

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 1970–2002

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	0.93	0.39	0.12	0.24	0.83	0.64	0.84	0.53	0.87	0.64	0.38	0.28
2002	0.21	0.94	0.40	0.13	0.23	0.83	0.67	0.86	0.52	0.87	0.62	0.37	0.27

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October Supplement, 1970–2002.

Prekindergarten in U.S. Public Schools

Table S2-1. Standard errors for the number and percentage of public elementary schools with prekindergarten classes, by type of program and selected school characteristics: 2000–01

School characteristic	Number of elementary schools	Elementary schools with prekindergarten classes		Type of prekindergarten class		
		Number	Percent	Full-day only	Half-day only	Both
Total	201	529	0.96	0.50	0.69	0.35
Enrollment						
Less than 300	298	274	1.46	0.85	1.40	0.56
300–499	146	330	1.76	1.09	1.56	0.67
500–699	379	271	2.08	1.64	1.53	1.01
700 or more	362	251	2.88	2.13	2.43	0.92
Location						
Central city	600	376	2.43	1.52	1.83	0.86
Urban fringe/large town	626	362	1.89	1.13	1.37	0.54
Rural/small town	603	370	1.82	0.97	1.32	0.64
Region						
Northeast	310	287	2.59	1.31	2.27	0.90
Southeast	334	269	2.32	2.11	1.20	0.83
Central	462	391	2.02	0.91	1.83	0.68
West	509	449	1.95	0.77	1.72	0.61
Percent minority						
Less than 10	709	370	1.99	0.86	1.79	0.57
10–24	455	231	2.34	1.67	1.88	0.58
25–49	553	315	2.36	1.63	1.81	1.18
50–74	483	244	3.63	2.47	2.65	1.77
75 or more	487	332	2.73	2.02	2.17	1.04
Percent of students eligible for free or reduced-price lunch						
Less than 15	481	229	2.17	0.83	1.74	0.98
15–29	419	241	2.32	1.52	2.09	0.52
30–49	629	321	2.18	1.27	1.83	0.67
50–74	534	342	2.47	1.44	1.88	0.75
75 or more	452	332	2.27	1.80	1.69	0.96

SOURCE: Smith, T., Kleiner, A., Parsad, B., and Farris, E. (2003). *Prekindergarten in U.S. Public Schools: 2000–2001* (NCES 2003–019), tables B-2 and B-3 and previously unpublished tabulation (November 2003). Data from U.S. Department of Education, NCES, Fast Response Survey System (FRSS), "Survey of Classes That Serve Children Prior to Kindergarten in Public Schools: 2000–2001," FRSS 78, 2001.

Prekindergarten in U.S. Public Schools

Table S2-2. Standard errors for the number and percentage distribution of prekindergarten children in public elementary schools, by age, race/ethnicity, and selected student and school characteristics: 2000–01

School characteristic	Number of children in pre-kindergarten	Age			Race/ethnicity					Student characteristic		
		3 or younger	4	5 or older	American Indian	Asian	Black	White	Hispanic	LEP	Low income	IEP
Total	40,000	0.99	1.01	0.53	0.29	0.24	1.28	1.56	1.53	1.35	1.49	1.52
Enrollment												
Less than 300	19,600	2.65	2.16	1.48	0.84	0.55	2.26	4.00	3.16	2.09	4.07	3.08
300–499	16,300	1.23	1.41	1.24	0.36	0.50	3.00	2.75	2.29	1.71	3.38	2.09
500–699	16,500	1.76	2.08	1.23	0.59	0.44	3.74	3.31	3.54	2.60	3.23	2.84
700 or more	23,100	3.10	3.35	1.18	0.58	0.54	2.58	2.89	3.34	3.35	4.36	5.10
Location												
Central city	28,000	1.83	1.94	1.13	0.31	0.41	2.68	2.13	2.70	2.07	2.34	3.37
Urban fringe/large town	18,100	1.86	1.87	0.96	0.51	0.50	2.29	3.17	3.21	2.49	3.02	2.38
Rural/small town	18,500	1.14	1.59	1.30	0.73	0.17	1.45	2.09	1.83	1.42	2.93	1.97
Region												
Northeast	14,500	1.71	2.02	1.09	0.63	0.71	3.35	4.06	3.08	1.70	4.44	2.42
Southeast	12,500	1.85	1.92	1.07	0.55	0.28	2.45	2.74	1.49	1.33	2.49	2.10
Central	26,100	1.84	1.80	1.69	0.25	0.53	3.05	3.41	1.83	1.60	3.82	2.64
West	33,900	2.68	2.78	1.01	0.62	0.39	2.06	1.92	3.37	3.40	2.54	4.23
Percent minority												
Less than 10	15,600	1.52	1.86	1.37	0.76	0.20	0.24	1.04	0.64	0.19	3.02	2.55
10–24	17,100	3.74	3.38	1.50	0.44	0.56	1.00	1.58	1.18	0.98	5.41	5.04
25–49	15,200	1.74	2.25	1.48	0.61	0.62	1.72	1.77	2.10	2.03	4.22	2.70
50–75	13,700	2.48	2.35	2.72	1.19	1.33	3.49	1.76	2.85	2.56	4.34	4.21
75 or more	26,200	2.41	2.67	0.98	0.44	0.33	2.89	1.62	3.28	3.16	2.65	4.39
Percent of students eligible for free or reduced-price lunch												
Less than 15	10,700	2.26	2.95	2.02	0.67	1.23	0.86	2.83	1.70	2.24	3.51	4.43
15–29	8,200	2.03	2.20	1.51	0.42	0.52	1.42	2.31	1.58	1.07	3.17	3.51
30–49	14,100	1.83	2.67	2.06	0.71	0.47	3.30	3.47	2.65	2.29	3.24	2.96
50–74	25,400	2.24	2.16	0.94	0.68	0.56	2.97	2.35	2.13	1.33	2.50	5.28
75 or more	27,200	2.04	2.09	1.03	0.46	0.30	2.83	3.20	3.41	2.91	1.48	1.88
Percent of students limited English proficient												
Less than 1	29,300	1.51	1.40	0.80	0.46	0.15	2.32	2.13	1.10	0.02	2.87	2.00
1–10	17,200	1.54	2.52	2.29	0.69	0.50	3.38	3.95	2.72	0.32	4.13	2.67
More than 10	23,300	2.37	2.55	0.68	0.44	0.67	2.01	1.92	2.62	2.86	2.75	4.04

SOURCE: Smith, T., Kleiner, A., Parsad, B., and Farris, E. (2003). *Prekindergarten in U.S. Public Schools: 2000–2001* (NCES 2003–019), tables B-5, B-6, and B-7 and previously unpublished tabulation (November 2003). Data from U.S. Department of Education, NCES, Fast Response Survey System (FRSS), "Survey of Classes That Serve Children Prior to Kindergarten in Public Schools: 2000–2001," FRSS 78, 2001.

Trends in Full- and Half-Day Kindergarten

Table S3-1. Standard errors for the number (in thousands) and percentage distribution of children ages 4–6 enrolled in kindergarten, by type of program: October selected years 1977–2001

Kindergarten type	1977	1980	1983	1986	1989	1992	1995	1998	2001
	Number (in thousands)								
Kindergarten enrollment	69.8	69.4	75.5	85.1	86.7	92.1	95.7	102.1	97.8
Full-day	37.6	39.5	44.1	55.0	55.4	61.8	69.0	79.2	76.9
Half-day	59.4	57.6	61.9	65.9	67.5	69.4	67.2	65.4	61.4
	Percentage								
Kindergarten enrollment	0.60	0.62	0.63	0.63	0.65	0.66	0.65	0.70	0.69
Full-day	0.37	0.41	0.42	0.47	0.47	0.50	0.52	0.59	0.58
Half-day	0.54	0.56	0.55	0.54	0.55	0.55	0.50	0.50	0.49
	Percentage distribution								
Kindergarten enrollment	†	†	†	†	†	†	†	†	†
Full-day	0.12	0.11	0.11	0.06	0.07	0.04	0.01	0.10	0.12
Half-day	0.40	0.32	0.26	0.11	0.11	0.06	0.01	0.07	0.07

†Not applicable.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October Supplement, selected years 1977–2001, previously unpublished tabulation (December 2003).

Trends in Full- and Half-Day Kindergarten

Table S3-2. Standard errors for the number (in thousands) and percentage distribution of children ages 4–6 enrolled in kindergarten, by type of program and selected characteristics: October 2001

Characteristic	Total population, ages 4–6 (in thousands)	Total kindergarten		Full-day		Half-day	
		Enrollment (in thousands)	Percent	Enrollment (in thousands)	Percent	Enrollment (in thousands)	Percent
Total	87.2	97.8	†	76.9	0.12	61.4	0.07
Sex							
Male	97.8	67.2	†	53.6	0.19	44.1	0.11
Female	98.6	64.4	†	52.1	0.23	41.0	0.13
Age							
4	231.8	28.6	†	23.0	0.97	17.3	#
5	231.4	79.6	†	65.1	0.14	52.7	0.12
6	225.9	34.4	†	26.6	0.47	22.2	0.29
Race/ethnicity							
Asian/Pacific Islander	39.9	23.2	†	16.0	0.81	16.9	0.62
Black	69.3	40.5	†	35.3	2.23	20.3	0.54
White	91.6	66.2	†	52.7	0.10	44.9	0.07
Hispanic	76.4	46.7	†	36.2	0.44	30.2	0.27
Parents' education							
Less than high school	60.0	36.6	†	29.1	0.81	22.6	0.42
High school diploma or equivalent	81.1	49.0	†	39.1	0.42	30.8	0.23
Some college, including vocational/technical	83.5	50.5	†	40.4	0.29	31.9	0.17
Bachelor's degree or higher	86.1	53.7	†	42.1	0.21	35.0	0.14
Family income							
Less than \$15,000	64.8	36.8	†	29.0	0.57	23.2	0.33
\$15,000–29,999	72.0	42.2	†	36.6	1.61	21.7	0.44
\$30,000–49,999	76.4	46.2	†	37.3	0.43	28.3	0.24
\$50,000–74,999	71.2	42.9	†	32.8	0.17	28.6	0.13
\$75,000 or more	76.9	47.1	†	34.4	0.08	33.1	0.07
Region							
Northeast	62.5	36.6	†	29.4	0.43	22.4	0.25
Midwest	69.2	42.0	†	31.1	0.09	29.3	0.08
South	95.1	58.5	†	52.1	1.44	28.3	0.30
West	83.7	51.6	†	34.6	0.14	39.3	0.19
Control of school							
Public	102.0	82.2	†	66.7	0.11	55.5	0.07
Private	69.6	37.0	†	30.9	1.13	20.9	0.43

†Not applicable.

#Rounds to zero.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), 2001 October Supplement, previously unpublished tabulation (December 2003).

Past and Projected Elementary and Secondary School Enrollments

Table S4-2. Standard errors for the private elementary and secondary school enrollment (in thousands) and percentage of all students in the region enrolled in private school, by grade level: School years 1989–90 through 1999–2000

School year	Total enrollment		Northeast		Midwest		South		West	
	Total	Percent	Total	Northeast	Total	Midwest	Total	South	Total	West
Grades K–12										
1989–90	38.2	0.07	36.6	0.35	15.2	0.12	22.9	0.13	11.7	0.11
1991–92	—	—	—	—	—	—	—	—	—	—
1993–94	12.7	0.02	6.2	0.06	3.6	0.03	11.0	0.06	5.9	0.05
1995–96	17.4	0.03	6.2	0.06	6.2	0.05	7.9	0.04	9.4	0.08
1997–98	13.2	0.02	5.2	0.05	10.3	0.07	6.2	0.03	4.3	0.03
1999–2000	25.3	0.04	5.8	0.05	8.1	0.06	22.8	0.11	4.2	0.03
Grades K–8										
1989–90	33.9	0.09	33.7	0.46	12.3	0.13	20.7	0.16	9.2	0.12
1991–92	—	—	—	—	—	—	—	—	—	—
1993–94	11.0	0.03	4.6	0.06	3.0	0.03	9.8	0.07	4.4	0.05
1995–96	13.8	0.03	3.5	0.04	5.5	0.06	6.1	0.04	7.4	0.08
1997–98	12.0	0.03	5.1	0.06	9.7	0.10	4.7	0.03	3.5	0.04
1999–2000	17.9	0.04	5.3	0.07	6.1	0.06	15.7	0.11	3.0	0.03
Grades 9–12										
1989–90	12.9	0.09	8.4	0.28	4.3	0.12	7.1	0.15	5.0	0.18
1991–92	—	—	—	—	—	—	—	—	—	—
1993–94	3.0	0.02	1.6	0.06	1.0	0.03	2.5	0.05	1.7	0.05
1995–96	4.6	0.03	2.9	0.10	0.9	0.03	2.1	0.04	2.3	0.07
1997–98	2.4	0.02	0.5	0.02	0.7	0.02	1.7	0.03	1.2	0.04
1999–2000	8.1	0.05	1.1	0.03	2.0	0.05	7.6	0.14	1.8	0.05

— Not available.

SOURCE: U.S. Department of Education, NCES. (forthcoming) *Digest of Education Statistics 2003* (NCES 2004–024), table 37 and previously unpublished tabulation (January 2004). Data from U.S. Department of Education, NCES, Private School Universe Survey (PSS), 1989–90 through 1999–2000, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1986–2001, and *Statistics of Public Elementary and Secondary School Systems*, various years.

