	4.4	5.0	6.8
Liechtenstein	19.7	9.8	7.6	7.9	9.5	16.4	13.6
Macao-China	8.8	6.0	4.4	4.0	5.5	8.3	8.1
Russian Federation	5.5	5.0	4.8	5.0	5.3	6.1	7.2
Serbia and Montenegro	4.4	4.5	4.0	4.8	5.1	5.3	6.7
Thailand	4.0	3.1	2.9	3.8	4.7	6.4	5.6
Tunisia	3.8	3.5	2.6	3.6	4.8	6.8	5.9
Uruguay	4.3	3.8	4.1	3.8	4.4	4.7	5.8
United Kingdom	4.9	4.1	3.2	3.2	3.6	4.8	5.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, (2004). *International Outcomes of Learning in Mathematics Literacy and Problem Solving: PISA 2003 Results From the U.S. Perspective* (NCES 2005-003), table B-4. Data from Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2003.

Science Performance of Students in Grades 4, 8, and 12

Table S18-1. Standard errors for the average science score by percentile and percentage of students at each achievement level, by grade: 1996, 2000, and 2005

Percentile and achievement level	Grade 4			Grade 8			Grade 12		
	1996	2000	2005	1996	2000	2005	1996	2000	2005
Average score									
Total	1.1	0.9	0.3	0.8	1.0	0.3	0.7	0.9	0.6
Percentile									
10th	2.1	1.7	0.5	1.5	1.2	0.6	1.4	1.4	1.2
25th	1.6	1.4	0.4	1.2	1.3	0.4	1.1	1.0	0.8
50th	1.2	0.9	0.4	0.7	0.9	0.3	1.2	1.0	0.8
75th	1.0	0.7	0.3	0.8	0.8	0.3	0.8	1.2	0.8
90th	0.8	1.0	0.3	0.8	1.0	0.3	0.9	1.2	1.2
Percentage at achievement level									
Achievement level									
Below Basic	1.4	1.2	0.4	1.0	1.2	0.4	1.0	1.2	0.8
At or above Basic	1.4	1.2	0.4	1.0	1.2	0.4	1.0	1.2	0.8
At or above Proficient	1.0	0.9	0.4	0.9	1.0	0.3	0.8	0.9	0.6
At Advanced	0.3	0.4	0.1	0.3	0.3	0.1	0.3	0.3	0.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1996, 2000, and 2005 Science Assessments, previously unpublished tabulation (January 2006).

Science Performance of Students in Grades 4, 8, and 12

Table S18-2. Standard errors for the average science score for 4th-, 8th-, and 12th-graders, by selected student characteristics: 1996, 2000, and 2005

Characteristic	Grade 4			Grade 8			Grade 12		
	1996	2000	2005	1996	2000	2005	1996	2000	2005
Total	1.1	0.9	0.3	0.8	1.0	0.3	0.7	0.9	0.6
Sex									
Male	1.3	1.1	0.3	0.9	1.1	0.4	1.0	1.1	0.7
Female	1.1	1.0	0.3	0.9	1.1	0.3	0.8	1.0	0.6
Race/ethnicity									
White	0.9	0.7	0.3	0.8	0.8	0.2	0.9	1.2	0.6
Black	1.3	1.0	0.6	0.9	1.4	0.4	1.1	1.7	0.9
Hispanic	3.0	2.3	0.5	2.7	1.4	0.5	2.2	1.7	1.3
Asian/Pacific Islander	3.7	†	1.0	4.2	2.9	0.9	3.3	3.6	1.7
American Indian	11.9	6.9	1.9	3.5	6.7	4.0	7.5	3.6	5.3
Parents' education									
Less than high school	†	†	†	†	†	0.5	†	†	1.4
High school diploma or equivalent	†	†	†	†	†	0.5	†	†	0.9
Some college	†	†	†	†	†	0.4	†	†	0.7
Bachelor's degree or higher	†	†	†	†	†	0.3	†	†	0.6
Eligible for free or reduced-price lunch									
Eligible	1.7	1.3	0.3	1.6	1.1	0.3	†	†	†
Not eligible	0.9	1.1	0.3	0.9	1.0	0.3	†	†	†
Information not available	3.9	1.5	0.9	2.3	1.7	1.5	†	†	†

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1996, 2000, and 2005 Science Assessments, previously unpublished tabulation (January 2006).

Science Performance of Students in Grades 4, 8, and 12

Table S18-3. Standard errors for the average science score for public school 4th- and 8th-graders, by state: 1996, 2000, and 2005

State	Grade 4		1996	Grade 8	
	2000	2005		2000	2005
United States	1.1	0.3	0.9	1.1	0.3
Alabama	1.7	1.2	1.6	1.7	1.3
Arizona	1.8	1.5	1.6	1.3	0.9
Arkansas	1.3	1.2	1.3	1.2	1.0
California	3.0	0.6	1.7	1.8	0.7
Colorado	†	1.1	0.9	†	1.3
Connecticut	1.3	1.0	1.3	1.6	1.0
Delaware	†	0.6	0.8	†	0.6
Florida	†	0.6	1.6	†	1.2
Georgia	1.4	1.3	1.4	1.6	1.1
Hawaii	1.4	1.0	0.7	1.4	0.8
Idaho	1.4	0.8	†	1.0	1.0
Illinois	2.4	1.0	†	1.7	1.1
Indiana	1.5	1.0	1.4	1.4	1.3
Kentucky	1.2	0.9	1.2	1.2	0.9
Louisiana	1.8	1.1	1.6	1.5	1.5
Maine	1.1	0.9	1.0	0.9	0.7
Maryland	1.3	1.1	1.5	1.4	1.4
Massachusetts	1.4	1.0	1.4	1.1	1.0
Michigan	1.8	1.3	1.4	1.8	1.2
Minnesota	1.6	1.1	1.3	1.2	1.1
Mississippi	1.4	1.2	1.4	1.2	1.2
Missouri	1.2	1.0	1.2	1.2	1.2
Montana	1.5	0.9	1.2	1.4	0.8
Nevada	1.2	1.0	†	1.0	0.9
New Hampshire	†	0.9	†	†	0.9
New Jersey	†	1.3	†	†	1.2
New Mexico	1.8	1.0	1.0	1.5	0.9
North Carolina	1.3	0.9	1.2	1.4	1.0
North Dakota	0.9	0.5	0.8	1.1	0.6
Ohio	1.4	1.2	†	1.5	1.2
Oklahoma	1.3	1.1	†	1.1	1.3
Oregon	2.0	1.0	1.6	1.3	1.0
Rhode Island	1.3	1.1	0.8	0.9	0.7
South Carolina	1.3	1.1	1.5	1.4	1.1
South Dakota	†	0.5	†	†	0.7
Tennessee	1.4	1.1	1.8	1.5	1.2
Texas	1.8	0.7	1.8	1.7	0.8
Utah	1.3	0.8	0.8	1.0	0.7
Vermont	1.3	0.6	1.0	1.0	0.6
Virginia	1.4	1.0	1.6	1.0	1.1

See notes at end of table.

Science Performance of Students in Grades 4, 8, and 12

Table S18-3. Standard errors for the average science score for public school 4th- and 8th-graders, by state: 1996, 2000, and 2005—Continued

State	Grade 4		1996	Grade 8	
	2000	2005		2000	2005
Washington	†	1.0	1.3	†	0.8
West Virginia	1.3	0.8	0.9	1.1	0.8
Wisconsin	†	0.9	1.7	†	1.0
Wyoming	1.3	0.5	0.6	1.0	0.6

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1996, 2000, and 2005 Science Assessments, previously unpublished tabulation (January 2006).

Trends in Adult Literacy

Table S19-1. Standard errors for the average prose, document, and quantitative literacy scores of adults age 16 or older, by selected characteristics: 1992 and 2003

Characteristic	Prose		Document		Quantitative	
	1992	2003	1992	2003	1992	2003
Total	1.1	1.3	1.1	1.2	1.1	1.2
Sex						
Male	1.2	1.5	1.2	1.5	1.4	1.3
Female	1.3	1.4	1.2	1.2	1.2	1.3
Race/ethnicity						
White	1.2	1.5	1.2	1.5	1.1	1.3
Black	1.4	1.8	1.4	2.1	1.6	2.1
Hispanic	2.3	3.5	1.8	3.6	2.3	3.2
Asian/Pacific Islander	6.1	4.0	6.1	5.0	7.8	5.1
Age						
16–18	2.3	2.8	2.2	2.9	2.5	3.1
19–24	2.0	2.4	2.2	2.5	2.0	2.3
25–39	1.3	1.7	1.2	1.8	1.3	1.8
40–49	2.0	2.3	1.9	1.8	1.8	1.9
50–64	1.4	1.9	1.4	2.1	1.8	1.9
65 or older	1.7	2.0	2.2	2.0	2.7	2.2
Language spoken before starting school						
English only	1.2	1.4	1.2	1.3	1.2	1.2
English and Spanish	2.9	3.1	3.6	3.4	4.6	3.8
English and other language	4.0	3.1	4.5	3.2	5.6	4.1
Spanish	2.9	3.8	2.8	4.6	3.3	4.6
Other language	3.4	4.6	3.7	4.2	4.3	4.3
Education						
Less than high school	1.3	2.3	1.5	2.4	1.9	2.1
High school diploma or equivalent	1.0	1.1	1.3	1.3	1.1	1.4
Some college	1.2	1.5	1.3	1.3	1.3	1.4
Bachelor's degree or higher	1.5	1.8	1.4	1.4	1.4	1.2
Employment status						
Employed full time	1.3	1.5	1.2	1.2	1.3	1.1
Employed part time	1.7	2.2	1.8	2.2	1.7	2.2
Unemployed	2.3	2.8	2.2	3.3	3.2	3.6
Not in labor force	1.4	1.7	1.5	1.9	1.9	1.8

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES), 2003 National Assessment of Adult Literacy (NAAL) and 1992 National Adult Literacy Survey (NALS), previously unpublished tabulation (December 2005).

Trends in Adult Literacy

Table S19-2. Standard errors for the percentage of adults age 16 or older in each prose, document, and quantitative literacy achievement level, by selected characteristics: 2003

Characteristic	Prose				Document				Quantitative			
	Below Basic	Basic	Inter-mediate	Proficient	Below Basic	Basic	Inter-mediate	Proficient	Below Basic	Basic	Inter-mediate	Proficient
Total	0.6	0.6	0.7	0.5	0.5	0.5	0.7	0.6	0.6	0.5	0.5	0.5
Sex												
Male	0.6	0.7	0.7	0.6	0.6	0.5	0.8	0.6	0.6	0.5	0.5	0.6
Female	0.6	0.6	0.8	0.6	0.6	0.6	0.8	0.6	0.8	0.7	0.7	0.6
Race/ethnicity												
White	0.5	0.8	0.9	0.9	0.5	0.7	1.0	1.0	0.7	0.7	0.8	0.8
Black	1.4	1.2	1.4	0.4	1.7	1.4	1.9	0.5	1.8	1.3	1.1	0.4
Hispanic	1.8	1.0	1.1	0.4	1.6	0.8	1.2	0.5	1.7	0.9	0.9	0.5
Asian/Pacific Islander	2.0	2.2	2.5	1.8	2.2	2.1	3.0	2.3	3.0	2.9	2.8	2.5
Age												
16–18	1.7	2.5	2.7	1.4	1.4	1.8	2.4	1.7	2.3	2.1	2.1	1.3
19–24	1.1	1.3	1.5	1.1	1.1	1.2	1.7	1.5	1.4	1.3	1.4	1.1
25–39	0.6	0.7	0.7	0.8	0.7	0.7	1.1	1.1	0.8	0.8	0.8	0.9
40–49	0.9	1.1	1.2	1.1	0.7	0.8	1.1	0.9	0.9	0.8	0.8	0.9
50–64	0.8	0.9	1.1	0.8	0.9	0.9	1.2	1.1	1.0	0.8	0.9	0.8
65 or older	1.3	1.2	1.4	0.6	1.5	1.0	1.4	0.4	1.6	1.2	1.2	0.6
Language spoken before starting school												
English only	0.5	0.7	0.8	0.7	0.5	0.6	0.8	0.7	0.6	0.6	0.6	0.6
English and Spanish	2.1	2.2	2.4	1.3	2.5	3.0	3.8	1.8	3.3	2.6	2.8	1.3
English and other language	1.5	2.8	3.1	2.1	2.0	2.3	2.9	2.0	2.7	2.7	3.0	2.6
Spanish	1.8	1.1	0.9	0.3	2.0	1.0	1.3	0.4	2.2	1.2	1.1	0.5
Other language	2.2	2.0	2.3	1.3	1.9	1.3	2.0	1.2	2.3	1.7	1.9	1.5
Education												
Less than high school	1.4	0.9	1.0	0.3	1.3	0.7	1.0	0.4	1.2	0.8	0.7	0.3
High school diploma or equivalent	0.9	1.2	1.3	0.5	0.9	1.0	1.3	0.7	1.3	1.2	1.2	0.6
Some college	0.6	1.1	1.3	1.1	0.5	1.0	1.3	1.1	0.9	1.3	1.3	1.2
Bachelor's degree or higher	0.4	0.8	1.5	1.6	0.3	0.7	1.7	1.8	0.4	0.8	1.1	1.4

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES), 2003 National Assessment of Adult Literacy (NAAL), previously unpublished tabulation (December 2005).