Concentration of Enrollment by Race/Ethnicity and Poverty

Table S5-1. Standard errors for the percentage of 4th-graders eligible for free or reduced-price lunch and percentage distribution of 4th-graders by the percentage of students in the school eligible for a free or reduced-price lunch, by race/ethnicity and school location: 2003

Race/ethnicity and location	Percentage of students eligible for free or reduced-price lunch	Percentage of students in the school eligible for a free or reduced-price lunch				
		10 percent or less	11–25 percent	26–50 percent	51–75 percent	More than 75 percent
Total	0.45	0.67	0.71	0.72	0.66	0.59
Black	0.72	0.62	0.50	0.93	1.18	1.43
White	0.36	0.84	0.88	0.83	0.58	0.32
Hispanic	1.16	0.58	0.95	1.11	1.66	1.71
Location						
Central city	0.84	1.04	1.04	1.25	1.41	1.47
Black	1.02	0.67	0.69	1.27	1.59	1.91
White	0.68	1.80	1.65	2.05	1.55	0.98
Hispanic	1.42	0.58	1.10	1.30	2.34	2.60
Urban fringe/large town	0.62	1.12	1.19	1.22	1.14	0.93
Black	1.55	1.40	1.21	1.91	2.19	2.84
White	0.47	1.34	1.28	1.22	0.88	0.43
Hispanic	1.96	1.16	1.79	1.97	3.07	2.88
Rural/small town	0.81	1.02	1.20	1.14	1.47	0.73
Black	1.61	0.67	0.99	1.78	3.08	2.70
White	0.60	1.11	1.32	1.28	1.26	0.41
Hispanic	2.61	1.33	1.23	2.33	5.74	5.70

SOURCE: U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment, previously unpublished tabulation (January 2004).

Table S5-2. Standard errors for the percentage distribution of 4th-graders by the percentage of minority students in the school, by race/ethnicity: 2003

Race/ethnicity ¹	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	†	0.58	0.70	0.65	0.72	0.51	0.45
American Indian	0.05	0.90	1.88	2.48	1.97	2.47	1.74
Asian/Pacific Islander	0.19	0.74	1.55	1.76	3.11	2.12	2.84
Black	0.30	0.32	0.38	0.85	1.27	1.03	1.18
White	0.39	0.81	0.93	0.67	0.46	0.16	0.06
Hispanic	0.34	0.21	0.60	0.94	1.43	1.78	1.78

†Not applicable.

SOURCE: U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment, previously unpublished tabulation (March 2004).

Adult Participation in Work-Related Learning

Table S7-1. Standard errors for the percentage of persons ages 16 and above taking work-related adult education courses or activities in the past 12 months, by type of activity and selected characteristics: 2002–03

Characteristic	Type of activity				
	Total	College or university degree/certificate program	Vocational or technical diploma program	Apprenticeship program	Work-related courses
Total	0.5	0.3	0.1	0.1	0.5
Sex					
Male	0.8	0.4	0.2	0.2	0.9
Female	0.7	0.4	0.2	#	0.6
Race/ethnicity					
Asian/Pacific Islander	3.4	2.6	0.4	#	3.2
Black	1.8	1.0	0.5	0.2	1.6
White	0.6	0.3	0.2	0.1	0.6
Hispanic	2.0	0.8	0.4	0.3	1.7
Other	5.0	3.2	1.0	1.2	3.9
Education					
Less than high school	1.1	#	#	0.4	1.1
High school diploma or equivalent	0.9	0.4	0.3	0.2	0.9
Some college, including vocational/technical	1.1	0.8	0.3	0.2	1.1
Bachelor's degree	1.2	0.6	0.4	#	1.3
Graduate or professional degree	1.6	1.0	0.3	#	1.6
Age					
16–24	2.1	1.9	0.6	0.5	1.9
25–44	1.0	0.5	0.3	0.2	1.0
45–64	1.0	0.2	0.2	#	1.0
65 and above	0.4	#	#	#	0.4
Household income					
\$25,000 or less	1.0	0.6	0.2	0.1	0.8
\$25,001–50,000	1.0	0.6	0.3	0.2	1.0
\$50,001–75,000	1.3	0.8	0.3	0.3	1.3
\$75,001–100,000	2.0	0.8	0.4	#	1.8
\$100,001 or more	1.7	0.8	0.3	0.4	1.7
Occupation					
Professional or managerial	1.2	0.7	0.2	0.1	1.3
Service, sales, or support	1.1	0.6	0.3	0.1	1.0
Trades	1.4	0.6	0.4	0.5	1.4

#Rounds to zero.

SOURCE: Kleiner, B., Carver, P., Hagedorn, M., and Chapman, C. (forthcoming). *Participation in Adult Education for Work-Related Reasons: 2002–2003* (NCES 2004–063), tables 1 and 2. Data from U.S. Department of Education, NCES, Adult Education for Work-Related Reasons Survey of the 2003 National Household Education Surveys Program (NHES) (AEWR–NHES:2003).

Adult Participation in Work-Related Learning

Table S7-2. Standard errors for the total number (in thousands) and percentage of adults taking work-related courses, by type of instructional providers: 2002–03

Instructional provider	Percentage of participants in work-related courses
Total adults participating in work-related courses (in thousands)	1,053
Instructional provider	
Business or industry	1.1
College/university, vocational/technical school	0.9
Government agency (federal, state, local)	0.8
Professional or labor association/organization	0.8
Other (religious or community organization, tutor, etc.)	0.5
Elementary/secondary school	0.3

SOURCE: Kleiner, B., Carver, P., Hagedorn, M., and Chapman, C. (forthcoming). *Participation in Adult Education for Work-Related Reasons: 2002–2003* (NCES 2004–063), table 4. Data from U.S. Department of Education, NCES, Adult Education for Work-Related Reasons Survey of the 2003 National Household Education Surveys Program (NHES) (AEWR–NHES:2003).

Table S7-3. Standard errors for the number (in thousands) and percentage of persons ages 16 and above taking work-related adult education courses or activities in the past 12 months by type of activity, by the total credit hours or classroom instruction hours: 2002–03

Instructional hours	College or university degree/certificate program	Vocational or technical diploma program	Apprenticeship program	Work-related courses
Credit hours per semester/equivalent				
12 hours or fewer	1.7	4.6	†	†
13–24 hours	1.9	4.4	†	†
25 hours or more	1.8	2.6	†	†
Classroom hours				
8 hours or fewer	†	6.9	4.4	0.9
9–24 hours	†	7.1	5.7	0.8
25–40 hours	†	4.8	7.7	0.8
41 hours or more	†	3.5	6.6	0.9

†Not applicable.

SOURCE: Kleiner, B., Carver, P., Hagedorn, M., and Chapman, C. (forthcoming). *Participation in Adult Education for Work-Related Reasons: 2002–2003* (NCES 2004–063), table 3. Data from U.S. Department of Education, NCES, Adult Education for Work-Related Reasons Survey of the 2003 National Household Education Surveys Program (NHES) (AEWR–NHES:2003).

Students' Reading and Mathematics Achievement Through 3rd Grade

Table S8-1. Standard errors for children's reading and mathematics mean scale scores for fall 1998 first-time kindergartners from kindergarten through 3rd grade, by selected characteristics: Fall 1998, spring 1999, spring 2000, and spring 2002

Characteristic	Fall kindergarten	Spring kindergarten	Spring 1st grade	Spring 3rd grade	Total gain from fall kindergarten to spring 3rd grade
Reading					
Total	0.3	0.5	0.8	0.7	0.4
Sex					
Male	0.4	0.5	0.9	1.0	0.4
Female	0.3	0.5	0.8	0.6	0.4
Race/ethnicity					
Asian/Pacific Islander	0.9	1.4	1.9	1.7	1.1
Black	0.5	0.8	1.0	1.0	0.7
White	0.4	0.5	0.8	0.7	0.3
Hispanic	0.5	0.8	1.1	1.3	0.9
Other	1.2	1.6	2.8	3.5	2.4
Number of family risk factors					
0 factors	0.4	0.5	0.8	0.7	0.3
1 factor	0.3	0.5	1.0	0.9	0.6
2 or more factors	0.3	0.7	0.9	1.2	1.0
Mathematics					
Total	0.3	0.4	0.5	0.6	0.3
Sex					
Male	0.4	0.5	0.7	0.9	0.4
Female	0.3	0.4	0.4	0.6	0.4
Race/ethnicity					
Asian/Pacific Islander	0.9	1.2	1.3	1.4	0.8
Black	0.3	0.6	0.7	1.0	0.8
White	0.4	0.5	0.6	0.7	0.3
Hispanic	0.4	0.7	0.8	1.1	0.7
Other	1.1	1.3	1.7	2.8	1.9
Number of family risk factors					
0 factors	0.3	0.4	0.5	0.7	0.3
1 factor	0.3	0.5	0.7	0.9	0.6
2 or more factors	0.2	0.6	0.6	0.9	0.8

SOURCE: Rathbun, A, and West, J. (forthcoming). *From Kindergarten Through Third Grade: Children's Beginning School Experiences* (NCES 2004-007), tables A-4a and A-5a. Data from U.S. Department of Education, NCES, Early Child Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K), Longitudinal Kindergarten-First Grade Public-Use data file and Third Grade Restricted-Use data file, Fall 1998, Spring 1999, Spring 2000, and Spring 2002.

Reading Performance of Students in Grades 4 and 8

Table S9-1. Standard errors for the average reading scale score by percentile and percentage of students at each achievement level, by grade: Selected years 1992–2003

Grade, percentile, and achievement level	1992 ¹	1994 ¹	1998 ¹	1998	2000 ¹	2000	2002	2003
Average scale score								
Grade 4	0.94	1.02	0.78	1.14	0.81	1.27	0.42	0.27
Grade 8	0.92	0.83	0.77	0.76	—	—	0.42	0.26
Grade 12	0.55	0.69	0.72	0.60	—	—	0.66	—
Percentile								
Grade 4								
10th	1.90	1.52	1.43	2.08	1.89	2.29	0.89	0.50
25th	1.13	1.05	0.90	1.73	0.91	1.37	0.49	0.36
50th	1.28	1.28	1.24	1.31	1.12	1.65	0.48	0.30
75th	1.08	1.29	0.90	0.88	0.82	0.80	0.48	0.29
90th	1.42	1.70	0.91	0.92	0.91	1.38	0.38	0.28
Grade 8								
10th	1.20	1.89	1.90	1.66	—	—	0.53	0.58
25th	1.08	1.10	0.89	0.72	—	—	0.53	0.34
50th	1.08	0.71	0.78	0.68	—	—	0.45	0.26
75th	0.84	1.10	0.59	1.03	—	—	0.45	0.32
90th	1.33	1.20	0.97	0.76	—	—	0.51	0.22
Grade 12								
10th	0.80	0.90	1.29	0.63	—	—	1.54	—
25th	0.80	0.93	1.16	0.84	—	—	1.35	—
50th	0.78	0.64	0.85	0.62	—	—	0.66	—
75th	0.50	0.78	0.87	0.74	—	—	0.59	—
90th	0.71	1.20	0.81	0.81	—	—	0.87	—
Percentage at achievement level								
Grade 4								
Below Basic	1.06	1.03	0.94	1.19	0.83	1.35	0.47	0.30
At or above Basic	1.06	1.03	0.94	1.19	0.83	1.35	0.47	0.30
At or above Proficient	1.22	1.09	0.86	0.95	0.88	1.09	0.44	0.33
At Advanced	0.62	0.71	0.47	0.47	0.50	0.58	0.20	0.13
Grade 8								
Below Basic	0.97	0.89	0.88	0.80	—	—	0.47	0.26
At or above Basic	0.97	0.89	0.88	0.80	—	—	0.47	0.26
At or above Proficient	1.12	0.91	0.94	1.05	—	—	0.51	0.27
At Advanced	0.33	0.27	0.37	0.27	—	—	0.19	0.08
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 available.

¹Testing 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, NCES. (2003). *The Nation's Report Card: Reading Highlights 2003* (NCES 2004–452) and NAEP web data tool (<http://nces.ed.gov/nationsreportcard/naepdata/>). Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), selected years 1992–2003 Reading Assessments.

Reading Performance of Students in Grades 4 and 8

Table S9-2. Standard errors for the average reading scale score for 4th- and 8th-graders, by selected student and school characteristics: 2003

Student or school characteristic	Grade 4	Grade 8
Total	0.27	0.26
Sex		
Male	0.33	0.28
Female	0.32	0.29
Race/ethnicity		
American Indian	1.35	3.00
Asian/Pacific Islander	1.22	1.13
Black	0.42	0.50
White	0.24	0.23
Hispanic	0.59	0.68
Parents' education		
Less than high school	—	0.69
High school diploma or equivalent	—	0.36
Some college, including vocational/technical	—	0.36
Bachelor's degree or higher	—	0.31
How often students discusses studies at home		
Every day	0.32	0.44
2–3 times a week	0.39	0.37
1–2 times a month	0.49	0.40
Never/hardly ever	0.45	0.38
Number of books in the home		
0–10	0.60	0.58
11–25	0.35	0.48
26–100	0.31	0.32
More than 100	0.32	0.31
Control		
Public	0.27	0.24
Private	0.76	0.71
Location		
Central city	0.52	0.55
Urban fringe/large town	0.33	0.46
Rural/small town	0.54	0.42
Enrollment		
Less than 300	0.71	1.01
300–999	0.37	0.33
1,000 or more	2.08	0.69
Percent of students in school eligible for free or reduced-price lunch		
0–10	0.50	0.45
11–25	0.63	0.56
26–50	0.46	0.41
51–75	0.50	0.65
76–100	0.54	1.02

— Not available.

SOURCE: U.S. Department of Education, NCES. (2003). *The Nation's Report Card: Reading Highlights 2003* (NCES 2004–452), NAEP web data tool (<http://nces.ed.gov/nationsreportcard/naepdata/>), and previously unpublished tabulation (November 2003). Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 2003 Reading Assessments.

Reading Performance of Students in Grades 4 and 8

Table S9-3. Standard errors for the average reading scale score and change in score since 1992 and 1998 for public school 4th- and 8th-graders, by state and jurisdiction: 2003

State or jurisdiction	Grade 4		Grade 8	
	Average scale score in 2003	Change from 1992 average scale score	Average scale score in 2003	Change from 1998 average scale score
Nation	0.27	1.06	0.24	0.82
Alabama	1.73	2.41	1.51	2.09
Alaska	1.64	—	1.10	—
Arizona	1.25	1.76	1.36	1.75
Arkansas	1.38	1.83	1.29	1.81
California	1.24	2.37	1.28	2.06
Colorado	1.22	1.66	1.20	1.56
Connecticut	1.10	1.69	1.08	1.49
Delaware	0.65	0.91	0.74	1.52
Florida	1.15	1.69	1.33	1.94
Georgia	1.25	1.93	1.14	1.77
Hawaii	1.37	2.18	0.87	1.31
Idaho	1.01	1.37	0.89	—
Illinois	1.57	—	1.01	—
Indiana	0.98	1.60	1.04	—
Iowa	1.11	1.53	0.79	—
Kansas	1.19	—	1.48	2.06
Kentucky	1.33	1.84	1.25	1.89
Louisiana	1.41	1.82	1.58	2.09
Maine	0.92	1.40	0.98	1.53
Maryland	1.41	2.12	1.45	2.29
Massachusetts	1.22	1.55	0.96	1.69
Michigan	1.19	1.92	1.84	—
Minnesota	1.10	1.64	1.08	1.74
Mississippi	1.35	1.88	1.38	1.80
Missouri	1.17	1.70	1.01	1.66
Montana	1.20	—	1.04	1.68
Nebraska	1.00	1.49	0.91	—
Nevada	1.24	—	0.82	1.28
New Hampshire	0.98	1.55	0.93	—
New Jersey	1.18	1.85	1.21	—
New Mexico	1.53	2.12	0.87	1.52
New York	1.09	1.77	1.33	2.00
North Carolina	1.02	1.52	0.98	1.44
North Dakota	0.85	1.42	0.78	—
Ohio	1.15	1.77	1.32	—
Oklahoma	1.24	1.56	0.95	1.53
Oregon	1.30	—	1.23	1.93
Pennsylvania	1.28	1.82	1.18	—
Rhode Island	1.32	2.22	0.71	1.17
South Carolina	1.29	1.84	1.26	1.64
South Dakota	1.17	—	0.77	—
Tennessee	1.60	2.15	1.17	1.68

See notes at end of table.

Reading Performance of Students in Grades 4 and 8

Table S9-3. Standard errors for the average reading scale score and change in score since 1992 and 1998 for public school 4th- and 8th-graders, by state and jurisdiction: 2003—Continued

State or jurisdiction	Grade 4		Grade 8	
	Average scale score in 2003	Change from 1992 average scale score	Average scale score in 2003	Change from 1998 average scale score
Texas	1.05	1.87	1.12	1.79
Utah	1.02	1.52	0.84	1.33
Vermont	0.91	—	0.82	—
Virginia	1.50	2.03	1.05	1.53
Washington	1.12	—	0.88	1.47
West Virginia	1.03	1.65	1.00	1.43
Wisconsin	0.85	1.29	1.27	2.24
Wyoming	0.84	1.42	0.53	1.42
Other jurisdictions				
District of Columbia	0.86	1.15	0.75	2.25
DDESS	1.22	—	1.37	4.66
DoDDS	0.63	—	0.69	1.22

— Not available.

SOURCE: U.S. Department of Education, NCES. (2003). *The Nation's Report Card: Reading Highlights 2003* (NCES 2004–452), NAEP web data tool (<http://nces.ed.gov/nationsreportcard/naepdata/>), and previously unpublished tabulation (November 2003). Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 1992, 1998, and 2003 Reading Assessments.

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

Table S10-1. Standard errors for the average writing scale score by percentile and percentage of students at or above each writing achievement level, by grade: 1998 and 2002

Percentile and achievement level	Grade 4		Grade 8		Grade 12	
	1998	2002	1998	2002	1998	2002
	Average scale score					
Total	0.67	0.43	0.63	0.54	0.66	0.80
Percentile						
10th	0.79	0.77	0.78	0.80	0.86	0.88
25th	0.61	0.57	0.72	0.67	0.76	1.24
50th	0.59	0.42	0.74	0.61	0.78	1.02
75th	0.86	0.48	0.84	0.66	0.81	0.94
90th	0.80	0.51	0.89	0.70	0.86	1.31
	Percentage at achievement level					
Below Basic	0.44	0.38	0.50	0.40	0.65	0.68
At or above Basic	0.44	0.38	0.50	0.40	0.65	0.68
At or above Proficient	0.77	0.43	0.72	0.57	0.73	0.79
At Advanced	0.15	0.11	0.10	0.14	0.14	0.22

SOURCE: U.S. Department of Education, NCES. (2003). *The Nation's Report Card: Writing 2002* (NCES 2003–529) and NAEP web data tool (<http://nces.ed.gov/nationsreportcard/naepdata/>). Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 1998 and 2002 Writing Assessments.

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

Table S10-2. Standard errors for the average writing scale score for 4th-, 8th-, and 12th-graders, by selected student and school characteristics: 2002

Student or school characteristic	Grade 4	Grade 8	Grade 12
Total	0.43	0.54	0.80
Sex			
Male	0.55	0.61	0.84
Female	0.41	0.57	0.86
Race/ethnicity			
American Indian	1.93	2.86	—
Asian/Pacific Islander	1.51	1.99	2.41
Black	0.68	0.71	1.26
White	0.32	0.57	0.84
Hispanic	1.64	0.88	1.54
Parents' education			
Less than high school	—	0.90	1.66
High school diploma or equivalent	—	0.57	1.05
Some college, including vocational/technical	—	0.60	0.89
Bachelor's degree or higher	—	0.58	1.04
How often student reads for fun			
Almost every day	0.52	0.66	1.27
1–2 times a week	0.51	0.55	1.41
1–2 times a month	0.70	0.61	0.97
Never or hardly ever	0.54	0.66	0.84
Number of books in the home			
0–10	1.31	0.77	1.03
11–25	0.66	0.58	1.08
26–100	0.39	0.56	0.76
More than 100	0.46	0.67	1.05
Control			
Public	0.47	0.60	0.90
Private	0.90	0.94	1.52
Location			
Central city	0.60	0.87	1.40
Urban fringe/large town	1.05	0.85	1.34
Rural/small town	0.39	0.69	1.10
Enrollment			
Less than 300	1.07	0.94	2.36
300–999	0.52	0.75	1.20
1,000 or more	2.02	0.88	1.38
Percent of students school eligible for free or reduced-price lunch			
0–10	0.88	0.97	1.57
11–25	0.73	0.78	1.47
26–50	0.65	0.65	1.28
51–75	0.89	0.72	2.32
76–100	0.89	1.05	2.62

—Not available.

SOURCE: U.S. Department of Education, NCES. (2003). *The Nation's Report Card: Writing 2002* (NCES 2003–529) and NAEP web data tool (<http://nces.ed.gov/nationsreportcard/naepdata/>). Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

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

Table S10-3. Standard errors for the average writing scale score for public school 4th- and 8th-graders and change in score since 1998 among 8th-graders, by state and jurisdiction: 2002

State or jurisdiction	Grade 4	Grade 8	Change from 1998 average scale score
	Average scale score in 2002	Average scale score in 2002	
Nation	0.47	0.60	0.88
Alabama	1.37	1.52	2.07
Arizona	1.50	1.60	2.21
Arkansas	1.02	1.34	1.81
California	2.83	1.81	2.54
Connecticut	1.26	1.55	2.06
Delaware	0.74	0.57	1.55
Florida	1.42	1.58	2.01
Georgia	1.24	1.39	1.94
Hawaii	0.97	0.84	1.31
Idaho	1.32	1.29	—
Indiana	1.23	1.47	—
Iowa	1.39	—	—
Kansas	1.67	1.47	—
Kentucky	1.41	1.13	1.90
Louisiana	1.34	1.58	2.09
Maine	1.60	1.24	1.91
Maryland	1.48	1.52	2.14
Massachusetts	1.31	1.52	2.27
Michigan	1.29	1.65	—
Minnesota	1.23	—	—
Mississippi	1.26	1.11	1.71
Missouri	1.33	1.22	1.89
Montana	2.18	1.26	1.92
Nebraska	1.55	1.25	—
Nevada	1.02	0.94	1.28
New Mexico	1.62	1.13	1.40
New York	1.65	1.65	2.22
North Carolina	1.38	1.28	1.94
North Dakota	1.04	1.20	—
Ohio	1.41	2.06	—
Oklahoma	1.21	1.22	1.76
Oregon	1.65	2.08	2.58
Pennsylvania	1.29	1.36	—
Rhode Island	1.27	0.76	1.00
South Carolina	1.31	1.14	1.58
Tennessee	1.29	1.45	2.29
Texas	1.65	1.62	2.21
Utah	0.97	1.05	1.62
Vermont	1.36	1.20	—
Virginia	1.27	1.29	1.76
Washington	1.38	1.79	2.36
West Virginia	1.28	1.35	2.13

See notes at end of table.

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

Table S10-3. Standard errors for the average writing scale score for public school 4th- and 8th-graders and change in score since 1998 among 8th-graders, by state and jurisdiction: 2002—Continued

State or jurisdiction	Grade 4	Grade 8	Change from 1998 average scale score
	Average scale score in 2002	Average scale score in 2002	
Wyoming	1.08	0.87	1.67
Other jurisdictions			
District of Columbia	1.04	0.77	1.41
DDESS	1.11	1.50	2.99
DoDDS	0.75	0.76	1.43
Guam	1.00	1.43	—
Virgin Islands	1.52	1.23	3.96

—Not available.

SOURCE: U.S. Department of Education, NCES. (2003). *The Nation's Report Card: Writing 2002* (NCES 2003–529) and NAEP web data tool (<http://nces.ed.gov/nationsreportcard/naepdata/>). Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 1998 and 2002 Writing Assessments.

Mathematics Performance of Students in Grades 4 and 8

Table S11-1. Standard errors for the average mathematics scale score by percentile and percentage of students at each achievement level, by grade: Selected years 1990–2003

Grade, percentile, and achievement level	1990 ¹	1992 ¹	1996 ¹	1996	2000 ¹	2000	2003
Average scale score							
Grade 4	0.93	0.72	0.90	1.01	0.86	0.88	0.22
Grade 8	1.28	0.89	1.06	0.94	0.78	0.83	0.26
Grade 12	1.11	0.87	1.00	1.03	0.93	1.00	—
Percentile							
Grade 4							
10th	2.14	0.90	1.22	1.34	1.11	1.18	0.28
25th	0.97	1.34	1.30	1.82	0.95	1.03	0.38
50th	1.30	0.98	1.04	0.96	1.05	1.28	0.26
75th	1.03	1.05	0.65	0.94	1.04	1.13	0.23
90th	1.61	0.87	1.16	1.19	1.01	1.10	0.25
Grade 8							
10th	2.28	0.94	1.88	1.72	1.42	1.74	0.58
25th	1.53	0.95	1.52	1.16	1.01	0.91	0.36
50th	1.36	1.66	1.14	0.82	0.81	1.02	0.26
75th	1.28	0.80	1.61	1.18	0.96	0.73	0.28
90th	2.15	1.10	1.24	1.18	1.63	0.95	0.42
Grade 12							
10th	0.98	1.29	1.10	1.46	1.31	1.84	—
25th	1.32	1.49	1.39	1.17	0.97	1.17	—
50th	1.70	1.17	1.19	1.38	0.79	0.95	—
75th	1.37	1.45	1.29	1.51	0.97	0.97	—
90th	1.62	0.84	1.31	1.06	1.35	0.85	—
Percentage at achievement level							
Grade 4							
Below Basic	1.36	1.03	1.24	1.31	1.07	1.29	0.28
At or above Basic	1.36	1.03	1.24	1.31	1.07	1.29	0.28
At or above Proficient	1.19	1.00	0.90	1.05	1.05	1.00	0.31
At Advanced	0.40	0.25	0.32	0.32	0.27	0.28	0.12
Grade 8							
Below Basic	1.43	1.13	1.10	1.03	0.81	0.94	0.28
At or above Basic	1.43	1.13	1.10	1.03	0.81	0.94	0.28
At or above Proficient	1.06	0.97	1.12	0.99	0.90	0.83	0.27
At Advanced	0.33	0.38	0.55	0.45	0.45	0.39	0.15
Grade 12							
Below Basic	1.59	1.14	1.27	1.11	1.05	1.15	—
At or above Basic	1.59	1.14	1.27	1.11	1.05	1.15	—
At or above Proficient	0.92	0.75	1.05	0.86	0.93	0.90	—
At Advanced	0.30	0.26	0.32	0.29	0.34	0.39	—

— Not available.

¹Testing 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, NCES, (2003). *The Nation's Report Card: Mathematics Highlights 2003* (NCES 2004–451) and NAEP web data tool (<http://nces.ed.gov/nationsreportcard/naepdata/>). Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), selected years 1990–2003 Mathematics Assessments.

Mathematics Performance of Students in Grades 4 and 8

Table S11-2. Standard errors for the average mathematics scale score for 4th- and 8th-graders, by selected student and school characteristics: 2003

Student or school characteristic	Grade 4	Grade 8
Total	0.22	0.26
Sex		
Male	0.26	0.31
Female	0.23	0.31
Race/ethnicity		
American Indian	1.00	1.84
Asian/Pacific Islander	1.11	1.27
Black	0.37	0.53
White	0.21	0.26
Hispanic	0.41	0.63
Parents' education		
Less than high school	—	0.55
High school diploma or equivalent	—	0.40
Some college, including vocational/technical	—	0.38
Bachelor's degree or higher	—	0.34
Current mathematics class in 8th grade		
Group 1	—	0.27
Group 2	—	0.40
Control		
Public	0.22	0.27
Private	1.17	1.66
Location		
Central city	0.48	0.59
Urban fringe/large town	0.30	0.46
Rural/small town	0.31	0.35
Enrollment		
Less than 300	0.46	0.79
300–999	0.30	0.35
1,000 or more	1.53	0.68
Percent of students in school eligible for free or reduced-price lunch		
0–10	0.46	0.62
11–25	0.39	0.60
26–50	0.31	0.44
51–75	0.41	0.67
76–100	0.48	0.72

— Not available.

SOURCE: U.S. Department of Education, NCES. (2003). *The Nation's Report Card: Mathematics Highlights 2003* (NCES 2004–451), NAEP web data tool (<http://nces.ed.gov/nationsreportcard/naepdata/>), and previously unpublished tabulation (November 2003). Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment.