Adult Reading Habits

Table S20-1. Standard errors for the percentage of adults age 16 or older who participated in literary practices, by frequency of participation and materials in the home and selected characteristics: 2003

Characteristic	Read newspapers or magazines			Read books			Read letters and notes			25 or more books in the home
	Every day	A few times a week or weekly	Less than once a week/ never	Every day	A few times a week or weekly	Less than once a week/ never	Every day	A few times a week or weekly	Less than once a week/ never	
Total	0.66	0.62	0.57	0.56	0.53	0.78	0.79	0.60	0.56	0.49
Sex										
Male	0.85	0.75	0.68	0.81	0.77	1.03	1.03	0.80	0.74	0.58
Female	0.84	0.77	0.62	0.67	0.70	0.81	0.90	0.77	0.66	0.53
Age										
16–18	2.05	2.09	2.03	1.92	1.79	2.03	1.81	2.33	2.27	1.36
19–24	1.42	1.52	1.29	1.28	1.51	1.63	1.48	1.44	1.28	1.22
25–39	1.00	0.99	0.93	0.89	0.90	1.03	1.16	0.97	0.88	0.61
40–49	1.27	1.28	1.01	0.92	1.01	1.28	1.26	1.05	0.92	0.68
50–64	1.26	1.04	0.79	1.20	0.82	1.26	1.28	1.00	0.84	0.67
65 or older	1.24	1.12	0.83	1.28	1.28	1.53	1.57	1.61	1.41	0.89
Education										
Less than high school	1.09	0.97	1.32	0.95	1.18	1.41	1.10	1.01	1.01	1.19
High school diploma or equivalent	1.03	1.04	0.73	0.84	0.97	1.13	1.19	0.99	0.83	0.68
Some college	0.97	0.88	0.57	0.95	0.80	1.06	1.01	0.92	0.62	0.41
Bachelor’s degree or higher	1.09	1.01	0.64	1.23	1.06	0.87	1.12	0.99	0.63	0.32
Race/ethnicity										
White	0.80	0.76	0.52	0.72	0.63	0.86	0.96	0.73	0.59	0.42
Black	1.02	1.31	0.99	1.34	1.16	1.48	1.65	1.41	1.20	1.27
Hispanic	1.65	1.30	1.95	0.95	1.06	1.43	1.46	0.92	1.50	1.59
Asian/Pacific Islander	3.32	2.16	2.31	2.49	3.23	3.25	3.54	2.69	2.31	2.00
American Indian	7.72	6.77	5.07	3.70	6.44	5.32	6.02	7.27	4.83	4.07
More than one race	5.17	5.04	2.86	3.93	3.45	4.49	3.94	3.72	3.33	1.98
Language spoken before starting school										
English only	0.75	0.70	0.47	0.65	0.59	0.80	0.94	0.71	0.58	0.36
English and Spanish	2.80	2.92	2.10	2.57	2.47	2.37	2.73	1.94	2.25	2.05
English and other language	2.86	2.83	1.66	3.30	2.99	2.80	3.18	2.61	2.19	1.54
Spanish	1.52	1.58	2.04	0.99	1.26	1.71	1.41	1.25	1.68	1.95
Other language	2.39	2.21	1.99	2.16	1.89	2.71	2.73	2.55	2.42	1.63
Household income										
Less than \$15,000	1.56	1.35	1.65	1.23	1.19	1.60	1.34	1.22	1.31	1.35
\$15,000–29,999	1.42	1.16	1.10	1.16	1.04	1.10	1.57	1.30	0.99	0.97
\$30,000–49,999	1.31	1.21	1.02	1.09	1.26	1.28	1.30	1.25	1.18	0.87
\$50,000–74,999	1.11	1.32	0.71	1.10	1.16	1.49	1.32	1.27	0.91	0.61
\$75,000 or more	1.37	1.37	0.63	1.34	1.23	1.14	1.32	1.01	0.89	0.39
Poverty										
Poor	1.62	1.31	1.69	1.27	1.25	1.75	1.42	1.19	1.38	1.45
Near-poor	1.49	1.18	0.98	1.09	0.91	1.17	1.50	1.20	1.08	0.94
Nonpoor	0.79	0.87	0.44	0.72	0.67	0.87	0.85	0.66	0.59	0.36

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES), 2003 National Assessment of Adult Literacy (NAAL), previously unpublished tabulation (December 2005).

Youth Neither in School nor Working

Table S21-1. Standard errors for the percentage of youth ages 16–19 who were neither enrolled in school nor working, by selected characteristics: Selected years, 1986–2005

Characteristic	1986	1988	1990	1992	1994	1996	1998	2000	2002	2003	2004	2005
Total	1.78	1.78	1.89	1.93	1.89	1.91	1.88	1.84	1.10	1.11	1.11	1.10
Sex												
Male	2.53	2.53	2.69	2.75	2.68	2.70	2.64	2.59	1.54	1.55	1.56	1.09
Female	2.51	2.50	2.66	2.72	2.67	2.70	2.68	2.62	1.57	1.58	1.58	1.11
Age												
16–17	1.31	1.24	1.37	1.37	1.39	1.37	1.30	1.31	0.74	0.74	0.82	0.75
18–19	2.12	2.15	2.23	2.32	2.26	2.30	2.30	2.22	1.35	1.39	1.37	1.38
Education												
Less than high school, not enrolled in high school	2.97	2.96	3.27	3.14	3.14	3.30	3.59	3.46	1.97	2.01	2.18	2.04
High school diploma or equivalent	1.98	1.95	2.00	2.18	2.11	2.18	2.12	2.19	1.32	1.40	1.35	1.37
Race/ethnicity												
White	1.62	1.56	1.72	1.69	1.68	1.70	1.63	1.55	0.97	0.97	1.00	0.96
Black	1.69	1.72	1.66	1.88	1.71	1.70	1.57	1.70	1.44	1.45	1.31	1.38
Hispanic	2.36	2.50	2.65	2.43	2.57	2.46	2.65	2.47	1.37	1.37	1.46	1.45
Asian/Pacific Islander	†	1.42	1.14	1.62	1.27	1.16	1.64	1.43	0.65	0.86	0.83	0.85
Other	1.80	2.47	2.15	2.25	1.79	2.73	2.37	2.73	1.55	1.27	1.20	1.19
Citizenship												
U.S.-born	†	†	†	†	1.83	1.88	1.80	1.80	1.08	1.08	1.08	1.08
Naturalized U.S. citizen	†	†	†	†	2.41	0.80	2.26	1.50	0.80	1.26	0.92	0.89
Non-U.S. citizen	†	†	†	†	2.48	2.31	2.63	2.34	1.33	1.36	1.42	1.39
Poverty												
Poor	2.50	2.60	2.69	2.81	2.69	2.69	2.62	2.56	1.59	1.57	1.58	1.56
Near-poor	2.01	2.02	2.23	2.10	2.15	2.06	2.31	2.24	1.25	1.29	1.27	1.27
Nonpoor	1.33	1.32	1.45	1.38	1.29	1.46	1.40	1.40	0.88	0.89	0.89	0.87

† Not applicable.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, selected years, 1986–2005, previously unpublished tabulation (October 2005).

Annual Earnings of Young Adults

Table S22-1. Standard errors for the median annual earnings of all full-time, full-year wage and salary workers ages 25–34, by sex, race/ethnicity, and educational attainment: Selected years, 1980–2004

Sex, race/ethnicity, and educational attainment	[In constant 2004 dollars]								
	1980	1985	1990	1995	2000	2001	2002	2003	2004
Total	\$220	\$240	\$240	\$180	\$160	\$150	\$150	\$140	\$150
Educational attainment									
Less than high school	670	950	490	400	490	420	420	410	360
High school diploma or equivalent	410	280	310	260	280	250	240	240	230
Some college	430	440	450	450	420	250	250	230	230
Bachelor's degree or higher	560	510	500	730	360	320	650	790	980
Sex									
Male									
Total	360	270	240	350	600	270	250	270	240
Educational attainment									
Less than high school	1,210	790	730	890	470	590	890	780	900
High school diploma or equivalent	400	450	330	510	660	710	630	470	300
Some college	660	740	480	410	820	670	410	690	410
Bachelor's degree or higher	610	740	490	750	690	1,110	1,330	1,460	1,250
Female									
Total	200	250	280	230	280	470	280	210	200
Educational attainment									
Less than high school	940	830	870	790	900	740	890	940	770
High school diploma or equivalent	290	410	290	380	410	470	590	510	740
Some college	360	430	440	310	340	360	350	380	850
Bachelor's degree or higher	570	430	470	550	400	630	510	520	310
Race/ethnicity									
White									
Total	240	230	320	200	360	480	240	220	220
Educational attainment									
Less than high school	1,150	810	580	1,060	580	1,060	1,080	950	720
High school diploma or equivalent	450	430	300	320	510	610	570	810	340
Some college	470	420	640	340	340	300	310	290	930
Bachelor's degree or higher	590	410	430	770	390	450	890	970	840
Black									
Total	460	480	660	450	410	370	790	1,050	610
Educational attainment									
Less than high school	1,370	1,200	960	1,350	1,430	1,030	1,710	1,120	850
High school diploma or equivalent	680	660	450	720	470	980	830	490	1,090
Some college	1,250	830	870	770	600	590	1,100	720	930
Bachelor's degree or higher	1,410	1,140	810	1,160	1,800	1,410	1,200	590	1,470
Hispanic									
Total	1,100	680	730	490	500	440	350	390	410
Educational attainment									
Less than high school	2,110	1,900	1,820	860	910	610	570	490	500
High school diploma or equivalent	1,100	950	990	970	1,140	760	800	850	1,090
Some college	2,180	2,480	1,140	870	1,170	1,360	930	590	750
Bachelor's degree or higher	3,010	2,700	1,970	1,440	2,230	2,010	1,590	1,920	1,640

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, selected years, 1981–2005, previously unpublished tabulation (September 2005).