Mathematics Performance of Students in Grades 4 and 8

Table S11-3. Standard errors for the average mathematics scale score for public school 4th- and 8th-graders and change in score since 1990 and 1992, by state and jurisdiction: 2003

State or jurisdiction	Grade 4		Grade 8	
	Average scale score in 2003	Change from 1992 average scale score	Average scale score in 2003	Change from 1990 average scale score
Nation	0.22	0.83	0.27	1.38
Alabama	1.18	1.96	1.50	1.87
Alaska	0.80	—	0.94	—
Arizona	1.07	1.52	1.20	1.80
Arkansas	0.92	1.28	1.23	1.51
California	0.91	1.81	1.15	1.73
Colorado	1.02	1.41	1.07	1.40
Connecticut	0.76	1.37	1.17	1.55
Delaware	0.48	0.91	0.67	1.14
Florida	1.06	1.84	1.51	1.96
Georgia	1.00	1.59	1.15	1.76
Hawaii	0.96	1.62	0.78	1.11
Idaho	0.68	1.17	0.91	1.19
Illinois	1.06	—	1.17	2.08
Indiana	0.89	1.37	1.12	1.61
Iowa	0.71	1.24	0.82	1.35
Kansas	1.04	—	1.26	—
Kentucky	1.09	1.48	1.23	1.69
Louisiana	1.05	1.80	1.51	1.95
Maine	0.71	1.23	0.87	—
Maryland	1.27	1.81	0.96	1.72
Massachusetts	0.80	1.42	0.89	—
Michigan	0.93	1.95	1.98	2.32
Minnesota	0.93	1.30	1.07	1.42
Mississippi	1.04	1.50	1.07	—
Missouri	0.94	1.52	1.08	—
Montana	0.83	—	0.79	1.22
Nebraska	0.79	1.46	0.92	1.39
Nevada	0.78	—	0.82	—
New Hampshire	0.86	1.44	0.83	1.23
New Jersey	1.09	1.84	1.14	1.60
New Mexico	1.06	1.79	0.98	1.21
New York	0.88	1.53	1.07	1.78
North Carolina	0.78	1.34	0.99	1.45
North Dakota	0.68	1.02	0.78	1.45
Ohio	1.03	1.56	1.30	1.66
Oklahoma	0.97	1.38	1.10	1.72
Oregon	0.91	—	1.29	1.61
Pennsylvania	1.08	1.73	1.08	1.94
Rhode Island	1.04	1.85	0.72	0.93
South Carolina	0.93	1.42	1.28	—
South Dakota	0.70	—	0.77	—
Tennessee	0.99	1.68	1.78	—

See notes at end of table.

Mathematics Performance of Students in Grades 4 and 8

Table S11-3. Standard errors for the average mathematics scale score for public school 4th- and 8th-graders and change in score since 1990 and 1992, by state and jurisdiction: 2003—Continued

State or jurisdiction	Grade 4		Grade 8	
	Average scale score in 2003	Change from 1992 average scale score	Average scale score in 2003	Change from 1990 average scale score
Texas	0.89	1.50	1.13	1.77
Utah	0.78	1.24	1.02	—
Vermont	0.75	—	0.76	—
Virginia	1.08	1.69	1.29	2.00
Washington	0.95	—	0.95	—
West Virginia	0.84	1.35	1.18	1.52
Wisconsin	0.86	1.37	1.28	1.80
Wyoming	0.60	1.11	0.68	0.96
Other jurisdictions				
District of Columbia	0.66	0.84	0.79	1.17
DDESS	0.69	—	1.48	—
DoDDS	0.45	—	0.73	—

— Not available.

SOURCE: U.S. Department of Education, NCES. (2003). *The Nation's Report Card: Mathematics Highlights 2003* (NCES 2004-451), NAEP web data tool (<http://nces.ed.gov/nationsreportcard/naepdata/>), and previously unpublished tabulation (November 2003). Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 1990, 1992, and 2003 Mathematics Assessments.

Education and Health

Table S12-1. Standard errors for the percentage of respondents age 25 and above who reported being in excellent or very good health, by educational attainment and selected characteristics: 2001

Characteristic	Less than high school	High school diploma or equivalent	Some college, including vocational/technical	Bachelor's degree or higher	Total
Total	0.64	0.48	0.46	0.42	0.32
Sex					
Male	0.84	0.60	0.58	0.52	0.35
Female	0.73	0.54	0.58	0.57	0.36
Family income					
Less than \$20,000	0.87	1.01	1.34	1.98	0.67
\$20,000–34,999	1.38	1.11	1.24	1.53	0.74
\$35,000–54,999	1.76	1.07	1.10	1.23	0.64
\$55,000–74,999	2.69	1.30	1.06	1.08	0.73
\$75,000 or more	2.67	1.33	0.90	0.63	0.53
Poverty status					
Poor	1.31	1.69	2.11	3.16	1.07
Near-poor	1.18	1.27	1.40	2.24	0.79
Nonpoor	1.08	0.64	0.55	0.52	0.37
Race/ethnicity					
American Indian	6.39	5.41	5.91	10.13	3.24
Asian	4.30	3.24	3.17	1.96	1.49
Black	1.52	1.14	1.18	1.65	0.80
White	0.87	0.56	0.53	0.47	0.37
Hispanic	1.12	1.11	1.22	1.52	0.72
Age					
25–34	1.37	0.98	0.82	0.66	0.48
35–44	1.23	0.81	0.78	0.62	0.49
45–54	1.31	0.98	0.90	0.81	0.52
55–64	1.26	1.16	1.20	1.25	0.68
65 and above	0.88	0.94	1.33	1.36	0.63
Metropolitan status area					
2.5 million and above	1.33	1.05	0.88	0.76	0.62
1–2.49 million	1.47	0.87	0.89	0.75	0.58
Under 1 million	1.18	0.92	0.86	0.78	0.61
Nonmetropolitan area	1.14	0.93	1.14	1.33	0.68
Region					
Northeast	1.78	1.02	0.95	0.99	0.72
Midwest	1.26	0.90	0.89	0.96	0.67
South	0.95	0.86	0.83	0.69	0.54
West	1.38	1.09	0.94	0.80	0.63

SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control, National Center for Health Statistics, National Health Interview Survey, 2001, previously unpublished tabulation (October 2003).

Youth Neither Enrolled nor Working

Table S13-1. Standard errors for the percentage of persons ages 16–24 who were neither enrolled in school nor working, by selected characteristics: Selected years 1986–2003

Characteristic	1986	1988	1990	1992	1994	1996	1998	2000	2002	2003
Total	0.29	0.29	0.29	0.31	0.33	0.33	0.32	0.30	0.28	0.27
Sex										
Male	0.36	0.36	0.36	0.41	0.41	0.43	0.41	0.38	0.38	0.36
Female	0.44	0.44	0.45	0.47	0.50	0.49	0.47	0.46	0.41	0.40
Age										
16–17	0.36	0.34	0.37	0.40	0.43	0.40	0.34	0.35	0.28	0.28
18–19	0.61	0.63	0.59	0.68	0.71	0.71	0.65	0.63	0.59	0.58
20–22	0.56	0.56	0.55	0.57	0.64	0.65	0.62	0.59	0.57	0.53
23–24	0.64	0.65	0.68	0.73	0.71	0.75	0.80	0.74	0.70	0.69
Education										
Less than high school, not enrolled in high school	1.09	1.15	1.16	1.26	1.34	1.36	1.43	1.32	1.14	1.16
High school diploma or equivalent	0.67	0.69	0.74	0.76	0.82	0.82	0.81	0.79	0.73	0.74
Some college, including vocational/technical	0.36	0.33	0.33	0.36	0.41	0.42	0.41	0.37	0.40	0.36
Bachelor's degree or higher	0.75	0.88	0.64	0.92	0.76	0.97	0.84	1.11	0.79	0.98
Race/ethnicity										
American Indian	†	4.38	4.31	3.96	3.89	3.71	3.90	3.37	2.91	3.75
Asian/Pacific Islander	†	1.26	1.13	1.38	1.35	1.17	1.18	1.18	1.01	1.17
Black	0.99	1.00	1.00	1.05	1.07	1.06	1.03	1.05	0.91	0.88
White	0.30	0.30	0.31	0.33	0.34	0.35	0.33	0.32	0.30	0.29
Hispanic	1.16	1.16	1.06	1.08	1.14	1.10	1.04	0.93	0.84	0.76
Citizenship										
U.S.-born	†	†	†	†	0.33	0.34	0.32	0.31	0.29	0.28
Naturalized U.S. citizen	†	†	†	†	2.94	2.23	2.20	2.26	1.86	1.77
Non-U.S. citizen	†	†	†	†	1.42	1.31	1.39	1.19	1.02	1.03
Poverty status										
Poor	0.90	1.00	1.02	1.01	1.02	1.02	1.03	0.98	0.93	0.90
Near-poor	0.71	0.75	0.74	0.76	0.74	0.76	0.80	0.77	0.68	0.67
Nonpoor	0.28	0.28	0.28	0.30	0.31	0.32	0.30	0.30	0.29	0.27

†Not applicable.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), March Supplement, selected years 1986–2003, previously unpublished tabulation (December 2003).

Annual Earnings of Young Adults

Table S14-1. Standard errors for the median annual earnings (in constant 2002 dollars) of all full-time, full-year wage and salary workers ages 25–34, by sex and educational level: 1971–2002

Year	Male					Female				
	All males	Grades 9–11	High school diploma or GED	Some college	Bachelor's degree or higher	All females	Grades 9–11	High school diploma or GED	Some college	Bachelor's degree or higher
1971	\$329	\$628	\$424	\$802	\$777	\$395	\$771	\$373	\$904	\$724
1972	344	907	404	757	710	391	966	473	772	699
1973	304	1,050	427	634	975	346	902	436	594	671
1974	284	816	409	557	786	327	802	406	749	568
1975	280	919	426	751	791	294	1,071	348	555	604
1976	346	913	459	673	627	277	1,109	393	536	516
1977	362	900	559	715	562	309	758	396	544	515
1978	297	830	527	548	567	282	875	405	548	458
1979	281	1,268	441	546	616	232	848	313	477	657
1980	339	1,150	383	630	583	195	893	273	346	546
1981	355	1,076	514	677	565	297	851	267	499	449
1982	273	1,320	521	516	773	284	813	280	508	409
1983	282	1,023	507	510	696	272	1,010	403	491	511
1984	252	1,052	388	473	517	232	1,029	389	426	620
1985	258	753	425	704	707	237	790	394	410	412
1986	405	680	377	786	904	236	580	390	401	427
1987	418	735	351	764	491	246	646	289	489	394
1988	394	716	349	706	524	332	695	296	672	675
1989	319	713	301	509	602	335	680	269	531	496
1990	231	695	313	460	464	269	827	275	423	445
1991	235	756	439	421	774	224	523	328	356	481
1992	264	869	462	423	471	240	995	446	366	610
1993	227	877	390	395	532	221	970	423	333	615
1994	206	892	409	369	472	232	781	470	374	656
1995	333	844	486	391	713	221	753	366	293	522
1996	425	848	308	662	1,309	325	858	445	337	452
1997	211	524	262	431	714	329	783	345	424	299
1998	193	577	317	323	407	231	580	321	458	649
1999	420	520	643	518	1,499	220	627	373	480	436
2000	575	452	633	779	656	263	853	386	323	378
2001	260	562	680	636	1,054	447	701	449	341	601
2002	242	850	595	387	1,268	263	847	565	333	485

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), March Supplement, 1972–2003, previously unpublished tabulation (December 2003).

Annual Earnings of Young Adults

Table S14-2. Standard errors for the ratio of median annual earnings of all full-time, full-year wage and salary workers ages 25–34 whose highest educational level was grades 9–11, some college, or a bachelor’s degree or higher, compared with those with a high school diploma or GED, by sex: 1971–2002

Year	Total population		Grades 9–11		Some college		Bachelor’s degree or higher	
	Male	Female	Male	Female	Male	Female	Male	Female
1971	0.013	0.023	0.018	0.033	0.023	0.040	0.023	0.036
1972	0.013	0.025	0.023	0.040	0.020	0.037	0.020	0.037
1973	0.012	0.024	0.026	0.039	0.018	0.031	0.026	0.036
1974	0.012	0.022	0.022	0.035	0.017	0.035	0.023	0.032
1975	0.013	0.019	0.025	0.044	0.022	0.027	0.024	0.031
1976	0.015	0.020	0.025	0.045	0.021	0.027	0.021	0.029
1977	0.017	0.021	0.025	0.032	0.023	0.027	0.021	0.028
1978	0.015	0.021	0.022	0.037	0.019	0.028	0.020	0.027
1979	0.014	0.017	0.033	0.036	0.018	0.024	0.020	0.032
1980	0.014	0.015	0.032	0.038	0.020	0.019	0.020	0.027
1981	0.019	0.018	0.033	0.038	0.025	0.025	0.024	0.025
1982	0.019	0.019	0.041	0.037	0.023	0.027	0.030	0.025
1983	0.018	0.024	0.032	0.046	0.022	0.030	0.028	0.033
1984	0.014	0.021	0.031	0.046	0.018	0.026	0.020	0.035
1985	0.016	0.022	0.025	0.036	0.025	0.026	0.027	0.030
1986	0.017	0.022	0.022	0.028	0.027	0.025	0.031	0.031
1987	0.017	0.017	0.023	0.028	0.025	0.025	0.021	0.024
1988	0.017	0.021	0.023	0.031	0.024	0.032	0.022	0.035
1989	0.015	0.020	0.024	0.030	0.019	0.027	0.023	0.028
1990	0.014	0.019	0.024	0.038	0.019	0.024	0.021	0.028
1991	0.019	0.020	0.028	0.025	0.022	0.023	0.035	0.030
1992	0.021	0.026	0.032	0.046	0.023	0.028	0.030	0.041
1993	0.018	0.025	0.033	0.046	0.021	0.027	0.029	0.042
1994	0.017	0.029	0.033	0.039	0.020	0.031	0.027	0.047
1995	0.023	0.025	0.033	0.039	0.024	0.026	0.037	0.039
1996	0.019	0.030	0.030	0.043	0.026	0.029	0.048	0.039
1997	0.013	0.024	0.019	0.037	0.018	0.026	0.028	0.028
1998	0.014	0.020	0.021	0.027	0.016	0.026	0.021	0.036
1999	0.029	0.024	0.024	0.032	0.030	0.030	0.061	0.036
2000	0.030	0.025	0.021	0.041	0.035	0.025	0.039	0.034
2001	0.029	0.032	0.026	0.034	0.035	0.027	0.051	0.042
2002	0.025	0.033	0.033	0.040	0.027	0.031	0.054	0.046

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), March Supplement, 1972–2003, previously unpublished tabulation (December 2003).

Annual Earnings of Young Adults

Table S14-3. Standard errors for the ratio of median annual earnings of all male to all female full-time, full-year wage and salary workers ages 25–34, by educational level: 1971–2002

Year	Total population	Grades 9–11	High school diploma or GED	Some college	Bachelor's degree or higher
1971	0.025	0.075	0.029	0.056	0.036
1972	0.024	0.093	0.034	0.046	0.033
1973	0.022	0.085	0.034	0.036	0.037
1974	0.021	0.087	0.031	0.044	0.033
1975	0.019	0.107	0.028	0.040	0.033
1976	0.019	0.105	0.030	0.037	0.028
1977	0.021	0.075	0.033	0.037	0.027
1978	0.019	0.076	0.033	0.036	0.027
1979	0.017	0.092	0.027	0.032	0.035
1980	0.017	0.095	0.023	0.031	0.029
1981	0.022	0.099	0.028	0.037	0.026
1982	0.018	0.095	0.029	0.033	0.029
1983	0.017	0.099	0.034	0.030	0.031
1984	0.015	0.095	0.030	0.028	0.029
1985	0.015	0.072	0.029	0.033	0.025
1986	0.019	0.056	0.028	0.035	0.030
1987	0.019	0.064	0.022	0.036	0.021
1988	0.021	0.077	0.023	0.040	0.028
1989	0.019	0.069	0.020	0.031	0.023
1990	0.015	0.077	0.022	0.026	0.019
1991	0.013	0.067	0.026	0.023	0.028
1992	0.014	0.089	0.032	0.023	0.025
1993	0.013	0.094	0.029	0.021	0.024
1994	0.013	0.084	0.034	0.023	0.026
1995	0.016	0.084	0.034	0.021	0.027
1996	0.022	0.082	0.032	0.031	0.041
1997	0.016	0.070	0.024	0.028	0.022
1998	0.012	0.059	0.023	0.026	0.025
1999	0.018	0.059	0.037	0.030	0.041
2000	0.023	0.066	0.037	0.034	0.021
2001	0.020	0.064	0.039	0.029	0.034
2002	0.013	0.083	0.040	0.022	0.035

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), March Supplement, 1972–2003, previously unpublished tabulation (December 2003).

Annual Earnings of Young Adults

Table S14-4. Standard errors for the difference in median annual earnings (in constant 2002 dollars) for all full-time, full-year wage and salary workers ages 25–34 between the highest and the lowest quarters, by sex and educational level: 1971–2002

Year	Male				Female			
	Grades 9–11	High school diploma or GED	Some college	Bachelor's degree or higher	Grades 9–11	High school diploma or GED	Some college	Bachelor's degree or higher
1971	\$1,196	\$695	\$1,239	\$1,557	\$935	\$573	\$1,241	\$1,667
1972	1,332	606	1,096	1,524	1,101	727	1,065	1,556
1973	1,332	739	1,553	1,250	962	632	1,001	1,359
1974	1,216	773	1,239	1,190	895	660	1,109	1,468
1975	1,210	729	1,175	859	1,058	504	829	1,229
1976	1,348	746	1,045	1,222	847	549	1,037	967
1977	1,659	700	865	953	872	617	1,007	955
1978	1,534	834	1,105	913	828	625	794	1,229
1979	1,544	691	913	828	956	463	847	1,109
1980	1,055	557	739	939	967	533	923	820
1981	1,153	493	887	871	819	473	726	1,039
1982	1,233	572	888	1,229	952	564	836	804
1983	994	683	885	1,067	961	569	649	1,008
1984	1,321	628	804	765	1,072	538	710	674
1985	1,500	578	1,019	984	927	499	894	867
1986	1,103	521	1,119	859	778	463	937	864
1987	1,120	522	1,027	1,165	843	412	753	775
1988	1,219	573	958	1,281	788	442	712	1,144
1989	985	738	745	856	727	411	684	1,049
1990	986	644	769	909	906	517	763	807
1991	892	741	794	1,384	644	502	830	949
1992	717	735	955	1,451	1,271	514	650	956
1993	791	813	865	937	1,091	517	777	769
1994	928	752	1,162	1,069	876	484	636	785
1995	956	545	880	1,551	958	524	581	683
1996	776	550	679	1,518	1,078	466	588	733
1997	986	523	809	2,071	951	517	505	1,304
1998	1,143	837	928	1,767	1,060	666	537	644
1999	908	492	526	1,638	838	774	875	894
2000	1,204	572	1,218	1,448	1,343	532	693	829
2001	1,023	528	1,513	1,205	1,322	441	625	1,064
2002	1,373	563	886	1,195	1,253	463	606	1,656

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), March Supplement, 1972–2003, previously unpublished tabulation (December 2003).

Postsecondary Expectations of 10th-Graders

Table S15-1. Standard errors for the percentage of 10th-graders who expected to attain various levels of education, by selected student and school characteristics: 1980, 1990, and 2002

Student or school characteristic	High school diploma or equivalent or less			Some college, including vocational/technical			Bachelor's degree			Graduate/professional degree		
	1980	1990	2002	1980	1990	2002	1980	1990	2002	1980	1990	2002
Total	0.50	0.42	0.36	0.39	0.65	0.37	0.38	0.59	0.50	0.40	0.64	0.60
Sex												
Male	0.66	0.52	0.52	0.54	0.88	0.52	0.52	0.84	0.71	0.54	0.87	0.72
Female	0.58	0.62	0.38	0.52	0.84	0.47	0.47	0.81	0.70	0.50	0.84	0.80
Race/ethnicity												
American Indian	4.12	6.26	3.94	3.01	4.51	3.80	3.63	3.96	6.94	2.08	3.29	6.21
Asian/Pacific Islander	2.08	1.86	0.80	2.66	2.51	1.12	2.99	2.00	2.03	3.36	2.87	2.18
Black	1.06	1.13	0.95	0.89	2.02	0.83	0.83	1.87	1.34	0.91	2.05	1.47
White	0.57	0.48	0.40	0.45	0.72	0.42	0.44	0.67	0.64	0.46	0.73	0.69
More than one race	†	†	1.29	†	†	1.49	†	†	2.44	†	†	2.44
Hispanic	1.18	1.19	1.04	1.07	1.95	0.99	0.83	1.40	1.37	0.84	1.52	1.40
Socioeconomic status												
Lowest quarter	0.82	1.17	0.82	0.67	1.21	0.75	0.50	0.95	0.99	0.43	0.98	0.93
Middle two quarters	0.52	0.46	0.43	0.52	0.91	0.48	0.45	0.81	0.77	0.39	0.75	0.79
Highest quarter	0.40	0.23	0.35	0.68	0.75	0.42	0.68	1.20	0.95	0.80	1.30	0.98
Composite achievement test score in 10th grade												
Lowest quarter	0.87	1.02	0.98	0.71	1.39	0.87	0.53	1.22	0.99	0.41	1.29	0.94
Second quarter	0.76	0.68	0.60	0.70	1.23	0.85	0.56	1.00	1.11	0.49	0.90	1.06
Third quarter	0.64	0.51	0.39	0.72	1.10	0.55	0.67	1.13	0.97	0.58	1.05	1.00
Highest quarter	0.39	0.27	0.20	0.68	0.70	0.38	0.67	1.17	0.96	0.89	1.24	1.02
10th-grade school sector												
Public	0.50	0.46	0.39	0.38	0.67	0.40	0.37	0.62	0.53	0.37	0.62	0.64
Catholic	1.21	0.88	0.28	1.72	1.81	0.57	1.52	2.24	1.68	1.94	2.74	1.78
Other private	2.63	1.41	0.88	3.77	2.73	0.73	3.06	3.50	1.92	4.29	4.48	2.35

†Not applicable.

SOURCE: Rasinski, K.A., Ingels, S.J., Rock, D.A., Pollack, J.M., and Wu, S.-C. (1993). *America's High School Sophomores: A Ten Year Comparison* (NCES 93-087), table 6.1 (1980 and 1990 data) and previously unpublished tabulation (2002 data). Data from U.S. Department of Education, NCES, High School and Beyond Longitudinal Study of 1980 Sophomores (HS&B-So:80); National Education Longitudinal Study of 1988 (NELS:88/90); "First Follow-up, 1990"; and Education Longitudinal Study of 2002, Base Year (ELS:2002).

Event Dropout Rates by Family Income, 1972–2001

Table S16-1. Standard errors for the event dropout rates of 15- through 24-year-olds who dropped out of grades 10–12, by family income: October 1972–2001

Year	Event dropout rate (percent)	Family income		
		Low income	Middle income	High income
1972	0.33	1.55	0.45	0.39
1973	0.33	1.65	0.46	0.32
1974	0.34	—	—	—
1975	0.32	1.57	0.43	0.38
1976	0.32	1.61	0.46	0.34
1977	0.34	1.57	0.48	0.35
1978	0.34	1.69	0.48	0.40
1979	0.34	1.62	0.47	0.44
1980	0.33	1.51	0.46	0.38
1981	0.33	1.50	0.45	0.41
1982	0.34	1.52	0.46	0.36
1983	0.33	1.35	0.48	0.39
1984	0.33	1.49	0.45	0.37
1985	0.34	1.53	0.47	0.39
1986	0.32	1.33	0.45	0.34
1987	0.30	1.29	0.45	0.27
1988	0.36	1.59	0.48	0.35
1989	0.36	1.43	0.50	0.33
1990	0.34	1.39	0.45	0.33
1991	0.34	1.43	0.44	0.31
1992	0.35	1.42	0.46	0.36
1993	0.36	1.57	0.46	0.35
1994	0.34	1.44	0.44	0.41
1995	0.35	1.36	0.47	0.39
1996	0.34	1.34	0.46	0.41
1997	0.32	1.36	0.41	0.37
1998	0.33	1.34	0.39	0.46
1999	0.33	1.26	0.44	0.40
2000	0.33	1.23	0.45	0.35
2001	0.33	1.36	0.45	0.37

—Not available.

SOURCE: Kaufman, P., and Chapman, C. (forthcoming). *Dropout Rates in the United States: 2001* (NCES 2004–057), table B-1. Data from U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October Supplement, 1972–2001.

Remediation and Degree Completion

Table S18-1. Standard errors for the percentage distribution of 1992 12th-graders who enrolled in postsecondary education by type and intensity of remedial coursework, by selected student and school characteristics: 2000

Student or school characteristic	Any remedial reading	Two or fewer courses of remedial mathematics only	Two or more other remedial courses, but no remedial reading	One remedial course, not mathematics or reading	No remedial courses
Total	0.68	0.60	0.69	0.36	1.04
Race/ethnicity					
Asian	2.58	2.31	3.03	1.01	6.50
Black	3.24	2.42	2.87	1.54	3.41
White	0.63	0.65	0.68	0.41	1.06
Hispanic	2.53	1.78	2.78	1.09	2.92
Type of institution first attended					
2-year public	1.38	1.22	1.36	0.63	1.66
4-year public or private	0.55	0.62	0.55	0.47	1.04
Other subbaccalaureate	1.34	2.85	3.71	1.95	3.85
Delayed entry					
Did not delay entry	0.76	0.62	0.67	0.39	1.13
Delayed entry	1.29	1.78	2.19	1.01	2.53
Urbanicity of high school					
Urban	1.50	1.26	1.47	0.70	2.06
Suburban	1.07	0.82	0.91	0.55	1.53
Rural	0.91	1.23	1.14	0.60	1.58
Socioeconomic status quintile					
81st–100th percentile	1.21	0.73	0.75	0.73	1.47
61st–80th percentile	1.45	1.10	1.35	0.81	1.99
41st–60th percentile	1.09	1.84	1.42	0.73	2.07
21st–40th percentile	1.12	1.10	1.91	1.31	2.16
1st–20th percentile	2.73	2.04	2.70	0.79	3.20
Senior test score quintile					
Highest	0.13	0.79	0.35	0.47	0.95
2nd	0.58	0.88	1.50	0.90	1.73
3rd	1.35	1.82	1.51	0.79	2.15
4th	1.87	2.11	2.10	0.91	2.67
Lowest	3.83	1.32	3.20	1.25	2.58

SOURCE: Adelman, C. (2004). *Principal Indicators of Student Academic Histories in Postsecondary Education, 1972–2000*, tables 7.1 and 7.2. Available at: <http://preview.ed.gov/rschstat/research/pubs/prinindicat/index.html>. Data from U.S. Department of Education, NCES, National Education Longitudinal Study of 1988 (NELS:88/2000), "Fourth Follow-up, 2000."

Remediation and Degree Completion

Table S18-2. Standard errors for the percentage distribution of 1992 12th-graders who took any postsecondary remedial reading or mathematics courses by amount of remedial coursework taken, by type of remedial coursework: 2000

Type of remedial coursework	Total remedial courses				Any remedial mathematics	Any remedial reading
	One	Two	Three	Four or more		
Remedial reading courses	1.63	2.56	2.93	3.60	3.25	†
Remedial mathematics courses	1.56	1.52	1.27	1.83	†	2.06

†Not applicable.

SOURCE: U.S. Department of Education, NCES, National Education Longitudinal Study of 1988 (NELS:88/2000), "Fourth Follow-up, 2000."

Trends in Undergraduate Persistence and Completion

Table S19-1. Standard errors for the percentage distribution of 1989–90 and 1995–96 beginning postsecondary students by their status at the end of 5 years, by type of first institution and year first enrolled

Type of first institution and year first enrolled	Completed (highest level)			No degree or certificate		
	Still enrolled Bachelor's degree	Still enrolled Associate's degree	Vocational certificate	at 4-year institution	at 2-year institution or less	Not enrolled
Total						
1989–90	1.04	0.81	0.83	0.54	0.56	1.08
1995–96	0.86	0.70	0.70	0.56	0.54	0.96
All 4-year						
1989–90	1.35	0.39	0.38	0.77	0.27	1.04
1995–96	1.25	0.39	0.24	0.69	0.29	0.81
Public 4-year						
1989–90	1.64	0.54	0.52	1.03	0.38	1.39
1995–96	1.40	0.55	0.33	0.95	0.41	1.00
Private not-for-profit 4-year						
1989–90	1.91	0.43	0.40	0.70	0.25	1.36
1995–96	2.09	0.48	0.31	0.87	0.31	1.34
Public 2-year						
1989–90	1.01	1.63	1.44	0.87	1.25	2.01
1995–96	0.90	1.42	1.15	1.06	1.16	1.71

SOURCE: U.S. Department of Education, NCES, 1989/90 and 1995/96 Beginning Postsecondary Students Longitudinal Studies (BPS:90/94 and BPS:96/01).