Annual Earnings of Young Adults

Table S22-2. Standard errors for the ratio of median annual earnings of all full-time, full-year wage and salary workers ages 25–34 whose highest level of educational attainment was less than high school, some college, or a bachelor's degree or higher, compared with those with a high school diploma or equivalent, by sex and race/ethnicity: Selected years, 1980–2004

Sex, race/ethnicity, and educational attainment	1980	1985	1990	1995	2000	2001	2002	2003	2004
Total population									
Total	0.015	0.014	0.015	0.013	0.013	0.012	0.012	0.012	0.012
Sex									
Male	0.014	0.016	0.014	0.023	0.030	0.029	0.025	0.020	0.014
Female	0.015	0.022	0.019	0.025	0.025	0.032	0.033	0.028	0.041
Race/ethnicity									
White	0.016	0.017	0.016	0.016	0.023	0.030	0.025	0.034	0.015
Black	0.031	1.075	0.035	0.043	0.030	0.048	0.048	0.045	0.058
Hispanic	0.058	0.045	0.052	0.049	0.052	0.037	0.035	0.041	0.053
Less than high school									
Total	0.023	0.032	0.019	0.017	0.019	0.016	0.016	0.016	0.015
Sex									
Male	0.032	0.025	0.024	0.033	0.021	0.026	0.033	0.028	0.031
Female	0.038	0.036	0.038	0.039	0.041	0.034	0.040	0.042	0.040
Race/ethnicity									
White	0.036	0.028	0.021	0.039	0.769	0.039	0.040	0.038	0.025
Black	0.054	0.051	0.043	0.065	0.063	0.054	0.071	0.045	0.051
Hispanic	0.084	0.076	0.081	0.050	0.050	0.036	0.033	0.036	0.045
Some college									
Total	0.019	0.018	0.020	0.020	0.019	0.014	0.013	0.013	0.013
Sex									
Male	0.020	0.025	0.019	0.024	0.035	0.035	0.027	0.028	0.018
Female	0.019	0.026	0.024	0.026	0.025	0.027	0.031	0.029	0.051
Race/ethnicity									
White	0.020	0.021	0.024	0.018	0.022	0.026	0.022	0.031	0.033
Black	0.054	0.043	0.043	0.053	0.035	0.052	0.056	0.034	0.068
Hispanic	0.092	0.100	0.066	0.058	0.070	0.066	0.050	0.050	0.067
Bachelor's degree or higher									
Total	0.023	0.022	0.024	0.032	0.020	0.018	0.027	0.032	0.039
Sex									
Male	0.020	0.027	0.021	0.037	0.039	0.051	0.054	0.053	0.044
Female	0.027	0.030	0.028	0.039	0.034	0.042	0.046	0.041	0.054
Race/ethnicity									
White	0.024	0.023	0.020	0.033	0.028	0.035	0.042	0.052	0.032
Black	0.062	0.059	0.046	0.072	0.083	0.085	0.068	0.037	0.096
Hispanic	0.120	0.113	0.101	0.090	0.113	0.093	0.078	0.095	0.102

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, selected years, 1981–2005, previously unpublished tabulation (September 2005).

Annual Earnings of Young Adults

Table S22-3. Standard errors for the ratio of median annual earnings of male to female, White to Black, and White to Hispanic full-time, full-year wage and salary workers ages 25–34, by educational attainment: Selected years, 1980–2004

Earnings ratio and educational attainment	1980	1985	1990	1995	2000	2001	2002	2003	2004
Ratio of male to female									
Total population	0.017	0.015	0.015	0.016	0.023	0.020	0.013	0.011	0.011
Educational attainment									
Less than high school	0.095	0.072	0.077	0.084	0.066	0.064	0.083	0.068	0.071
High school diploma or equivalent	0.023	0.029	0.022	0.034	0.037	0.039	0.040	0.032	0.041
Some college	0.031	0.033	0.026	0.021	0.034	0.029	0.022	0.030	0.040
Bachelor's degree or higher	0.029	0.025	0.019	0.027	0.021	0.034	0.035	0.039	0.033
Ratio of White to Black									
Total population	0.023	0.025	0.035	0.022	0.022	0.023	0.035	0.045	0.031
Educational attainment									
Less than high school	0.109	0.105	0.076	0.112	0.081	0.071	0.110	0.094	0.066
High school diploma or equivalent	0.035	0.037	0.027	0.042	0.033	0.053	0.043	0.038	0.059
Some college	0.054	0.044	0.042	0.034	0.027	0.026	0.044	0.032	0.048
Bachelor's degree or higher	0.048	0.040	0.027	0.047	0.055	0.042	0.040	0.027	0.048
Ratio of White to Hispanic									
Total population	0.043	0.030	0.037	0.026	0.026	0.028	0.019	0.021	0.023
Educational attainment									
Less than high school	0.093	0.103	0.102	0.073	0.058	0.058	0.059	0.050	0.046
High school diploma or equivalent	0.050	0.044	0.049	0.050	0.056	0.043	0.041	0.053	0.060
Some college	0.067	0.082	0.047	0.042	0.044	0.041	0.035	0.022	0.040
Bachelor's degree or higher	0.087	0.068	0.056	0.047	0.059	0.059	0.045	0.063	0.050

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, selected years, 1981–2005, previously unpublished tabulation (September 2005).

Postsecondary Expectations of 12th-Graders

Table S23-1. Standard errors for the percentage of 12th-graders who expected to attain various levels of education, by family socioeconomic status (SES), sex, and race/ethnicity: 1981–82, 1991–92, and 2003–04

Family SES, sex, and race/ethnicity	High school or less			Some college			Bachelor's degree			Graduate or professional school			Do not know		
	1981–82	1991–92	2003–04	1981–82	1991–92	2003–04	1981–82	1991–92	2003–04	1981–82	1991–92	2003–04	1981–82	1991–92	2003–04
Total	0.88	0.25	0.24	0.57	0.58	0.53	0.92	0.61	0.56	0.63	0.68	0.53	0.38	0.32	0.32
Family SES															
Lowest quarter	1.04	0.78	0.66	1.10	1.24	1.18	0.89	1.21	1.17	0.60	1.21	0.85	0.78	0.64	0.71
Middle two quarters	0.82	0.33	0.30	0.78	0.75	0.64	1.01	0.84	0.72	0.62	0.73	0.66	0.50	0.49	0.51
Highest quarter	0.83	0.24	0.22	1.44	0.68	0.55	1.31	1.17	1.01	1.58	1.27	1.09	0.57	0.48	0.45
Sex															
Male	1.05	0.39	0.41	1.07	0.75	0.68	1.21	0.83	0.76	0.98	0.94	0.71	0.50	0.51	0.42
Female	0.92	0.29	0.27	0.78	0.76	0.65	0.83	0.85	0.71	0.66	0.85	0.79	0.52	0.32	0.40
Race/ethnicity															
White	0.85	0.29	0.31	0.53	0.65	0.57	0.82	0.68	0.64	0.69	0.81	0.67	0.43	0.29	0.39
Black	1.50	0.71	0.65	1.91	1.61	1.37	1.88	2.14	1.35	1.25	2.12	1.52	1.11	1.73	0.75
Hispanic	2.46	0.84	0.80	2.16	1.95	1.33	1.20	1.61	1.30	1.56	1.60	1.26	1.43	1.06	0.91
Asian/Pacific Islander	1.77	0.72	0.51	3.52	2.26	1.33	3.74	2.31	1.76	4.44	2.36	1.82	1.62	0.87	0.74
Males, by race/ethnicity															
White	1.03	0.45	0.51	1.10	0.84	0.65	1.26	0.99	0.87	1.08	1.14	0.84	0.50	0.43	0.52
Black	2.44	0.88	0.97	2.64	2.90	1.92	1.47	2.86	1.83	1.41	2.76	2.14	1.65	3.11	1.01
Hispanic	3.64	1.58	1.20	3.01	2.28	1.70	1.74	2.22	1.91	1.80	2.42	1.81	1.47	1.68	1.44
Asian/Pacific Islander	2.35	1.31	0.84	4.36	2.76	1.96	4.48	3.14	2.80	4.18	3.12	2.72	2.52	1.01	1.18
Females, by race/ethnicity															
White	0.96	0.33	0.33	0.97	0.86	0.79	0.74	0.93	0.90	0.78	0.94	1.05	0.57	0.37	0.49
Black	1.67	1.12	0.83	2.38	1.63	1.60	2.87	2.72	1.67	1.59	3.11	1.72	1.48	1.18	1.17
Hispanic	2.85	0.72	0.87	2.97	2.89	1.65	1.55	2.32	1.79	2.06	2.00	1.85	2.61	0.95	1.10
Asian/Pacific Islander	1.89	0.57	0.35	5.58	3.19	1.55	4.43	3.29	1.98	6.13	3.20	2.58	1.66	1.31	0.90

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Longitudinal Study of 1980 Sophomores (HS&B-So:80/82), "First Follow-up, Student Survey, 1982, Data Analysis System"; National Education Longitudinal Study of 1988 (NELS:88/92), "Second Follow-up, Student Survey, 1992"; and Education Longitudinal Study of 2002 (ELS:02/04), "First Follow-up, Student Survey, 2004"; previously unpublished tabulations (October 2005).

Postsecondary Expectations of 12th-Graders

Table S23-2. Standard errors for the percentage of 12th-graders who expected to attain various levels of education, by education-related characteristics: 2003–04

Characteristic	High school or less	Some college	Bachelor's degree	Graduate or professional school	Do not know
Total	0.24	0.53	0.56	0.53	0.32
Mathematics skills test score					
Lowest quarter	0.68	0.94	0.91	0.72	0.84
Middle two quarters	0.30	0.67	0.79	0.72	0.45
Highest quarter	0.16	0.41	1.22	1.20	0.37
Highest mathematics course in high school					
Geometry or lower	0.78	1.03	1.00	0.74	0.90
Algebra II	0.35	0.95	1.02	0.78	0.55
Trigonometry, precalculus, or calculus	0.16	0.45	0.87	0.87	0.33
English language skills					
Fluent or very good	0.23	0.52	0.58	0.58	0.34
Less than very good	1.24	2.48	2.13	2.19	1.27
Ever held back					
Retained in any grade through grade 11	1.28	1.33	1.32	1.41	1.40
Never retained	0.24	0.55	0.60	0.60	0.31
College entrance requirements					
Sought information	0.16	0.58	0.69	0.64	0.26
Did not seek information	2.46	3.69	2.75	2.20	2.90
Took college entrance test					
Already took SAT/ACT	0.18	0.45	0.66	0.66	0.29
Plan to take it	0.48	1.16	1.26	0.93	0.92
Do not plan or not thought about it	1.07	1.41	1.23	0.82	1.17
Postsecondary schools applied to					
None	0.52	1.18	1.10	0.65	0.75
One school	0.22	0.85	1.07	1.11	0.55
Two to four schools	0.17	0.54	0.88	0.94	0.35
Five or more schools	0.16	0.62	1.47	1.70	0.46

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:02/04), "First Follow-up, Student Survey, 2004," previously unpublished tabulation (October 2005).

Student Absenteeism

Table S24-1. Standard errors for the percentage distribution of 4th- and 8th-grade students by the number of days of school they reported missing in the previous month: Various years, 1994–2005

Year	Grade 4					Grade 8				
	0 days	1–2 days	3 or more days			0 days	1–2 days	3 or more days		
			Total	3–4 days	5 or more days			Total	3–4 days	5 or more days
1994	0.7	0.6	0.6	0.5	0.3	0.8	0.7	0.9	0.6	0.4
1998	0.9	0.7	0.6	0.4	0.4	0.9	0.9	0.7	0.5	0.3
2002	0.3	0.3	0.2	0.1	0.1	0.3	0.3	0.2	0.2	0.2
2003	0.2	0.2	0.2	0.1	0.1	0.2	0.2	0.2	0.1	0.1
2005	0.2	0.2	0.1	0.1	0.1	0.2	0.2	0.2	0.1	0.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1994–2005 Reading Assessments, previously unpublished tabulation (December 2005).