Trends in Undergraduate Persistence and Completion

Table S19-2. Standard errors for the percentage distribution of 1989–90 and 1995–96 beginning postsecondary students by their status at the end of 5 years, by student characteristics and year first enrolled

Student characteristic and year first enrolled	Completed (highest level)			No degree or certificate		
	Still enrolled Bachelor's degree	Still enrolled Associate's degree	Vocational certificate	at 4-year institution	at 2-year institution or less	Not enrolled
Sex						
Male						
1989–90	1.34	0.89	1.13	0.85	0.95	1.58
1995–96	1.14	1.00	0.92	0.93	0.76	1.42
Female						
1989–90	1.26	1.19	1.11	0.63	0.72	1.49
1995–96	1.15	0.88	0.99	0.69	0.76	1.27
Race/ethnicity						
Asian/Pacific Islander						
1989–90	4.44	2.96	3.36	3.20	3.09	5.27
1995–96	3.42	3.39	2.63	3.23	2.93	3.97
Black						
1989–90	2.06	2.07	2.45	1.48	1.74	3.53
1995–96	1.58	1.14	2.36	1.70	1.27	2.69
White						
1989–90	1.18	0.89	0.93	0.59	0.55	1.19
1995–96	1.08	0.81	0.79	0.68	0.65	1.14
Hispanic						
1989–90	2.90	2.70	3.11	1.90	3.14	4.39
1995–96	1.45	1.85	2.57	1.56	1.54	2.86
Family income						
Lowest quarter						
1989–90	1.31	1.43	1.57	0.92	1.14	2.06
1995–96	0.97	1.57	1.38	0.97	0.81	1.76
Middle two quarters						
1989–90	1.19	1.06	1.12	0.73	0.76	1.44
1995–96	1.02	0.84	0.98	0.81	0.92	1.35
Highest quarter						
1989–90	2.02	1.59	1.21	1.21	1.15	2.05
1995–96	1.95	1.07	0.87	1.19	1.12	2.01

SOURCE: U.S. Department of Education, NCES, 1989/90 and 1995/96 Beginning Postsecondary Students Longitudinal Studies (BPS:90/94 and BPS:96/01).

Trends in Science and Mathematics Coursetaking

Table S21-1. Standard errors for the percentage distribution of high school graduates by highest level of science courses completed: Selected years 1982–2000

Year	No science	Low academic level				Advanced academic level			
		Total	Primary physical science	Secondary physical science and basic biology	General biology	Total	Chemistry I or physics I	Chemistry I and physics I	Chemistry II or physics II or advanced biology
1982	0.30	1.01	0.67	0.83	1.03	0.89	0.55	0.42	0.74
1987	0.12	1.18	0.64	0.93	1.38	1.17	1.01	0.80	0.88
1990	0.14	1.07	0.72	0.86	1.39	1.18	0.87	0.63	0.95
1992	0.10	0.64	0.27	0.59	1.02	1.08	0.97	0.59	0.80
1994	0.10	0.86	0.24	0.82	1.13	1.16	0.95	0.67	0.80
1998	0.11	0.84	0.54	0.67	1.12	1.51	1.26	1.08	1.25
2000	0.11	0.93	0.48	0.79	1.46	1.54	1.05	1.11	1.43

SOURCE: U.S. Department of Education, NCES, High School and Beyond Longitudinal Study of 1980 Sophomores, "First Follow-up" (HS&B-So:80/82); National Education Longitudinal Study of 1988 (NELS:88/92), "Second Follow-up, High School Transcript Survey, 1992"; and National Assessment of Educational Progress (NAEP), selected years 1987–2000 High School Transcript Studies (HSTS).

Table S21-2. Standard errors for the percentage distribution of high school graduates by highest level of mathematics courses completed: Selected years 1982–2000

Year	No mathematics	Non-academic	Low academic	Middle academic			Advanced academic			
				Total	Level I	Level II	Total	Level I	Level II	Level III
1982	0.14	0.68	0.46	0.87	0.78	0.65	0.86	0.65	0.38	0.47
1987	0.13	0.71	0.69	1.23	0.88	0.94	1.26	1.16	0.52	0.63
1990	0.10	0.65	0.68	0.93	0.71	0.82	1.07	0.90	0.71	0.54
1992	0.10	0.38	0.49	1.00	0.78	0.95	1.06	0.77	0.59	0.76
1994	0.12	0.47	0.50	1.18	0.79	0.84	1.16	1.02	0.69	0.61
1998	0.13	0.35	0.40	1.29	1.00	1.12	1.37	1.16	1.09	0.89
2000	0.11	0.30	0.43	1.17	0.83	1.01	1.31	0.96	0.99	0.74

SOURCE: U.S. Department of Education, NCES, High School and Beyond Longitudinal Study of 1980 Sophomores, "First Follow-up" (HS&B-So:80/82); National Education Longitudinal Study of 1988 (NELS:88/92), "Second Follow-up, High School Transcript Survey, 1992"; and National Assessment of Educational Progress (NAEP), selected years 1987–2000 High School Transcript Studies (HSTS).

Student Characteristics in Science and Mathematics Coursetaking

Table S22-1. Standard errors for the percentage distribution of spring 2000 high school graduates by highest level of science courses completed, by student and school characteristics

Student or school characteristic	No science	Low academic level				Advanced academic level			
		Total	Primary physical science	Secondary physical science and basic biology	General biology	Total	Chemistry I or physics I	Chemistry I and physics I	Chemistry II or physics II or advanced biology
Total	0.11	0.93	0.48	0.79	1.46	1.54	1.05	1.11	1.43
Sex									
Male	0.15	1.04	0.58	0.87	1.56	1.53	1.02	1.13	1.50
Female	0.10	0.92	0.43	0.78	1.63	1.77	1.26	1.22	1.49
Race/ethnicity									
American Indian	0.54	3.10	1.61	2.55	4.16	3.34	4.02	2.91	1.85
Asian/Pacific Islander	0.13	1.80	1.61	1.20	1.31	2.00	1.95	1.60	2.56
Black	0.25	2.10	0.76	1.95	3.04	2.88	2.23	1.66	2.23
White	0.14	0.95	0.46	0.81	1.65	1.69	1.18	1.31	1.72
Hispanic	0.30	2.51	1.71	1.24	3.02	4.81	2.60	1.34	3.57
Curriculum									
Core or higher	0.07	0.59	0.19	0.55	1.57	1.72	1.48	1.62	1.58
Less than Core	0.24	1.71	1.07	1.42	2.32	2.03	1.54	0.50	1.64
Control of school									
Public	0.13	1.03	0.53	0.87	1.54	1.53	1.00	1.06	1.52
Private	#	2.57	0.07	2.55	8.93	8.41	4.70	7.69	2.84
School enrollment									
Less than 300	#	1.75	0.53	1.76	4.26	4.61	4.80	3.50	3.40
300 - 999	0.29	1.64	0.98	1.04	2.84	2.95	2.22	2.06	3.24
1,000 or more	0.11	1.27	0.63	1.14	1.93	1.81	1.33	1.34	1.71

#Rounds to zero.

SOURCE: U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 2000 High School Transcript Study (HSTS).

Student Characteristics in Science and Mathematics Coursetaking

Table S22-2. Standard errors for the percentage distribution of spring 2000 high school graduates by highest level of mathematics courses completed, by student and school characteristics

Student or school characteristic	No mathematics	Non-academic	Low academic	Middle academic			Advanced academic			
				Total	Level I	Level II	Total	Level I	Level II	Level III
Total	0.11	0.30	0.43	1.17	0.83	1.01	1.31	0.96	0.99	0.74
Sex										
Male	0.18	0.37	0.52	1.24	0.95	1.03	1.45	0.91	0.90	0.80
Female	0.08	0.30	0.44	1.44	0.87	1.19	1.55	1.12	1.26	0.78
Race/ethnicity										
American Indian	1.02	1.89	1.82	4.52	4.62	4.89	4.01	3.18	2.75	1.62
Asian/Pacific Islander	0.20	0.40	0.38	2.58	1.38	1.76	2.76	1.29	3.45	5.17
Black	0.32	0.42	0.81	2.02	1.84	1.92	2.16	1.80	1.24	0.59
White	0.11	0.35	0.51	1.31	0.77	1.11	1.47	1.19	1.28	0.77
Hispanic	0.26	0.62	0.70	2.01	3.35	2.75	2.50	1.41	2.30	0.92
Curriculum										
Core or higher	0.09	0.16	0.36	1.35	0.73	1.08	1.49	1.24	1.28	1.01
Less than Core	0.20	0.63	0.79	1.47	1.34	1.36	1.57	0.98	0.92	0.53
Control of school										
Public	0.12	0.33	0.45	1.14	0.89	1.02	1.31	0.97	0.94	0.72
Private	#	0.04	0.12	7.82	1.46	7.63	7.80	3.79	3.66	4.04
School enrollment										
Less than 300	0.13	0.53	0.92	4.74	3.48	3.00	4.83	4.24	3.44	2.34
300–999	0.15	0.49	0.90	2.07	1.79	2.16	2.30	1.94	2.03	1.09
1,000 or more	0.17	0.39	0.47	1.46	0.98	1.36	1.70	0.89	0.97	0.98

#Rounds to zero.

SOURCE: U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 2000 High School Transcript Study (HSTS).

Instructional Approaches to 8th-Grade Science

Table S23-1. Standard errors for the percentage of 8th-grade science lessons with student-conducted experiments or other independent practical activities, by types of student work and country: 1999

Country	Total	Lessons with student-conducted experiments or other practical activities in which			
		Students collected and recorded data		Students interpreted data	
		Yes	No	Yes	No
Australia	6.1	5.5	4.4	6.1	5.1
Czech Republic	4.6	3.2	3.7	4.5	1.2
Japan	5.5	5.7	3.1	5.6	5.6
Netherlands	5.8	5.6	‡	5.1	2.8
United States	6.4	5.1	4.3	6.2	4.3

‡Reporting standards not met (too few cases).

SOURCE: U.S. Department of Education, NCES, (forthcoming). *Teaching Science in Five Countries: Results from the TIMSS 1999 Video Study* (NCES 2004–015), standard errors for figure 6.20. Data from U.S. Department of Education, NCES, Third International Mathematics and Science Study (TIMSS) Video Study, 1999.

Out-of-Field Teaching by Poverty Concentration and Minority Enrollment

Table S24-1. Standard errors for the percentage of public school students in mathematics classes taught by teachers without a teaching certificate or a major in the field they teach, by school level, minority, and poverty characteristics: 1999–2000

School characteristic	Middle school grades			High school grades		
	Certification without major in field	Major in field without certification	Neither major nor certification in field	Certification without major in field	Major in field without certification	Neither major nor certification in field
Total	2.75	0.79	2.34	0.76	0.57	0.56
Percent minority						
Less than 10	3.72	0.74	4.34	1.36	0.94	0.76
10–24	6.42	0.03	4.22	1.50	0.57	0.99
25–49	5.86	0.97	3.10	1.74	1.86	1.34
50–74	10.96	4.43	5.47	2.31	1.26	2.64
75 or more	7.48	1.66	6.90	1.97	2.26	1.95
Percent of students eligible for free or reduced-price lunch						
Less than 10	7.53	0.67	4.48	1.61	1.17	0.91
10–24	5.86	1.21	5.88	1.53	1.17	1.10
25–49	4.65	0.72	4.10	1.49	1.58	1.37
50–74	9.33	0.78	6.29	2.44	2.99	2.70
75 or more	7.65	1.43	5.68	1.98	2.18	2.68

SOURCE: U.S. Department of Education, NCES, Schools and Staffing Survey (SASS), 1999–2000, "Public School Survey" and "Public Charter School Survey."

Out-of-Field Teaching by Poverty Concentration and Minority Enrollment

Table S24-2. Standard errors for the percentage of public school students in English classes taught by teachers without a teaching certificate or a major in the field they teach, by school level, minority, and poverty characteristics: 1999–2000

School characteristic	Middle school grades			High school grades		
	Certification without major in field	Major in field without certification	Neither major nor certification in field	Certification without major in field	Major in field without certification	Neither major nor certification in field
Total	1.94	0.61	1.43	0.79	0.70	0.43
Percent minority						
Less than 10	2.66	1.01	2.03	1.63	0.94	0.54
10–24	4.21	2.56	3.49	1.53	0.57	0.92
25–49	4.40	0.55	3.59	1.78	1.86	0.98
50–74	5.39	1.71	5.07	2.52	1.26	1.12
75 or more	6.38	2.49	2.28	1.96	2.26	1.62
Percent of students eligible for free or reduced-price lunch						
Less than 10	4.45	2.74	2.13	1.53	1.10	0.64
10–24	2.87	2.11	2.59	1.88	1.06	0.70
25–49	4.31	0.64	2.67	1.70	1.09	1.23
50–74	4.29	1.21	3.96	2.07	2.37	1.45
75 or more	7.19	2.89	5.23	3.70	4.56	2.00

SOURCE: U.S. Department of Education, NCES, Schools and Staffing Survey (SASS), 1999–2000, "Public School Survey" and "Public Charter School Survey."

Out-of-Field Teaching by Poverty Concentration and Minority Enrollment

Table S24-3. Standard errors for the percentage of public school students in science classes taught by teachers without a teaching certificate or a major in the field they teach, by school level, minority, and poverty characteristics: 1999–2000

School characteristic	Middle school grades			High school grades		
	Certification without major in field	Major in field without certification	Neither major nor certification in field	Certification without major in field	Major in field without certification	Neither major nor certification in field
Total	2.37	1.30	1.87	1.07	0.73	0.50
Percent minority						
Less than 10	3.28	1.03	3.11	1.19	0.78	0.56
10–24	6.13	4.79	5.01	1.61	1.21	1.22
25–49	7.35	0.43	4.61	3.30	1.49	1.29
50–74	8.26	2.17	6.12	2.63	2.78	1.76
75 or more	8.08	4.70	4.01	1.77	3.12	1.89
Percent of students eligible for free or reduced-price lunch						
Less than 10	3.95	5.75	3.50	2.78	0.70	1.06
10–24	5.53	2.79	3.76	1.55	1.33	0.63
25–49	5.15	0.84	4.21	1.58	1.78	1.22
50–74	7.40	1.47	5.86	2.65	1.81	1.84
75 or more	8.63	5.18	4.52	3.05	6.70	3.06

SOURCE: U.S. Department of Education, NCES, Schools and Staffing Survey (SASS), 1999–2000, "Public School Survey" and "Public Charter School Survey."

Out-of-Field Teaching by Poverty Concentration and Minority Enrollment

Table S24-4. Standard errors for the percentage of public school students in social studies classes taught by teachers without a teaching certificate or a major in the field they teach, by school level, minority, and poverty characteristics: 1999–2000

School characteristic	Middle school grades			High school grades		
	Certification without major in field	Major in field without certification	Neither major nor certification in field	Certification without major in field	Major in field without certification	Neither major nor certification in field
Total	2.81	1.73	1.78	0.82	0.65	0.50
Percent minority						
Less than 10	4.92	0.89	2.79	1.30	1.01	0.77
10–24	5.59	2.69	4.30	1.73	1.17	1.14
25–49	6.66	4.50	4.56	1.60	1.51	1.50
50–74	5.48	5.05	5.41	3.71	1.91	1.19
75 or more	7.36	8.21	2.19	1.92	2.25	1.34
Percent of students eligible for free or reduced-price lunch						
Less than 10	1.76	4.72	4.18	1.76	1.11	0.72
10–24	1.99	0.96	3.60	1.99	1.46	1.29
25–49	1.45	1.78	3.96	1.45	1.32	1.00
50–74	1.96	4.78	5.29	1.96	2.71	1.69
75 or more	3.11	7.26	4.75	3.11	2.68	1.89

SOURCE: U.S. Department of Education, NCES, Schools and Staffing Survey (SASS), 1999–2000, "Public School Survey" and "Public Charter School Survey."

Parental Choice of Schools

Table S25-1. Standard errors for the number and percentage distributions of students in grades 1–12 by type of school attended, by student and household characteristics: Selected 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								
Black	0.51	0.56	0.53	0.64	0.43	0.40	0.39	0.52
White	0.98	1.40	1.22	1.51	0.85	1.31	1.21	1.53
Other	2.77	1.77	2.18	2.56	2.93	1.75	1.99	2.10
Hispanic	1.12	1.07	0.99	1.17	1.03	0.91	0.95	1.03
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 S25-1. Standard errors for the number and percentage distributions of students in grades 1–12 by type of school attended, by student and household characteristics: Selected 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								
Black	0.39	0.35	0.36	0.46	0.16	0.21	0.19	0.22
White	0.36	0.42	0.45	0.64	0.16	0.27	0.27	0.50
Other	1.39	1.16	1.14	1.40	0.66	0.64	0.65	0.93
Hispanic	0.48	0.66	0.40	0.67	0.19	0.34	0.19	0.20
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, NCES, School Readiness Survey of the 1993 National Household Education Surveys Program (NHES) (SR–NHES:1993), School Safety and Discipline Survey of the 1993 NHES (SS&D–NHES:1993), Parent and Family Involvement/Civic Involvement Survey of the 1996 NHES (PFI/CI–NHES:1996), Parent Survey of the 1999 NHES (Parent–NHES:1999), and Parent and Family Involvement in Education Survey of the 2003 NHES (PFI–NHES:2003).

Parental Choice of Schools

Table S25-2. 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, 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					
Black	2.04	2.30	2.45	0.81	0.67
White	0.81	1.12	0.98	0.56	0.26
Other	2.80	3.35	3.39	1.47	0.41
Hispanic	1.33	1.91	1.83	0.90	0.25
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, NCES, Parent and Family Involvement in Education Survey of the 2003 National Household Education Surveys Program (NHES) (PFI–NHES:2003).

Parental Choice of Schools

Table S25-3. 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, student, and household characteristics: 2003

Type of school, student, or household characteristic	Parents moved to neighborhood for the school
Total	0.6
School type	
Public, assigned	0.7
Public, chosen	1.3
Private, church-related	1.2
Private, not church-related	2.1
Race/ethnicity	
Black	1.4
White	0.9
Other	2.5
Hispanic	1.1
Poverty status	
Poor	1.5
Near-poor	1.3
Nonpoor	0.7
Parents' education	
Less than high school	2.2
High school diploma or equivalent	1.5
Some college, including vocational/technical	1.0
Bachelor's degree	1.2
Graduate/professional degree	1.4
Community type	
Urban, inside of urbanized areas	0.7
Urban, outside of urbanized areas	1.3
Rural	1.4

SOURCE: U.S. Department of Education, NCES, Parent and Family Involvement in Education Survey of the 2003 National Household Education Surveys Program (NHES) (PFI–NHES:2003).

Characteristics of School Principals

Table S26-1. Standard errors for the percentage distribution of school principals by selected individual characteristics, by level and control of the school: 1999–2000

Individual characteristic	All principals	Elementary			Secondary		
		All	Public	Private	All	Public	Private
Total	†	0.20	0.26	0.26	0.20	0.53	0.53
Sex							
Male	0.58	0.75	0.89	1.31	0.75	0.75	3.02
Female	0.58	0.75	0.89	1.31	0.75	0.75	3.02
Age							
Under 40	0.33	0.44	0.47	1.04	0.47	0.46	1.98
40–44	0.32	0.44	0.51	1.09	0.52	0.55	1.75
45–49	0.57	0.81	0.88	1.18	0.72	0.79	2.20
50–54	0.59	0.79	0.97	1.45	0.84	0.90	2.84
55 and above	0.53	0.70	0.78	1.30	0.75	0.75	2.77
Race/ethnicity							
American Indian	0.07	0.09	0.10	0.25	0.14	0.15	0.47
Asian/Pacific Islander	0.13	0.15	0.16	0.39	0.25	0.27	0.19
Black	0.33	0.47	0.53	0.95	0.40	0.44	0.69
White	0.48	0.65	0.75	1.08	0.58	0.60	1.50
Hispanic	0.30	0.39	0.46	0.62	0.35	0.37	1.25
Type of degree earned							
No degree	0.17	0.20	#	0.95	0.04	#	0.32
Associate's	0.06	0.05	#	0.24	0.01	#	0.12
Bachelor's	0.28	0.37	0.28	1.35	0.41	0.23	2.68
Master's	0.52	0.72	0.85	1.39	0.93	0.90	3.33
Education specialist	0.50	0.69	0.82	0.76	0.75	0.77	1.93
Doctoral/first-professional	0.35	0.47	0.57	0.87	0.65	0.69	1.57

†Not applicable.

#Rounds to zero.

SOURCE: U.S. Department of Education, NCES, Schools and Staffing Survey (SASS), 1999–2000, "Public School Principal Survey," "Public Charter School Principal Survey," and "Private School Principal Survey."

Characteristics of School Principals

Table S26-2. Standard errors for the percentage distribution of school principals by selected professional characteristics, by level and control of the school: 1999–2000

Professional characteristic	All principals	Elementary			Secondary		
		All	Public	Private	All	Public	Private
Total	†	0.20	0.26	0.26	0.20	0.53	0.53
Years as a principal							
3 or fewer	0.50	0.67	0.81	1.48	0.72	0.71	2.22
4–9	0.50	0.71	0.81	1.62	0.79	0.83	2.71
10–19	0.52	0.68	0.80	1.22	0.79	0.81	2.61
20 or more	0.38	0.50	0.50	1.18	0.58	0.60	2.29
Years of teaching experience before becoming principal							
3 or fewer	0.34	0.41	0.36	1.35	0.59	0.53	2.79
4–9	0.52	0.71	0.80	1.56	0.86	0.85	2.72
10–19	0.58	0.76	0.92	1.35	0.86	0.84	3.02
20 or more	0.50	0.62	0.67	1.29	0.68	0.66	2.32
Years of teaching experience since becoming principal							
3 or fewer	0.40	0.49	0.52	1.32	0.61	0.56	2.56
4–9	0.30	0.39	0.41	1.24	0.49	0.46	2.09
10–19	0.31	0.38	0.39	0.76	0.33	0.30	1.60
20 or more	0.16	0.19	0.19	0.62	0.23	0.19	1.28
Average annual salary							
Less than \$30,000	0.31	0.36	0.13	1.56	0.34	0.04	2.69
\$30,000–44,999	0.34	0.44	0.28	1.68	0.36	0.27	2.25
\$45,000–59,999	0.51	0.62	0.71	1.16	0.69	0.76	2.52
\$60,000–74,999	0.53	0.69	0.85	0.59	0.89	0.95	2.27
\$75,000–99,999	0.42	0.58	0.72	0.49	0.74	0.84	1.03
\$100,000 or more	0.16	0.21	0.23	0.38	0.28	0.27	1.05

†Not applicable.

SOURCE: U.S. Department of Education, NCES, Schools and Staffing Survey (SASS), 1999–2000, "Public School Principal Survey," "Public Charter School Principal Survey," and "Private School Principal Survey."

Characteristics of School Principals

Table S26-3. Standard errors for the percentage of school principals who reported that they have a high degree of influence over specific school governance functions, by level and control of the school: 1999–2000

School governance function	All principals	Elementary			Secondary		
		All	Public	Private	All	Public	Private
Setting performance standards for students	0.51	0.74	0.94	1.33	0.89	0.97	2.79
Establishing curriculum	0.55	0.74	0.83	1.27	0.85	0.88	2.97
Evaluating teachers at school	0.45	0.64	0.76	1.16	0.68	0.71	2.26
Hiring new full-time teachers	0.51	0.64	0.73	1.23	0.69	0.74	2.01
Setting disciplinary policy	0.53	0.72	0.89	1.02	0.72	0.79	1.77
Deciding how to spend school budget	0.53	0.70	0.89	1.64	0.84	0.88	2.96

SOURCE: U.S. Department of Education, NCES, Schools and Staffing Survey (SASS), 1999–2000, "Public School Principal Survey," "Public Charter School Principal Survey," and "Private School Principal Survey."

Table S26-4. Standard errors for the percentage of school principals who reported that they engaged in selected professional and managerial activities every day, by level and control of the school: 1999–2000

Professional activity	All principals	Elementary			Secondary		
		All	Public	Private	All	Public	Private
Supervise and evaluate faculty and other staff	0.57	0.80	0.97	1.31	0.86	0.88	2.96
Guide the development and evaluation of curriculum and instruction	0.47	0.65	0.75	1.43	0.59	0.56	3.06
Facilitate student learning (e.g., eliminate barriers to student learning, establish high expectations for students)	0.52	0.77	0.86	1.64	0.72	0.75	3.07
Provide and engage staff in professional development activities	0.32	0.39	0.50	0.68	0.48	0.51	1.26
Build professional community among faculty and other staff	0.56	0.78	0.89	1.51	0.88	0.90	2.71
Maintain the physical security of students, faculty, and other staff	0.34	0.46	0.53	1.43	0.66	0.70	2.06
Manage school facilities, resources, procedures (e.g., maintenance, budget, schedule)	0.47	0.58	0.62	1.61	0.78	0.81	2.35

SOURCE: U.S. Department of Education, NCES, Schools and Staffing Survey (SASS), 1999–2000, "Public School Principal Survey," "Public Charter School Principal Survey," and "Private School Principal Survey."

High School Guidance Counseling

Table S27-1. Standard errors for the number of public high school guidance staff, counselors, and certified counselors, and the number of students per guidance staff and per counselor, by selected school characteristics: 2002

School characteristic	Total number of guidance staff	Total number of counselors	Number of certified counselors	Number of students per guidance staff	Number of students per counselor
Total	713	756	735	3.5	3.8
Enrollment					
Less than 400	384	317	304	7.5	8.3
400–799	399	334	309	6.8	6.9
800–1,199	636	553	528	8.0	8.9
1,200–1,999	754	660	635	6.7	7.5
2,000 or more	815	731	726	9.2	11.5
School locale					
Central city	702	595	570	7.4	7.7
Urban fringe	803	691	650	6.5	6.7
Small town	459	399	389	9.4	8.6
Rural	860	756	728	6.3	7.0
Percent college bound					
Less than 50	602	502	489	15.4	16.1
50–74	726	651	632	6.4	7.3
75 or more	886	808	783	5.3	5.2
Percent minority					
Less than 10	801	744	716	6.2	6.1
10–24	793	671	641	8.1	8.5
25–49	733	609	580	7.9	9.6
50–74	600	486	480	10.5	11.4
75 or more	596	505	489	9.7	13.4
Region					
Northeast	711	684	662	5.6	4.9
Southeast	928	755	734	5.0	4.3
Central	630	600	559	6.5	5.8
West	817	662	589	10.3	13.9
Vocational courses per 100 students					
Fewer than 3	1,082	989	949	5.7	7.7
3–6	950	881	819	5.5	6.3
More than 6	745	629	544	7.2	7.6

NOTE: Some numbers revised from previously published data.

SOURCE: Parsad, B., Alexander, D., Farris, E., and Hudson, L. (2003). *High School Guidance Counseling* (NCES 2003–015), table 12a and previously unpublished tabulation (October 2003). Data from U.S. Department of Education, NCES, Fast Response Survey System (FRSS), "Survey on High School Guidance Counseling," FRSS 80, 2002.