Student Absenteeism

Table S24-2. Standard errors for the percentage distribution of 4th- and 8th-grade students who reported missing 3 or more days of school in the previous month, by grade and selected characteristics: Various years, 1994–2005

Characteristic	Grade 4					Grade 8				
	1994	1998	2002	2003	2005	1994	1998	2002	2003	2005
Total	0.6	0.6	0.2	0.2	0.1	0.9	0.7	0.2	0.2	0.2
Sex										
Male	0.8	0.7	0.3	0.2	0.2	1.1	0.8	0.3	0.2	0.2
Female	0.7	0.7	0.3	0.2	0.2	0.9	0.9	0.3	0.2	0.2
Race/ethnicity										
White	0.6	0.6	0.2	0.2	0.2	1.0	0.8	0.3	0.2	0.2
Black	1.4	1.2	0.5	0.4	0.3	1.4	1.3	0.6	0.3	0.4
Hispanic	1.4	2.4	0.6	0.5	0.4	2.6	2.2	0.8	0.5	0.3
Asian/Pacific Islander	3.0	†	1.0	0.5	0.5	3.0	1.8	1.0	0.6	0.5
American Indian	†	†	1.4	1.2	1.0	†	†	3.7	2.1	1.2
English language learner										
Yes	†	3.4	1.0	0.6	0.5	†	3.9	1.5	1.1	0.6
No	†	0.6	0.2	0.2	0.1	†	0.7	0.2	0.2	0.2
Classified as having a disability										
Yes	†	2.7	0.6	0.5	0.4	†	2.2	0.9	0.6	0.4
No	†	0.6	0.2	0.2	0.1	†	0.7	0.2	0.2	0.2
Language other than English spoken in home										
Yes	0.9	1.0	0.3	0.2	0.2	1.2	1.0	0.4	0.3	0.2
No	0.6	0.6	0.2	0.2	0.2	1.0	0.7	0.3	0.2	0.2
Student eligibility for free or reduced-price lunch										
Eligible	†	1.2	0.3	0.3	0.2	†	1.2	0.4	0.3	0.3
Not eligible	†	0.7	0.3	0.2	0.2	†	0.9	0.3	0.2	0.2
School location										
Central city	0.9	0.7	0.3	0.3	0.2	1.1	1.2	0.5	0.3	0.3
Urban fringe/large town	0.9	1.2	0.3	0.3	0.2	1.0	1.1	0.5	0.3	0.2
Rural/small town	1.2	0.9	0.3	0.3	0.2	2.1	1.5	0.3	0.3	0.3
Percent of students in school eligible for free or reduced-price lunch										
10 or less	†	1.6	0.5	0.4	0.4	†	1.2	0.4	0.4	0.4
11–25	†	1.3	0.5	0.4	0.3	†	1.3	0.6	0.4	0.4
26–50	†	0.8	0.3	0.4	0.2	†	1.1	0.4	0.5	0.3
51–75	†	1.0	0.5	0.4	0.3	†	1.6	0.5	0.5	0.4
More than 75	†	2.0	0.4	0.5	0.4	†	2.7	0.9	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, 1994–2005 Reading Assessments, previously unpublished tabulation (December 2005).

Grade Retention

Table S25-1. Standard errors for the percentage of youth ages 16–19 who had ever been retained in a grade in their school career, by current enrollment status and selected characteristics: 1995, 1999, and 2004

Characteristic	1995				1999				2004			
	Total	Enrolled in high school	Completed high school	Dropped out of school	Total	Enrolled in high school	Completed high school	Dropped out of school	Total	Enrolled in high school	Completed high school	Dropped out of school
Total	1.18	1.27	0.77	1.52	1.14	1.25	1.47	1.47	1.09	1.19	0.71	1.52
Grade level retained												
K–5	1.34	1.48	0.89	1.76	1.28	1.44	0.86	1.57	1.23	1.37	0.83	1.61
6–12	1.30	1.95	1.20	2.12	1.22	1.32	0.75	1.90	1.15	1.23	0.65	1.93
Race/ethnicity												
White	1.42	1.53	0.96	1.94	1.42	1.54	1.01	2.01	1.39	1.52	0.86	2.24
Black	3.16	3.31	2.21	3.77	3.07	3.29	2.09	3.81	2.94	3.12	2.12	3.70
Hispanic	3.79	4.23	2.14	4.04	3.38	3.89	1.96	3.27	3.09	3.41	2.17	3.27
Sex												
Male	1.61	1.71	1.14	1.95	1.57	1.72	1.02	1.97	1.50	1.62	1.01	1.94
Female	1.72	1.89	1.00	2.45	1.66	1.79	1.24	2.18	1.58	1.75	1.03	2.46
Family income												
Lowest quarter	2.21	2.29	1.54	2.48	2.56	2.76	1.68	2.92	2.58	2.92	1.29	3.10
Middle two quarters	1.79	2.01	1.02	2.29	1.85	2.04	1.31	2.16	1.67	1.80	1.14	2.28
Highest quarter	2.59	2.86	2.11	3.60	2.15	2.31	1.69	3.58	2.26	2.53	1.60	3.69
Family type												
Two-parent household	1.44	1.56	0.94	1.96	1.45	1.57	1.03	1.97	1.40	1.53	0.91	2.10
None or one-parent household	2.03	2.22	1.32	2.42	1.86	2.09	1.20	2.20	1.74	1.93	1.14	2.20
Region												
Northeast	2.74	3.02	1.88	3.68	2.69	2.92	2.06	3.45	2.51	2.76	1.83	3.47
South	1.91	2.04	1.14	2.33	1.89	2.06	1.31	2.26	1.79	1.93	1.14	2.40
Midwest	2.43	2.68	1.54	3.22	2.35	2.59	1.49	3.40	2.31	2.42	1.61	3.69
West	2.63	2.80	2.03	3.25	2.43	2.66	1.56	3.24	2.34	2.74	1.30	2.74
Primary language spoken in the home												
English	1.27	1.37	0.84	1.68	1.26	1.36	0.89	1.72	1.20	1.31	0.76	1.82
Language other than English	3.09	3.46	1.93	3.38	2.72	3.18	1.36	2.77	2.58	2.92	1.94	2.36

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1995, 1999, and 2004, previously unpublished tabulation (December 2005).

Status Dropout Rates by Race/Ethnicity

Table S26-1. Standard errors for the status dropout rates of 16- through 24-year-olds, by race/ethnicity: October 1972–2004

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

NOTE: Some standard errors are revised from previous publications.

SOURCE: Laird, J., DeBell, M., and Chapman, C. (forthcoming). *Dropout Rates in the United States: 2004* (NCES 2006-085), table B-7. Data from U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972–2004.

Status Dropout Rates by Race/Ethnicity

Table S26-2. Standard errors for the status dropout rates and number and percentage distribution of dropouts ages 16–24, by selected characteristics: October 2004

Characteristic	Status dropout rate (percent)	Number of status dropouts (in thousands)	Percent of all dropouts	Percent of population
Total	0.23	85	†	†
Sex				
Male	0.34	63	1.18	0.38
Female	0.31	56	1.18	0.38
Race/ethnicity				
White	0.24	55	1.17	0.37
Black	0.70	36	0.92	0.28
Hispanic	0.89	56	1.32	0.33
Asian/Pacific Islander	0.72	11	0.31	0.17
More than one race	1.47	9	0.26	0.11
Age				
16	0.42	19	0.49	0.25
17	0.51	21	0.55	0.24
18	0.73	28	0.73	0.23
19	0.74	29	0.76	0.24
20–24	0.34	69	1.11	0.38
Immigration status				
Born outside the 50 states and the District of Columbia				
Hispanic	1.61	40	1.17	0.22
Non-Hispanic	0.81	16	0.43	0.17
First generation				
Hispanic	1.27	27	0.75	0.20
Non-Hispanic	0.51	11	0.28	0.18
Second generation or more				
Hispanic	1.39	23	0.65	0.18
Non-Hispanic	0.24	64	1.18	0.34
Region				
Northeast	0.47	33	0.83	0.28
Midwest	0.42	35	0.88	0.31
South	0.44	56	1.24	0.39
West	0.56	46	1.13	0.34

† Not applicable.

NOTE: Standard errors for population estimates cannot be calculated.

SOURCE: Laird, J., DeBell, M., and Chapman, C. (forthcoming). *Dropout Rates in the United States: 2004* (NCES 2006-085), table B-5. Data from U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 2004.

High School Sophomores Who Left Without Graduating Within 2 Years

Table S27-1. Standard errors for the percentage of high school sophomores in spring 1980, 1990, and 2002 who had left school without completing a 4-year program as of spring 2 years later

Cohort	Percent
Spring 1980 sophomores who had left without completing a 4-year program as of spring 1982	0.66
Spring 1990 sophomores who had left without completing a 4-year program as of spring 1992	0.50
Spring 2002 sophomores who had left without completing a 4-year program as of spring 2004	0.35

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002/04), "First Follow-up, Student Survey, 2004"; National Education Longitudinal Study of 1988 (NELS:88), "Base Year through Third Follow-up, 1994"; and High School and Beyond Longitudinal Study of 1980 Sophomores (HS&B-So:80/82), "Base Year through Second Follow-up, 1982"; previously unpublished tabulations (January 2006).

High School Sophomores Who Left Without Graduating Within 2 Years

Table S27-2. Standard errors for the percentage of spring 2002 high school sophomores who had left school without completing a 4-year program as of spring 2004, by student characteristics, academic achievement, school experiences, and school characteristics

Characteristic	Percent
All sophomores	0.35
Student characteristics	
Sex	
Male	0.49
Female	0.42
Race/ethnicity	
White	0.37
Black	0.93
Hispanic	0.99
Asian/Pacific Islander	0.66
American Indian	2.96
More than one race	1.57
Parents' education	
Less than high school	1.67
High school diploma or equivalent	0.84
Some college	0.47
Bachelor's degree or higher	0.41
Socioeconomic status (SES)	
Lowest quarter	0.82
Middle two quarters	0.46
Highest quarter	0.34
English is the student's first language	
Yes	0.33
No	1.16
Academic achievement	
Mathematics achievement in spring 2002	
Lowest quarter	0.87
Middle low quarter	0.72
Middle high quarter	0.49
Highest quarter	0.30
Ever in remedial mathematics class	
Yes	1.11
No	0.36
Student must pass a test to receive a high school diploma	
Yes	0.48
No	0.52

See notes at end of table.

High School Sophomores Who Left Without Graduating Within 2 Years

Table S27-2. Standard errors for the percentage of spring 2002 high school sophomores who had left school without completing a 4-year program as of spring 2004, by student characteristics, academic achievement, school experiences, and school characteristics—Continued

Characteristic	Percent
School experiences	
Number of times absent from school in the current school year	
Never	0.60
1–2 times	0.42
3 or more	0.57
How many times suspended or placed on probation	
Never	0.33
1–2 times	1.72
3 or more	4.31
How many friends dropped out of high school	
None	0.27
A few	0.58
Some	1.23
Most or all	2.50
Ever repeated grades 8–10	
Yes	3.92
No	0.32
School characteristics	
School control	
Public	0.38
Private	0.36
Percent of 10th-graders in school in spring 2002 who were eligible for free or reduced-price lunch	
0–5	0.58
6–20	0.61
21–50	0.67
51–100	1.09

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002/04), "First Follow-up, Student Survey, 2004," previously unpublished tabulation (January 2006).

High School Sophomores Who Left Without Graduating Within 2 Years

Table S27-3. Standard errors for the percentage of spring 2002 high school sophomores who had left school without completing a 4-year program as of spring 2004, by reason for leaving school

Reason for leaving school	Percent
Missed too many school days	2.04
Thought it would be easier to get GED	2.33
Getting poor grades/failing school	2.16
Did not like school	2.27
Could not keep up with schoolwork	2.03
Became pregnant	2.91
Got a job	2.07
Thought could not complete course requirements	2.02
Could not get along with teachers	2.15
Could not work at same time	1.96
Had to support family	1.97
Did not feel belonged there	1.96
Could not get along with other students	1.92
Was suspended from school	1.77
Had to care for a member of family	1.73
Became father/mother of a baby	1.51
Had changed schools and did not like new one	1.48
Thought would fail competency test	1.38
Did not feel safe	1.45
Was expelled from school	1.37
Got married/planned to get married	1.09

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002/04), "First Follow-up, Student Survey, 2004," previously unpublished tabulation (January 2006).

Immediate Transition to College

Table S29-1. Standard errors for the percentage of high school completers who were enrolled in college the October immediately after completing high school, by family income and race/ethnicity: 1972–2004

Year	Total	Family income			Race/ethnicity					
		Low		Middle	High	White	Black		Hispanic	
		Annual	3-year average	Annual	Annual	Annual	Annual	3-year average	Annual	3-year average
1972	1.31	3.45	†	1.75	2.19	1.42	4.62	†	9.74	†
1973	1.29	3.18	†	1.70	2.13	1.40	4.30	2.62	9.01	5.33
1974	1.28	†	†	†	†	1.39	4.58	2.63	8.94	5.09
1975	1.26	3.59	†	1.69	2.09	1.37	4.69	2.71	8.44	4.88
1976	1.31	4.20	2.17	1.76	2.06	1.43	4.82	2.72	7.97	4.68
1977	1.29	3.54	2.22	1.76	2.01	1.41	4.65	2.70	7.96	4.72
1978	1.28	3.74	2.13	1.74	2.05	1.41	4.51	2.67	8.44	4.69
1979	1.28	3.78	2.11	1.74	2.04	1.41	4.69	2.62	7.92	4.83
1980	1.30	3.47	2.14	1.78	2.08	1.43	4.44	2.61	8.70	4.78
1981	1.30	3.90	2.11	1.75	2.09	1.44	4.44	2.50	8.19	4.68
1982	1.36	3.81	2.29	1.81	2.13	1.52	4.33	2.57	7.96	4.94
1983	1.39	4.02	2.20	1.88	2.17	1.55	4.34	2.47	8.96	4.72
1984	1.37	3.62	2.26	1.89	2.09	1.54	4.15	2.54	7.67	4.89
1985	1.45	4.14	2.18	2.02	2.16	1.62	4.78	2.55	9.76	5.18
1986	1.43	3.59	2.23	1.97	2.28	1.62	4.38	2.71	8.85	5.20
1987	1.46	3.88	2.21	2.07	2.16	1.65	4.82	2.65	8.25	5.04
1988	1.57	4.39	2.54	2.14	2.52	1.79	4.91	2.98	10.14	5.99
1989	1.64	4.56	2.66	2.28	2.61	1.85	5.27	2.98	10.51	6.33
1990	1.60	4.76	2.63	2.14	2.54	1.80	5.08	2.97	10.82	5.70
1991	1.62	4.50	2.62	2.25	2.39	1.82	5.25	2.93	9.58	5.52
1992	1.58	4.37	2.60	2.18	2.35	1.84	4.92	2.98	8.50	5.04
1993	1.59	4.56	2.55	2.15	2.46	1.85	5.28	2.97	8.22	4.97
1994	1.43	3.96	2.27	1.94	2.22	1.61	4.42	2.52	6.28	3.23
1995	1.41	3.56	2.16	2.00	1.86	1.64	4.20	2.40	4.92	3.18
1996	1.42	3.78	2.18	1.95	2.27	1.67	4.03	2.41	5.79	2.96
1997	1.38	3.66	2.14	1.97	1.98	1.64	4.12	2.35	4.53	2.93
1998	1.38	3.62	2.11	1.89	2.21	1.61	4.05	2.31	4.92	2.79
1999	1.38	3.66	2.11	1.90	2.22	1.64	3.86	2.31	4.76	2.84
2000	1.41	3.67	2.14	1.97	2.22	1.66	4.11	2.34	5.03	2.96
2001	1.41	3.61	2.07	1.97	2.08	1.64	3.97	2.25	5.33	2.80
2002	1.31	3.60	2.14	1.78	2.11	1.53	3.84	2.32	4.55	2.77
2003	1.35	3.83	2.18	1.87	2.02	1.61	4.25	2.27	4.61	2.68
2004	1.31	3.87	†	1.79	2.02	1.57	3.77	†	4.76	†

† Not applicable.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972–2004, previously unpublished tabulation for 2004 (November 2005).

Immediate Transition to College

Table S29-2. Standard errors for the percentage of high school completers who were enrolled in college the October immediately after completing high school, by sex and type of institution: 1972–2004

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

† Not applicable.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972–2004, previously unpublished tabulation for 2004 (November 2005).

Immediate Transition to College

Table S29-3. Standard errors for the percentage of high school completers who were enrolled in college the October immediately after completing high school, by parents' education: 1992–2004

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	5.12	2.76	2.56	1.72	4.50

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1992–2004, previously unpublished tabulation for 2004 (November 2005).

Educational Attainment

Table S31-1. Standard errors for the percentage of 25- to 29-year-olds who completed high school, by race/ethnicity and sex: March 1971–2005

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

NOTE: Some standard errors are revised from previous publications.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Study Supplement, 1971–2005, previously unpublished tabulation (November 2005).

Educational Attainment

Table S31-2. Standard errors for the percentage of 25- to 29-year-olds who completed at least some college, by race/ethnicity and sex: March 1971–2005

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

NOTE: Some standard errors are revised from previous publications.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Study Supplement, 1971–2005, previously unpublished tabulation (November 2005).

Educational Attainment

Table S31-3. Standard errors for the percentage of 25- to 29-year-olds who completed a bachelor's degree or higher, by race/ethnicity and sex: March 1971–2005

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

NOTE: Some standard errors are revised from previous publications.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Study Supplement, 1971–2005, previously unpublished tabulation (November 2005).

Advanced Degree Completion Among Bachelor's Degree Recipients

Table S32-1. Standard errors for the percentage of 1992–93 bachelor's degree recipients' advanced degree attainment and enrollment status in 2003, by type of institution and student characteristics

Type of institution and student characteristic	Enrolled between 1993 and 2003	Attained by 2003				Enrolled in 2003			Did not complete, not enrolled in 2003	
		Any advanced degree	Master's	First-professional	Doctoral	Any advanced degree	Master's	First-professional		Doctoral
Total	0.79	0.65	0.64	0.25	0.18	0.39	0.32	0.11	0.14	0.44
Type of undergraduate institution										
Public 4-year										
Non-doctorate-granting	1.43	1.46	1.38	0.40	0.21	0.76	0.72	0.15	0.20	0.81
Doctorate-granting	1.22	0.84	0.82	0.28	0.40	0.59	0.44	0.23	0.23	0.76
Private not-for-profit 4-year										
Non-doctorate-granting	2.18	1.57	1.11	0.61	0.35	0.88	0.77	0.09	0.30	0.85
Doctorate-granting	2.28	2.30	1.95	1.18	0.43	1.04	0.96	0.12	0.50	1.10
Other	5.95	5.51	5.58	1.31	0.64	1.68	1.74	0.45	0.38	1.55
Educational expectations at bachelor's completion										
Bachelor's degree	1.29	1.08	1.06	0.41	0.13	0.87	0.69	0.44	0.30	0.57
Master's degree	0.92	0.89	0.89	0.15	0.11	0.56	0.43	0.11	0.19	0.51
First-professional degree	3.73	3.08	2.01	2.67	1.56	1.54	0.92	0.94	0.41	2.00
Doctoral degree	1.72	1.55	1.36	0.77	0.72	0.83	0.75	0.15	0.50	1.05
Sex										
Male	0.97	0.91	0.70	0.48	0.36	0.51	0.40	0.20	0.20	0.56
Female	1.20	1.05	0.95	0.29	0.21	0.53	0.43	0.11	0.21	0.60
Race/ethnicity										
White	0.78	0.72	0.69	0.26	0.17	0.42	0.33	0.12	0.17	0.45
Black	3.04	2.20	2.43	0.72	1.22	2.24	1.38	0.87	1.15	1.91
Hispanic	3.93	3.29	2.86	1.24	1.10	2.53	2.47	0.29	0.41	1.66
Asian/Pacific Islander	4.58	3.86	2.67	2.15	0.81	1.62	1.51	0.54	0.49	2.24
Parents' highest level of education										
High school diploma or less	1.44	1.07	0.96	0.41	0.23	0.63	0.60	0.16	0.15	0.69
Some college	1.73	1.51	1.42	0.68	0.36	0.98	0.74	0.35	0.29	1.10
Bachelor's degree	1.40	1.28	1.18	0.68	0.45	0.88	0.78	0.19	0.35	0.81
Advanced degree	1.33	1.49	1.34	0.56	0.50	0.60	0.44	0.26	0.36	0.80
Bachelor's degree major										
Business and management	1.57	1.48	1.38	0.46	0.13	0.51	0.45	0.18	0.15	0.92
Education	1.66	1.84	1.77	0.36	0.46	0.73	0.71	0.14	0.27	1.18
Health	2.61	1.99	2.10	0.53	0.33	1.86	1.74	0.79	0.20	1.37
Arts and humanities	2.44	1.98	1.86	0.71	0.36	0.91	0.82	0.18	0.61	1.33
Social and behavioral sciences	2.04	1.48	1.52	0.74	0.47	1.15	1.07	0.13	0.45	0.93
Science, math, and engineering	1.65	1.69	1.42	0.78	0.83	0.79	0.54	0.42	0.45	1.08
Other	1.61	1.37	1.37	0.70	0.25	0.73	0.41	0.41	0.37	1.06
Cumulative undergraduate GPA										
Less than 2.75	0.90	0.86	0.77	0.26	0.22	0.46	0.37	0.17	0.18	0.52
2.75–3.74	1.28	1.08	1.06	0.65	0.32	0.78	0.69	0.19	0.27	0.69
3.75 or higher	2.36	2.16	2.16	0.61	0.86	0.98	0.90	0.20	0.45	1.36

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03), previously unpublished tabulation (September 2005).

Early Literacy Activities

Table S33-1. Standard errors for the percentage of prekindergarten children ages 3–5 who participated in home literacy activities with a family member three or more times in the preceding week, by selected child and family characteristics: 1993 and 2005

Child or family characteristic	Read to		Told a story		Taught letters, words, or numbers		Taught songs or music	
	1993	2005	1993	2005	1993	2005	1993	2005
Total	0.66	0.75	0.89	1.03	0.79	0.89	0.86	1.08
Age								
3	0.99	1.21	1.33	1.91	1.27	1.19	1.33	1.49
4	1.00	1.32	1.52	1.60	1.11	1.46	1.24	1.62
5	2.09	2.24	2.70	3.40	2.81	2.32	2.56	3.32
Sex								
Male	1.04	1.20	1.26	1.78	0.97	1.40	1.31	1.59
Female	1.00	0.94	1.24	1.63	1.35	1.17	1.22	1.48
Race/ethnicity								
White	0.71	0.75	0.98	1.49	0.93	1.36	1.00	1.53
Black	2.36	3.13	2.69	3.63	2.69	3.13	3.10	4.09
Hispanic	2.38	2.04	2.18	2.40	1.94	2.24	1.99	2.18
Asian/Pacific Islander	5.83	4.41	7.35	4.93	4.90	6.30	4.65	6.02
Parents' primary home language								
Both parents speak English	0.64	0.74	0.92	1.18	0.85	0.98	0.94	1.18
One parent speaks English	7.44	6.17	7.96	7.91	7.66	7.04	6.08	7.29
Neither parent speaks English	3.13	2.81	2.75	2.84	2.76	2.68	2.60	3.61
Parents' education								
Less than high school	3.83	3.55	3.55	3.91	2.98	3.47	3.06	3.97
High school diploma or equivalent	1.56	1.78	1.48	2.48	1.51	2.11	1.45	2.49
Some college, including vocational/technical	1.36	1.38	1.78	2.47	1.62	1.64	1.33	2.23
Bachelor's degree	1.57	1.38	2.27	2.32	1.77	2.34	2.25	2.13
Graduate/professional degree	1.57	1.17	2.40	2.52	2.07	1.79	2.21	2.48
Mother's employment								
35 hours or more per week	1.20	1.18	1.23	2.00	1.47	1.87	1.55	1.94
Less than 35 hours per week	1.67	1.47	1.94	2.39	1.95	1.73	1.81	2.47
Looking for work	3.45	2.55	2.91	6.83	3.65	3.64	4.41	4.69
Not in the labor force	1.26	1.31	1.46	2.02	1.49	1.57	1.36	1.86
Family type								
Two-parent household	0.71	0.80	0.96	1.14	0.91	1.08	0.89	1.35
One-parent or guardian-only household	1.71	1.74	1.97	2.57	2.13	1.98	1.93	2.61
Poverty status								
Poor	1.59	1.94	1.83	2.65	2.00	2.08	2.05	2.44
Near-poor	1.46	1.72	1.55	2.23	1.59	2.15	1.34	2.33
Nonpoor	0.77	0.72	1.26	1.34	1.05	1.20	1.26	1.43
Number of children under age 18 in the home								
1	1.52	1.95	1.93	2.60	1.74	2.53	1.67	2.80
2–3	0.80	0.88	1.10	1.29	0.87	1.18	1.01	1.31
4 or more	2.62	2.09	2.90	3.39	3.01	2.84	2.23	3.20

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Readiness Survey of the 1993 National Household Education Surveys Program (NHES) and Early Childhood Program Participation Survey of the 2005 NHES, previously unpublished tabulation (October 2005).

Afterschool Activities

Table S34-1. Standard errors for the percentage of kindergarten through 8th-grade students who participated in various afterschool activities (regularly scheduled at least once a month) since the beginning of the school year, by student and school characteristics: 2005

Student or school characteristic	Academic activities	Arts	Clubs	Community service	Religious activities	Scouts	Sports
Total	0.31	0.52	0.29	0.32	0.46	0.35	0.55
Grade							
K–2	0.46	0.97	0.31	0.37	0.80	0.71	1.12
3–5	0.64	0.93	0.51	0.63	1.05	0.69	1.12
6–8	0.58	0.65	0.51	0.55	0.60	0.39	0.89
Sex							
Male	0.39	0.58	0.36	0.46	0.70	0.47	0.80
Female	0.47	0.73	0.43	0.47	0.65	0.51	0.83
Race/ethnicity							
White	0.45	0.66	0.43	0.48	0.61	0.54	0.70
Black	1.00	1.09	0.57	0.82	1.64	0.74	1.54
Hispanic	0.51	0.75	0.37	0.46	0.96	0.61	1.18
Household income							
\$15,000 or less	0.75	0.85	0.66	0.56	1.69	0.74	1.15
\$15,001–30,000	0.58	0.99	0.50	0.65	1.17	0.63	1.23
\$30,001–50,000	0.73	1.16	0.54	0.84	1.14	0.87	1.15
\$50,001–75,000	0.76	1.20	0.65	0.71	1.16	1.02	1.19
\$75,001 or more	0.57	1.05	0.72	0.68	0.98	0.70	1.14
Poverty status							
Poor	0.74	0.97	0.46	0.53	1.35	0.64	1.29
Near-poor	0.58	0.91	0.46	0.68	0.96	0.61	1.07
Nonpoor	0.43	0.70	0.46	0.46	0.69	0.57	0.79
Parents' education							
Less than high school	0.32	0.57	0.10	0.30	0.73	0.41	0.82
High school diploma or equivalent	0.42	0.76	0.40	0.42	0.86	0.63	0.98
Some college, including vocational/technical	0.73	1.01	0.46	0.58	1.20	0.76	1.29
Bachelor's degree	0.74	1.06	0.77	0.76	1.35	0.91	1.40
Graduate/professional degree	0.80	1.36	0.80	0.92	1.34	0.99	1.44
Mother's employment							
35 hours or more per week	0.50	0.70	0.38	0.47	0.72	0.49	1.00
Less than 35 hours per week	0.70	1.02	0.71	0.86	1.11	0.88	1.23
Not employed	0.45	0.88	0.47	0.61	1.05	0.74	1.05
Parents' language							
Both/only parent(s) learned English as child(ren) or currently speak(s) English in the home	0.35	0.59	0.32	0.37	0.51	0.40	0.56
One of two parents learned English as a child or currently speaks English in the home	1.41	3.18	0.48	1.12	3.06	0.56	3.91
No parent learned English as a child and both/only parent(s) currently speak(s) a non-English language in the home	0.65	0.76	0.52	0.45	0.65	0.48	0.95

See notes at end of table.

Afterschool Activities

Table S34-1. Standard errors for the percentage of kindergarten through 8th-grade students who participated in various afterschool activities (regularly scheduled at least once a month) since the beginning of the school year, by student and school characteristics: 2005—Continued

Student or school characteristic	Academic activities	Arts	Clubs	Community service	Religious activities	Scouts	Sports
Family type							
Two-parent household	0.38	0.68	0.37	0.45	0.59	0.45	0.73
One-parent or guardian-only household	0.56	1.00	0.41	0.54	0.95	0.48	0.91
Community type							
Urban	0.34	0.54	0.32	0.37	0.53	0.40	0.64
Rural	0.66	1.18	0.61	0.69	1.15	0.91	1.33
School control							
Public	0.33	0.54	0.30	0.31	0.52	0.36	0.63
Private	1.10	1.72	0.87	1.49	1.71	1.05	1.72

SOURCE: U.S. Department of Education, National Center for Education Statistics, After-School Programs and Activities Survey of the 2005 National Household Education Surveys Program (NHES), previously unpublished tabulation (October 2005).

Afterschool Activities

Table S34-2. Standard errors for the percentage of kindergarten through 8th-grade students who participated in various afterschool activities (regularly scheduled at least once a month) since the beginning of the school year, by student and school characteristics: 2001

Student or school characteristic	Academic activities	Arts	Clubs	Community service	Religious activities	Scouts	Sports
Total	0.27	0.44	0.25	0.28	0.50	0.41	0.63
Grade							
K–2	0.40	0.71	0.32	0.34	0.73	0.73	1.06
3–5	0.52	0.88	0.53	0.53	1.00	0.72	1.03
6–8	0.50	0.64	0.41	0.51	0.64	0.37	0.79
Sex							
Male	0.36	0.56	0.37	0.35	0.72	0.47	0.81
Female	0.37	0.76	0.31	0.43	0.71	0.61	0.82
Race/ethnicity							
White	0.32	0.60	0.35	0.35	0.70	0.67	0.82
Black	0.83	1.41	0.37	0.53	1.10	0.48	1.17
Hispanic	0.48	0.65	0.34	0.47	0.92	0.42	1.04
Household income							
\$15,000 or less	0.78	1.44	0.51	0.54	1.26	0.64	1.09
\$15,001–30,000	0.56	0.74	0.47	0.39	0.96	0.64	0.99
\$30,001–50,000	0.46	0.87	0.39	0.59	1.18	0.82	1.08
\$50,001–75,000	0.69	1.16	0.64	0.71	1.26	0.99	1.56
\$75,001 or more	0.65	1.26	0.62	0.74	1.20	1.08	1.43
Poverty status							
Poor	0.67	1.20	0.43	0.47	1.10	0.58	0.99
Near-poor	0.44	0.74	0.49	0.47	0.90	0.69	1.03
Nonpoor	0.40	0.68	0.32	0.42	0.68	0.63	0.87
Parents' education							
Less than high school	0.44	0.82	0.21	0.45	1.21	0.74	1.25
High school diploma or equivalent	0.42	0.89	0.33	0.38	0.81	0.52	0.94
Some college, including vocational/technical	0.50	0.82	0.37	0.57	0.96	0.69	0.96
Bachelor's degree	0.83	1.29	0.63	0.75	1.28	1.02	1.72
Graduate/professional degree	0.88	1.36	0.98	0.86	1.29	1.21	1.80
Mother's employment							
35 hours or more per week	0.42	0.72	0.40	0.45	0.69	0.64	0.87
Less than 35 hours per week	0.75	1.13	0.66	0.65	1.32	0.99	1.28
Not employed	0.43	1.15	0.37	0.46	1.15	0.84	1.12
Parents' language							
Both/only parent(s) learned English as child(ren) or currently speak(s) English in the home	0.28	0.46	0.27	0.30	0.55	0.46	0.69
One of two parents learned English as a child or currently speaks English in the home	2.01	3.62	1.92	1.46	2.41	†	2.88
No parent learned English as a child and both/only parent(s) currently speak(s) a non-English language in the home	0.60	0.75	0.45	0.67	1.09	0.36	1.04

See notes at end of table.

Afterschool Activities

Table S34-2. Standard errors for the percentage of kindergarten through 8th-grade students who participated in various afterschool activities (regularly scheduled at least once a month) since the beginning of the school year, by student and school characteristics: 2001—Continued

Student or school characteristic	Academic activities	Arts	Clubs	Community service	Religious activities	Scouts	Sports
Family type							
Two-parent household	0.31	0.58	0.32	0.36	0.63	0.53	0.83
One-parent or guardian-only household	0.50	0.85	0.34	0.42	0.86	0.53	0.87
Community type							
Urban	0.32	0.56	0.31	0.33	0.50	0.45	0.68
Rural	0.56	0.95	0.50	0.61	1.16	0.77	1.12
School control							
Public	0.28	0.49	0.25	0.28	0.54	0.41	0.64
Private	1.02	1.81	1.03	0.91	1.34	1.40	2.09

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the 2001 National Household Education Surveys Program (NHES), previously unpublished tabulation (October 2005).

Parental Choice of Schools

Table S36-1. Standard errors for the number and percentage distribution of students in grades 1–12, by type of school attended and student and household characteristics: Various years, 1993–2003

Student or household characteristic	Type of school attended by student							
	Public, assigned				Public, chosen			
	1993	1996	1999	2003	1993	1996	1999	2003
Number of students (thousands)	170	230	210	280	150	180	170	210
Total (percent)	0.40	0.49	0.42	0.55	0.35	0.40	0.35	0.43
Grade level								
1–5	0.63	0.67	0.64	0.74	0.44	0.54	0.51	0.65
6–8	1.16	0.87	0.78	0.99	1.34	0.62	0.66	0.83
9–12	0.79	0.70	0.69	0.82	0.53	0.64	0.61	0.71
Race/ethnicity								
White	0.98	1.40	1.22	1.51	0.85	1.31	1.21	1.53
Black	0.51	0.56	0.53	0.64	0.43	0.40	0.39	0.52
Hispanic	1.12	1.07	0.99	1.17	1.03	0.91	0.95	1.03
Other	2.77	1.77	2.18	2.56	2.93	1.75	1.99	2.10
Family type								
Two-parent household	0.52	0.53	0.49	0.65	0.45	0.38	0.37	0.55
One-parent household	0.80	0.87	0.74	1.08	0.62	0.90	0.60	0.94
Nonparent guardians	2.33	2.87	2.63	2.92	2.01	2.10	2.69	2.54
Poverty status								
Poor	1.11	1.05	1.13	1.18	1.07	0.97	1.06	1.09
Near-poor	0.64	0.91	0.76	1.08	0.68	0.74	0.74	0.96
Nonpoor	0.50	0.55	0.53	0.69	0.32	0.40	0.34	0.56
Parents' education								
Less than high school	1.15	1.71	1.40	1.91	1.13	1.52	1.50	1.83
High school diploma or equivalent	0.63	0.84	0.81	1.02	0.60	0.75	0.74	0.92
Some college, including vocational/technical	0.74	0.86	0.74	0.94	0.69	0.74	0.65	0.80
Bachelor's degree	1.38	1.21	1.10	1.07	0.71	0.99	0.80	0.87
Graduate/professional degree	1.06	1.23	1.07	1.38	0.67	0.89	0.74	1.12
Region								
Northeast	0.82	1.01	1.09	1.47	0.64	0.91	0.84	1.04
South	0.61	0.63	0.62	0.90	0.44	0.50	0.54	0.74
Midwest	0.81	0.92	0.79	1.31	0.61	0.75	0.75	0.93
West	1.09	0.95	0.88	1.15	0.99	0.77	0.75	1.06
Community type								
Urban, inside of urbanized areas	0.52	0.65	0.55	0.62	0.36	0.59	0.44	0.52
Urban, outside of urbanized areas	0.84	1.13	1.10	1.59	0.77	0.91	0.93	1.34
Rural	1.14	0.76	0.75	1.24	1.11	0.60	0.64	1.17

See notes at end of table.

Parental Choice of Schools

Table S36-1. Standard errors for the number and percentage distribution of students in grades 1–12, by type of school attended and student and household characteristics: Various years, 1993–2003—Continued

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Readiness Survey of the 1993 National Household Education Surveys Program (NHES), School Safety and Discipline Survey of the 1993 NHES, Parent and Family Involvement/Civic Involvement Survey of the 1996 NHES, Parent Survey of the 1999 NHES, and Parent and Family Involvement in Education Survey of the 2003 NHES, previously unpublished tabulations (May 2004).

Parental Choice of Schools

Table S36-2. Standard errors for the percentage of students in grades 1–12 whose parents reported having the opportunity to send them to a chosen public school and the distribution of these students, by type of school attended and student and household characteristics: 2003

Student or household characteristic	Students whose parents reported having the opportunity to send them to a chosen public school	Students whose parents reported having the opportunity to send them to a chosen public school, attending			
		Public, assigned school	Public, chosen school	Private, church-related school	Private, not church-related school
Total	0.64	0.93	0.80	0.38	0.20
Grade level					
1–5	1.03	1.29	1.10	0.68	0.34
6–8	1.04	1.72	1.66	0.67	0.24
9–12	0.98	1.24	1.10	0.55	0.35
Race/ethnicity					
White	0.81	1.12	0.98	0.56	0.26
Black	2.04	2.30	2.45	0.81	0.67
Hispanic	1.33	1.91	1.83	0.90	0.25
Other	2.80	3.35	3.39	1.47	0.41
Family type					
Two-parent household	0.81	1.03	0.90	0.56	0.21
One-parent household	1.24	1.80	1.76	0.57	0.46
Nonparent guardians	3.21	4.50	4.29	1.15	1.20
Household income					
\$15,000 or less	2.05	2.65	2.52	0.64	0.76
\$15,001–30,000	1.62	2.14	2.05	0.67	0.47
\$30,001–50,000	1.45	1.81	1.75	0.97	0.40
\$50,001–75,000	1.71	2.01	1.59	0.93	0.25
\$75,001 or more	1.07	1.60	1.39	1.09	0.40
Parents' education					
Less than high school	2.49	3.41	3.45	1.00	0.89
High school diploma or equivalent	1.52	1.73	1.58	0.53	0.36
Some college, including vocational/technical	1.28	1.52	1.31	0.73	0.23
Bachelor's degree	1.37	1.57	1.72	1.17	0.53
Graduate/professional degree	1.60	2.32	2.16	1.25	0.68
Region					
Northeast	1.59	2.66	2.28	1.40	0.78
South	1.08	1.55	1.48	0.53	0.32
Midwest	1.29	1.85	1.51	1.18	0.34
West	1.22	1.54	1.54	0.53	0.32
Community type					
Urban, inside of urbanized areas	0.77	1.01	0.89	0.48	0.28
Urban, outside of urbanized areas	1.60	2.38	2.27	1.20	0.52
Rural	1.45	2.31	2.21	1.04	0.08

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the 2003 National Household Education Surveys Program (NHES), previously unpublished tabulation (May 2004).

Parental Choice of Schools

Table S36-3. Standard errors for the percentage of students in grades 1–12 whose parents reported moving to current neighborhood for the school, by type of school and student and household characteristics: 2003

Type of school and student or household characteristic	Parents moved to neighborhood for the school
Total	0.58
Type of school	
Public, assigned	0.73
Public, chosen	1.28
Private, church-related	1.17
Private, not church-related	2.13
Race/ethnicity	
White	0.86
Black	1.36
Hispanic	1.06
Other	2.46
Poverty status	
Poor	1.53
Near-poor	1.26
Nonpoor	0.72
Parents' education	
Less than high school	2.20
High school diploma or equivalent	1.54
Some college, including vocational/technical	1.02
Bachelor's degree	1.21
Graduate/professional degree	1.41
Community type	
Urban, inside of urbanized areas	0.67
Urban, outside of urbanized areas	1.27
Rural	1.37

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the 2003 National Household Education Surveys Program (NHES), previously unpublished tabulation (May 2004).

Elementary/Secondary School Teaching Among Recent College Graduates

Table S37-1. Standard errors for the percentage distribution of the K–12 teaching status of 1992–93 and 1999–2000 bachelor's degree recipients, by selected undergraduate characteristics: 1994 and 2001

Undergraduate characteristic	1994				2001			
	Taught	Total	Had not taught		Taught	Total	Had not taught	
			Had prepared	Had not prepared			Had prepared	Had not prepared
Total	0.42	0.42	0.33	0.57	0.39	0.39	0.21	0.40
Sex								
Male	0.50	0.50	0.38	0.52	0.49	0.49	0.24	0.53
Female	0.61	0.61	0.50	0.86	0.59	0.59	0.30	0.58
Race/ethnicity								
White	0.52	0.52	0.37	0.67	0.43	0.43	0.24	0.46
Black	1.34	1.34	0.73	1.66	1.79	1.79	0.83	2.17
Hispanic	2.87	2.87	0.84	3.00	2.67	2.67	0.96	2.77
Asian/Pacific Islander	1.25	1.25	1.10	1.66	0.63	0.63	0.59	0.68
American Indian	3.86	3.86	1.77	4.30	3.86	3.86	3.34	4.65
Type of institution where degree earned								
Public non-doctorate-granting	0.87	0.87	0.73	1.04	1.19	1.19	0.53	1.27
Public doctorate-granting	0.68	0.68	0.44	0.81	0.59	0.59	0.24	0.60
Private not-for-profit non-doctorate-granting	0.93	0.93	0.71	1.16	0.87	0.87	0.58	0.93
Private not-for-profit doctorate-granting	0.72	0.72	0.89	1.02	0.72	0.72	0.45	0.77
College entrance examination score								
Lowest level	0.81	0.81	0.68	1.01	1.23	1.23	0.61	1.22
Middle level	0.54	0.54	0.35	0.62	0.62	0.62	0.31	0.63
Highest level	0.62	0.62	0.54	0.83	0.83	0.83	0.24	0.83
Did not take test	1.10	1.10	0.79	1.25	0.73	0.73	0.43	0.82
Cumulative undergraduate GPA								
Less than 2.25	2.06	2.06	0.61	2.05	2.25	2.25	1.56	3.11
2.25–2.74	0.82	0.82	0.40	0.98	0.93	0.93	0.55	0.97
2.75–3.24	0.52	0.52	0.43	0.65	0.80	0.80	0.37	0.78
3.25–3.74	0.63	0.63	0.53	0.86	0.67	0.67	0.26	0.75
3.75 or higher	1.33	1.33	1.08	1.71	1.07	1.07	0.56	1.16
Undergraduate field of study								
Business and management	0.36	0.36	0.27	0.49	0.37	0.37	0.33	0.54
Education	1.90	1.90	1.62	1.93	2.08	2.08	1.34	1.90
Humanities	0.87	0.87	0.83	1.32	1.32	1.32	0.55	1.41
Mathematics, computer science, natural sciences	0.64	0.64	0.41	0.80	0.59	0.59	0.37	0.55
Social sciences	0.68	0.68	0.56	0.90	0.81	0.81	0.45	0.94
Other	0.56	0.56	0.59	0.82	0.68	0.68	0.40	0.82

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/94 and 2000/01 Baccalaureate and Beyond Longitudinal Studies (B&B:93/94 and B&B:2000/01). Retrieved September 20, 2005, from http://nces.ed.gov/das/library/tables_listings/2005161.asp.

Elementary/Secondary School Teaching Among Recent College Graduates

Table S37-2. Standard errors for among 1999–2000 bachelor's degree recipients who had taught in a K–12 school, percentage distribution by sector and level of first teaching job and selected undergraduate characteristics: 2001

Undergraduate characteristic	Sector		Level		
	Public	Private	Elementary	Secondary	Combined
Total	1.10	1.10	1.54	1.48	0.66
Sex					
Male	2.27	2.27	4.08	4.12	1.94
Female	1.27	1.27	1.45	1.53	0.75
Race/ethnicity					
White	1.35	1.35	1.94	1.81	0.76
Black	0.82	0.82	7.94	7.52	2.50
Hispanic	3.41	3.41	5.90	5.22	3.32
Asian/Pacific Islander	†	†	†	†	†
American Indian	†	†	†	†	†
Type of institution where degree earned					
Public non-doctorate-granting	1.44	1.44	2.93	2.86	0.88
Public doctorate-granting	1.22	1.22	2.47	2.36	0.97
Private not-for-profit non-doctorate-granting	3.25	3.25	3.20	3.08	1.88
Private not-for-profit doctorate-granting	4.91	4.91	5.66	5.77	1.51
College entrance examination score					
Lowest level	2.14	2.14	3.27	2.89	1.57
Middle level	1.81	1.81	2.68	2.49	1.23
Highest level	4.25	4.25	6.00	5.98	2.40
Did not take test	1.60	1.60	3.76	3.33	1.71
Cumulative undergraduate GPA					
Less than 2.25	†	†	†	†	†
2.25–2.74	3.48	3.48	5.75	5.39	2.03
2.75–3.24	2.30	2.30	3.24	2.90	1.59
3.25–3.74	1.69	1.69	2.73	2.38	0.84
3.75 or higher	2.30	2.30	4.07	4.09	2.25
Undergraduate field of study					
Business and management	†	†	†	†	†
Education	1.62	1.62	1.78	1.63	0.74
Humanities	2.54	2.54	5.25	5.13	0.91
Mathematics, computer science, natural sciences	3.58	3.58	6.54	6.30	1.78
Social sciences	2.31	2.31	5.49	5.49	4.18
Other	4.77	4.77	8.33	8.24	2.01

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2000/01 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01). Retrieved September 20, 2005, from http://nces.ed.gov/das/library/tables_listings/2005161.asp.

Parents' Attitudes Toward Schools

Table S38-1. Standard errors for the percentage of children in grades 3–12 with parents who were very satisfied with various aspects of the school their child attends, by selected characteristics: 1993, 1999, and 2003

Characteristic	Child's school			Child's teachers			School's academic standards			School's order and discipline		
	1993	1999	2003	1993	1999	2003	1993	1999	2003	1993	1999	2003
Total	0.75	0.58	0.68	0.74	0.49	0.66	0.61	0.66	0.70	0.66	0.53	0.67
Race/ethnicity												
White	0.71	0.70	0.91	0.81	0.61	0.80	0.69	0.75	0.92	0.59	0.65	0.76
Black	1.46	1.46	1.95	1.54	1.42	1.87	1.55	1.41	1.89	1.63	1.21	1.80
Hispanic	1.76	1.13	1.53	1.56	1.15	1.26	1.54	1.25	1.27	2.10	1.28	1.43
Other	3.58	2.38	3.17	3.11	2.25	3.09	3.29	2.42	3.16	4.10	2.42	2.92
Poverty status												
Poor	1.41	1.41	2.02	1.53	1.29	1.88	1.20	1.51	1.96	1.24	1.30	1.99
Near-poor	1.24	1.05	1.45	1.02	1.06	1.36	1.12	1.08	1.40	1.52	1.03	1.21
Nonpoor	0.72	0.79	0.91	0.72	0.72	0.82	0.69	0.80	0.88	0.75	0.70	0.88
Parents' education												
Less than high school	3.17	2.18	2.67	3.24	1.90	2.80	3.29	1.96	3.00	3.99	1.80	2.33
High school diploma or equivalent	0.97	1.12	1.60	0.95	1.10	1.51	0.90	1.22	1.35	1.05	1.08	1.27
Some college, including vocational/technical	1.09	1.03	1.11	1.19	1.02	1.03	1.14	0.98	1.33	1.12	1.13	1.07
Bachelor's degree	1.64	1.29	1.52	1.65	1.18	1.43	1.47	1.39	1.59	1.49	1.28	1.58
Graduate/professional degree	1.20	1.31	1.69	1.31	1.25	1.63	1.22	1.39	1.60	1.42	1.19	1.57
Family structure												
Two biological/adoptive parents	0.66	0.70	0.88	0.71	0.66	0.81	0.70	0.75	0.98	0.80	0.68	0.89
One biological/adoptive parent	1.34	1.10	1.47	1.54	0.80	1.26	1.33	1.31	1.33	1.94	0.90	1.42
One biological/adoptive and one step-parent	1.96	1.56	2.21	2.23	1.45	1.93	1.73	1.44	2.21	1.79	1.38	2.15
Other relatives/step- or foster parents	7.76	3.33	3.38	5.36	3.34	3.12	7.43	3.12	3.58	7.67	3.48	3.35
School type												
Public assigned	0.71	0.68	0.79	0.77	0.59	0.74	0.60	0.78	0.78	0.77	0.63	0.78
Public chosen	2.62	1.03	1.72	1.78	1.02	1.62	3.01	1.33	1.75	1.65	1.21	1.81
Private	1.36	1.36	1.72	1.35	1.49	1.55	1.35	1.42	1.61	1.14	1.25	1.47
Grade level												
3–5	1.04	0.89	1.22	0.99	0.80	1.15	1.20	0.99	1.17	1.18	0.75	1.11
6–8	0.83	1.08	1.16	0.75	0.96	1.23	1.02	1.04	1.16	0.94	0.89	1.13
9–12	1.49	0.84	1.05	1.68	0.87	1.05	0.99	0.94	0.97	1.52	0.81	1.09

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Safety and Discipline Survey of the 1993 National Household Education Surveys Program (NHES), Parent Survey of the 1999 NHES, and Parent and Family Involvement in Education Survey of the 2003 NHES, previously unpublished tabulation (August 2005).

School Violence and Safety

Table S39-1. Standard errors for the rate of nonfatal crime against students ages 12–18 at school and away from school per 1,000 students, by type of crime: 1992–2003

Location and year	Total	Theft	Violent crime	
			All violent crime	Serious violent crime
At school				
1992	7.2	5.8	4.0	1.7
1993	5.7	4.4	3.4	1.4
1994	4.9	3.8	2.9	1.3
1995	4.6	3.6	2.7	1.0
1996	4.6	3.6	2.6	1.0
1997	4.3	3.3	2.6	1.0
1998	4.8	3.3	3.1	1.7
1999	4.3	3.4	2.4	1.0
2000	3.8	3.0	2.1	0.8
2001	3.9	2.9	2.2	0.9
2002	3.5	2.7	2.0	0.7
2003	3.5	2.7	2.3	1.0
Away from school				
1992	7.1	4.8	4.9	3.2
1993	5.4	3.7	3.7	2.5
1994	4.5	3.0	3.2	2.1
1995	4.3	3.0	2.9	1.8
1996	4.5	3.2	2.9	1.9
1997	4.7	3.2	3.2	2.0
1998	4.8	3.3	3.1	1.7
1999	3.9	2.6	2.6	1.7
2000	3.9	2.8	2.5	1.5
2001	3.5	2.5	2.2	1.3
2002	3.2	2.2	2.1	1.3
2003	3.1	2.0	2.5	1.4

SOURCE: DeVoe, J.F., Peter, K., Noonan, M., Snyder, T.D., and Baum, K. (2005). *Indicators of School Crime and Safety: 2005* (NCES 2006-001/NCJ 210697), table S2.1. Data from U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 1992–2003.

School Violence and Safety

Table S39-2. Standard errors for the rate of nonfatal crime against students ages 12–18 at school and away from school per 1,000 students, by type of crime and selected student characteristics: 2003

Student characteristic	At school				Away from school			
	Total	Theft	Violent crime		Total	Theft	Violent crime	
			All violent crime	Serious violent crime			All violent crime	Serious violent crime
Total	3.5	2.7	2.3	1.0	3.1	2.0	2.5	1.4
Sex								
Male	4.9	3.5	3.7	1.6	4.4	2.7	3.7	2.2
Female	4.2	3.6	2.2	0.8	3.8	2.7	2.8	1.6
Age								
12–14	4.8	3.5	3.4	1.5	3.4	2.3	2.6	1.3
15–18	4.4	3.5	2.7	1.0	4.7	3.0	3.9	2.4
Race/ethnicity								
White	4.3	3.3	2.8	1.0	3.9	2.5	3.3	1.9
Black	8.3	6.4	5.7	2.5	6.6	4.8	5.1	3.5
Hispanic	5.9	4.3	4.3	2.1	5.6	3.7	4.6	2.6
Other	10.2	7.7	7.4	4.0	11.1	9.5	6.4	2.4
Location								
Urban	6.3	4.6	4.6	2.3	5.4	3.7	4.2	2.3
Suburban	4.4	3.4	2.8	1.1	3.7	2.5	3.0	2.0
Rural	6.2	5.1	3.9	1.3	7.1	4.4	6.1	3.1
Household income								
Less than \$15,000	8.8	5.7	7.4	3.6	8.7	5.8	7.2	4.3
\$15,000–29,999	8.3	5.9	6.4	3.6	8.4	5.9	6.6	3.3
\$30,000–49,999	6.7	5.2	4.6	2.4	6.0	4.0	5.0	3.8
\$50,000–74,999	7.5	6.3	4.5	1.8	7.1	4.6	6.0	2.8
\$75,000 or more	6.8	5.7	3.8	1.0	4.7	3.4	3.5	1.9

SOURCE: DeVoe, J.F., Peter, K., Noonan, M., Snyder, T.D., and Baum, K. (2005). *Indicators of School Crime and Safety: 2005* (NCES 2006-001/NCJ 210697), tables S2.2 and S2.3. Data from U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2003.

Instructional Faculty and Staff Who Teach Undergraduates

Table S46-1. Standard errors for the percentage of full-time instructional faculty and staff in doctoral, master's, and bachelor's degree-granting institutions who taught at least one undergraduate class for credit or who taught only undergraduate classes for credit, by tenure status: Fall 2003

Academic rank	Taught at least one undergraduate class for credit				Taught only undergraduate classes for credit			
	All	Doctoral	Master's	Bachelor's	All	Doctoral	Master's	Bachelor's
Total	0.49	0.72	0.65	0.43	0.57	0.75	1.09	0.91
Tenured or on tenure track	0.58	0.85	0.68	0.45	0.64	0.84	1.18	1.17
Not on tenure track	1.01	1.50	1.15	0.80	1.08	1.39	1.82	1.35

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Study of Postsecondary Faculty (NSOPF:04), previously unpublished tabulation (April 2006).

Distance Education by Postsecondary Faculty

Table S47-1. Standard errors for the percentage of full- and part-time instructional faculty and staff who taught distance education courses and average number of courses taught, by employment and distance education status, rank, and type of institution: Fall 2003

Faculty rank and type of institution	Percentage who taught distance education course		Average number of credit and noncredit courses taught	
	Full-time	Part-time	Did not teach distance education	Taught distance education
Total	0.25	0.39	0.02	0.08
Full or associate professor	0.37	1.59	0.03	0.10
Public doctoral	0.51	2.47	0.04	0.17
Private not-for-profit doctoral	0.54	1.75	0.08	0.55
Public master's	1.15	6.19	0.05	0.25
Private not-for-profit master's	1.03	6.89	0.09	0.19
Private not-for-profit bachelor's	0.89	5.06	0.08	0.17
Public associate's	2.38	3.70	0.10	0.21
Assistant professor, instructor, or lecturer	0.42	0.50	0.03	0.14
Public doctoral	0.57	1.13	0.04	0.22
Private not-for-profit doctoral	0.66	1.31	0.08	0.45
Public master's	1.24	1.07	0.05	0.22
Private not-for-profit master's	2.07	1.60	0.08	0.84
Private not-for-profit bachelor's	1.27	1.79	0.08	0.53
Public associate's	1.33	0.75	0.06	0.16

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Study of Postsecondary Faculty (NSOPF:04), previously unpublished tabulation (November 2005).

Total and Net Access Price of Attending a Postsecondary Institution

Table S49-1. Standard errors for the average net access price for full-time, full-year dependent students after grants and loans, by type of institution and family income: 1989–90, 1999–2000, and 2003–04

[In constant 2003–04 dollars]

Type of institution and family income	1989–90	1999–2000	2003–04
Public 2-year			
Total	\$190	\$220	\$170
Low income	320	380	240
Lower middle income	240	200	210
Upper middle income	210	270	270
High income	240	190	160
Public 4-year			
Total	90	100	90
Low income	120	130	160
Lower middle income	100	180	150
Upper middle income	90	130	160
High income	130	220	160
Private not-for-profit 4-year			
Total	370	490	460
Low income	220	220	600
Lower middle income	280	480	500
Upper middle income	230	570	510
High income	630	580	590
Private for-profit less-than-4-year			
Total	290	360	310
Low income	370	420	360
Lower middle income	410	570	490
Upper middle income	490	950	530
High income	930	520	690

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1989–90, 1999–2000, and 2003–04 National Postsecondary Student Aid Studies (NPSAS:90, NPSAS:2000, and NPSAS:04), previously unpublished tabulation (September 2005).

Federal Grants and Loans to Undergraduate Students

Table S50-1. Standard errors for the percentage of full-time, full-year undergraduates who received loans and grants, average annual amounts received by recipients, and average percentage of aid received as loans, by source of aid, dependency status, income, and type of institution: 1992–93, 1999–2000, and 2003–04

Dependency status, income, and type of institution	[In constant 2003–04 dollars]					Federal				
	Total		Total		Loans as percent of total aid	Loans		Grants		Loans as percent of federal aid
	Loans Percent	Average dollars	Grants Percent	Average dollars		Loans Percent	Average dollars	Grants Percent	Average dollars	
1992–93										
Total	0.60	\$70	0.46	\$80	0.66	0.60	\$60	0.42	\$20	0.80
Dependency status and income										
Dependent undergraduates	0.62	60	0.53	100	0.63	0.60	50	0.48	30	0.84
Low-income	1.61	80	1.17	140	0.88	1.59	70	1.36	30	1.08
Middle-income	0.97	60	0.97	140	0.78	0.94	60	0.60	50	0.75
High-income	0.66	120	0.79	200	1.35	0.59	90	0.13	250	0.79
Independent undergraduates	1.32	110	1.17	90	1.14	1.30	110	1.03	30	1.18
Type of institution										
Public 2-year	1.22	170	1.72	80	1.36	1.16	160	1.45	60	1.79
Public 4-year	0.62	50	0.50	50	0.76	0.59	50	0.42	20	0.97
Private not-for-profit 4-year	1.47	110	1.25	250	1.05	1.55	90	1.21	50	1.03
1999–2000										
Total	0.66	\$50	1.36	\$80	0.58	0.73	\$40	0.70	\$20	0.47
Dependency status and income										
Dependent undergraduates	0.61	60	1.39	110	0.57	0.69	50	0.41	40	0.52
Low-income	1.36	90	0.95	180	0.83	1.46	60	1.04	30	1.13
Middle-income	1.22	100	2.12	100	0.72	1.37	70	0.55	20	0.55
High-income	1.06	120	0.82	150	1.44	1.13	50	0.14	260	0.55
Independent undergraduates	1.06	90	1.50	40	0.96	1.12	70	1.74	20	1.01
Type of institution										
Public 2-year	0.71	160	1.94	90	1.11	0.75	130	1.71	30	1.11
Public 4-year	0.79	60	0.97	60	0.74	0.81	70	0.60	20	0.66
Private not-for-profit 4-year	1.19	80	1.58	330	0.67	1.08	50	0.50	70	0.67
2003–04										
Total	0.46	\$60	0.51	\$100	0.37	0.46	\$40	0.34	\$30	0.33
Dependency status and income										
Dependent undergraduates	0.55	70	0.60	120	0.48	0.57	30	0.33	30	0.44
Low-income	0.98	120	0.89	140	0.59	1.00	70	0.88	30	0.68
Middle-income	0.73	80	0.76	130	0.61	0.73	40	0.45	30	0.59
High-income	0.78	110	0.98	170	1.02	0.76	50	0.16	410	0.54
Independent undergraduates	1.00	110	0.88	70	0.63	0.98	70	0.87	40	0.67
Type of institution										
Public 2-year	0.96	90	1.35	60	0.97	0.97	100	0.94	40	1.16
Public 4-year	0.49	40	0.58	70	0.44	0.50	40	0.35	30	0.43
Private not-for-profit 4-year	1.12	130	0.99	270	0.84	1.13	70	0.77	50	0.68

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93, 1999–2000, and 2003–04 National Postsecondary Student Aid Studies (NPSAS:93, NPSAS:2000, and NPSAS:04), previously unpublished tabulation (September 2005).