High School Guidance Counseling

Table S27-2. Standard errors for the percentage distribution of public high schools indicating which goals their guidance programs emphasized most, by selected school characteristics: 2002

School characteristic	Help students plan and prepare for their work roles after high school	Help students with personal growth and development	Help students plan and prepare for postsecondary schooling	Help students with their academic achievement in high school
Total	1.1	1.4	1.7	1.6
Enrollment				
Less than 400	2.4	3.3	3.5	3.3
400–799	1.9	2.9	3.7	3.6
800–1,199	1.8	2.7	4.1	4.3
1,200–1,999	1.9	2.7	2.9	2.9
2,000 or more	2.3	2.7	3.1	4.1
School locale				
Central city	2.4	2.8	2.8	3.2
Urban fringe/large town	1.2	2.2	2.8	3.1
Small town	2.5	3.7	4.5	4.7
Rural	2.1	2.6	3.1	2.9
Percent college bound				
Less than 50	3.5	4.4	4.5	5.1
50–74	1.8	2.1	3.0	2.6
75 or more	1.7	1.9	2.9	2.9
Percent minority				
Less than 10	1.8	2.2	2.6	2.2
10–24	2.3	3.4	4.5	4.3
25–49	2.5	3.5	5.1	4.9
50–74	3.1	3.1	4.8	4.7
75 or more	3.2	4.4	3.2	5.2
Region				
Northeast	1.7	3.0	3.6	4.0
Southeast	1.7	2.5	2.8	3.0
Central	2.1	2.8	3.2	3.3
West	2.6	3.8	4.4	4.3
Vocational courses per 100 students				
Fewer than 3	1.8	2.3	2.0	2.7
3–6	1.4	2.1	2.8	3.1
More than 6	2.2	3.0	3.4	2.9

NOTE: Some numbers revised from previously published data.

SOURCE: Parsad, B., Alexander, D., Farris, E., and Hudson, L. (2003). *High School Guidance Counseling* (NCES 2003–015), table 1a and 2a and previously unpublished tabulation (October 2003). Data from U.S. Department of Education, NCES, Fast Response Survey System (FRSS), "Survey on High School Guidance Counseling," FRSS 80, 2002.

Student Support Staff in Public Schools

Table S28-1. Standard errors for the average number of teachers and student support staff, the percentage of schools with such staff, the percentage of schools with both full- and part-time staff, the ratio of such staff to all students, and the total number of full- and part-time staff in regular public schools, by school level and type of staff: 1999–2000

Type of school staff	Average total number per school	Percent of schools with such staff	Percent of schools with both full- and part-time staff	Average number of students per staff in schools with such staff	Total	Full-time total	Part-time total
Elementary, regular public							
Teachers	0.34	†	0.9	0.2	19,290	19,350	3,620
Licensed or certified professionals							
School counselors	0.02	0.9	0.4	6.6	1,150	1,030	800
Nurses	0.01	0.8	0.2	7.5	690	690	690
Social workers	0.01	1.0	0.2	14.6	800	460	690
Psychologists	0.01	0.9	0.2	7.9	690	400	690
Speech therapists	0.01	0.4	0.4	5.2	630	690	690
Other professionals	0.03	1.0	0.3	8.9	1,780	1,260	1,260
Aides							
Teacher aides							
Special education aides	0.08	0.8	0.5	2.8	4,360	4,080	2,180
Regular Title I aides	0.05	1.0	0.3	6.5	3,100	2,410	2,070
Bilingual/ESL teacher aides	0.04	1.0	0.3	17.0	2,180	1,380	1,720
Other teacher aides	0.06	1.0	0.4	4.4	3,620	3,220	2,010
Health and other noninstructional aides							
	0.03	1.0	0.3	15.8	1,720	1,260	1,210
Secondary, regular public							
Teachers	0.73	†	0.7	0.2	12,370	12,240	1,600
Licensed or certified professionals							
School counselors	0.04	0.4	0.6	4.7	680	700	200
Nurses	0.01	0.9	0.2	14.4	240	240	220
Social workers	0.02	1.0	0.2	28.2	270	200	200
Psychologists	0.01	1.0	0.2	17.2	240	170	220
Speech therapists	0.01	0.8	0.1	12.6	190	140	200
Other professionals	0.03	1.0	0.4	18.1	580	480	340
Aides							
Teacher aides							
Special education aides	0.08	0.8	0.5	4.4	1,380	1,260	760
Regular Title I aides	0.03	0.8	0.2	36.3	420	360	240
Bilingual/ESL teacher aides	0.02	0.9	0.2	35.1	390	310	240
Other teacher aides	0.03	0.8	0.2	26.4	440	340	270
Health and other noninstructional aides							
	0.03	0.9	0.2	38.8	490	410	220

†Not applicable.

SOURCE: U.S. Department of Education, NCES, Schools and Staffing Survey (SASS), 1999–2000, “Public School Survey” and “Public Charter School Survey.”

Student Support Staff in Public Schools

Table S28-2. Standard errors for the average number of teachers and student support staff, the percentage of schools with such staff, the percentage of schools with both full- and part-time staff, the ratio of such staff to all students, and the total number of full- and part-time staff in regular public schools, by school poverty status and type of staff: 1999–2000

Type of school staff	Average total number per school	Percent of schools with such staff	Percent of schools with both full- and part-time staff	Average number of students per staff in schools with such staff	Total	Full-time total	Part-time total
High poverty, regular public							
Teachers	0.63	†	2.1	0.3	7,390	7,350	1,110
Licensed or certified professionals							
School counselors	0.05	1.7	0.8	13.5	560	490	290
Nurses	0.02	1.5	0.6	15.1	260	270	220
Social workers	0.03	1.8	0.5	27.3	320	220	260
Psychologists	0.02	1.6	0.6	20.3	280	160	290
Speech therapists	0.02	1.0	0.7	12.1	260	260	280
Other professionals	0.05	1.7	0.7	20.3	560	470	360
Aides							
Teacher aides							
Special education aides	0.17	1.5	0.7	8.5	2,040	2,070	690
Regular Title I aides	0.15	2.1	0.8	10.4	1,790	1,580	1,020
Bilingual/ESL teacher aides	0.14	2.0	0.9	21.8	1,590	850	1,350
Other teacher aides	0.10	1.8	0.4	9.7	1,190	1,110	570
Health and other noninstructional aides							
	0.05	1.9	0.5	26.8	570	560	330
Low poverty, regular public							
Teachers	0.55	†	1.4	0.2	9,360	9,370	1,950
Licensed or certified professionals							
School counselors	0.04	1.3	0.7	6.6	640	630	380
Nurses	0.02	1.1	0.3	14.3	290	230	290
Social workers	0.02	1.2	0.4	22.9	300	210	230
Psychologists	0.02	1.0	0.5	12.2	290	230	270
Speech therapists	0.01	0.6	0.7	10.5	250	290	300
Other professionals	0.05	1.3	0.6	17.2	910	640	630
Aides							
Teacher aides							
Special education aides	0.09	1.0	0.9	3.4	1,580	1,650	1,290
Regular Title I aides	0.04	1.1	0.3	33.6	720	470	550
Bilingual/ESL teacher aides	0.02	1.1	0.3	28.4	320	160	290
Other teacher aides	0.07	1.4	0.7	8.2	1,180	1,020	880
Health and other noninstructional aides							
	0.04	1.2	0.3	22.7	660	390	590

†Not applicable.

SOURCE: U.S. Department of Education, NCES, Schools and Staffing Survey (SASS), 1999–2000, "Public School Survey" and "Public Charter School Survey."

Employees Who Study

Table S29-1. Standard errors for the percentage distribution of 1995–96 beginning postsecondary students age 24 and above with a degree goal by highest degree attained in June 2001, by student/employee role when first enrolled and degree goal: 2001

Degree goal	No degree attained, not enrolled in 2001	No degree attained, enrolled in 2001	Any degree or certificate attained	Highest degree attained		
				Certificate	Associate's	Bachelor's
Students who work						
Total with degree or certificate goal	5.76	4.79	5.35	4.08	4.30	3.10
Certificate goal	9.58	4.19	9.31	9.21	1.11	‡
Associate's degree goal	9.72	8.97	8.59	5.04	8.24	3.34
Bachelor's degree goal	9.87	6.35	10.65	3.83	6.35	10.88
Employees who study						
Total with degree or certificate goal	4.68	2.42	4.69	4.21	2.12	0.56
Certificate goal	8.01	5.22	7.98	7.98	2.07	‡
Associate's degree goal	8.21	2.61	7.80	5.98	3.91	0.10
Bachelor's degree goal	7.89	4.87	6.72	4.25	4.74	2.99

‡Reporting standards not met (too few cases).

SOURCE: U.S. Department of Education, NCES, 1995/96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Remedial Coursetaking

Table S31-1. Standard errors for the number of entering freshmen at degree-granting institutions, and percentage of entering freshmen enrolled in remedial courses, by subject area and type of institution: Fall 1995 and 2000

Type of institution	Number of entering freshmen (in thousands)	Percentage of entering freshmen enrolled in remedial courses in:			
		Reading, writing, or mathematics	Reading	Writing	Mathematics
1995					
All institutions	30.8	0.8	0.6	0.6	0.8
Public 2-year	24.7	1.4	1.0	1.0	1.4
Private 2-year	6.5	5.7	2.7	5.6	5.1
Public 4-year	15.7	1.2	0.8	0.8	1.1
Private 4-year	14.8	1.2	0.9	0.9	1.0
2000					
All institutions	27.9	0.4	0.3	0.3	0.4
Public 2-year	19.2	0.9	0.7	0.6	0.8
Private 2-year	8.9	5.4	2.2	4.0	3.5
Public 4-year	7.9	0.5	0.3	0.3	0.5
Private 4-year	12.5	0.9	0.5	0.7	0.7

SOURCE: Parsad, B., and Lewis, L. (2003). *Remedial Education at Degree-Granting Postsecondary Institutions in Fall 2000* (NCES 2004-010), table B-4. Data from U.S. Department of Education, NCES, Postsecondary Education Quick Information System (PEQIS), "Survey on Remedial Education in Higher Education Institutions," fall 1995 and 2000.

Distance Education at Postsecondary Institutions

Table S32-1. Standard errors for the total number of institutions that offered distance education courses, total number of enrollments in all distance education courses, and the number of enrollments in college-level, credit-granting distance education courses, by level and type of institution: 1997–98 and 2000–01

Type of institution	Number of institutions Total number of institutions	Total number of of enrollments offering distance education courses	in all distance education courses	Number of enrollments in college-level, credit-granting distance education courses		
				Undergraduate and graduate levels	Graduate/first- Undergraduate courses	professional courses
1997–98						
All institutions	42	45	92,400	58,600	38,900	33,400
Public 2-year	32	25	33,700	33,500	33,500	‡
Public 4-year	9	12	71,500	20,500	17,700	4,800
Private 4-year	21	31	33,500	33,000	10,300	31,200
2000–01						
All institutions	23	54	60,200	58,200	46,300	28,500
Public 2-year	11	17	32,600	31,700	31,800	‡
Public 4-year	4	11	25,000	25,500	15,600	14,100
Private 4-year	19	40	46,400	44,100	29,800	24,400

‡Reporting standards not met (too few cases).

SOURCE: Lewis, L., Snow, K., Farris, E., and Levin, D. (1999). *Distance Education at Postsecondary Education Institutions: 1997–98* (NCES 2000–013), table 5a; and Waits, T., and Lewis, L. (2003). *Distance Education at Degree-Granting Postsecondary Institutions: 2000–2001* (NCES 2003–017), table 4a. Data from U.S. Department of Education, NCES, Postsecondary Education Quick Information System (PEQIS), "Survey on Distance Education at Postsecondary Education Institutions," 1998–99 and "Survey on Distance Education at Higher Education Institutions," 2000–01.

Distance Education at Postsecondary Institutions

Table S32-2. Standard errors for the percentage of 2- and 4-year postsecondary institutions offering any distance education courses, and among those, the percentage that had college-level degree or certificate programs designed to be completed through distance education, by level and type of institution: 1997–98 and 2000–01

Type of institution	Offered any distance education courses	Programs designed to be completed totally through distance education						
		Any degree or certificate programs Institutions with distance education courses	Degree programs			Certificate programs		
			Under-graduate degree programs	Graduate/first-professional degree programs	Degree programs at either level	Under-graduate certificate programs	Graduate/first-professional certificate programs	Certificate programs at either level
1997–98								
All institutions	1.0	1.2	1.0	1.9	1.0	0.5	1.3	0.9
Public 2-year	2.5	1.7	1.7	†	1.7	0.8	†	0.8
Public 4-year	1.8	2.1	1.4	2.1	2.0	0.4	0.9	0.9
Private 4-year	1.5	3.5	2.8	3.4	3.0	1.2	2.6	2.4
2000–01								
All institutions	1.2	1.2	1.2	1.9	1.3	0.9	1.0	1.0
Public 2-year	2.0	1.8	1.5	†	1.5	1.5	†	1.5
Public 4-year	1.9	2.0	1.6	1.9	2.0	1.2	0.6	1.4
Private 4-year	2.2	3.2	3.1	3.0	3.4	2.0	1.7	2.1

†Not applicable.

SOURCE: Lewis, L., Snow, K., Farris, E., and Levin, D. (1999). *Distance Education at Postsecondary Education Institutions: 1997–98* (NCES 2000–013), table 13a; and Waits, T., and Lewis, L. (2003). *Distance Education at Degree-Granting Postsecondary Institutions: 2000–2001* (NCES 2003–017), table 8a. Data from U.S. Department of Education, NCES, Postsecondary Education Quick Information System (PEQIS), “Survey on Distance Education at Postsecondary Education Institutions,” 1998–99 and “Survey on Distance Education at Higher Education Institutions,” 2000–01.

Care Arrangements for Children After School

Table S33-1. Standard errors for the percentage of children in kindergarten through 8th grade who participated in various care arrangements after school, by child, family, and community characteristics: 2001

Child, family, or community characteristic	Parental care only	Any non-parental care	Types of nonparental care arrangement				
			Relative care	Non-relative care	Center- or school-based programs	Activities for supervision	Self-care
Total	0.56	0.56	0.52	0.31	0.49	0.41	0.36
Child's grade							
K-2	1.33	1.33	1.05	0.62	0.96	0.53	0.34
3-5	1.04	1.04	0.89	0.58	0.91	0.80	0.64
6-8	0.84	0.84	0.61	0.23	0.62	0.50	0.73
Child's race/ethnicity							
Black	1.59	1.59	1.62	0.83	1.82	1.47	1.31
White	0.82	0.82	0.58	0.43	0.61	0.41	0.40
Other	2.67	2.67	1.81	0.86	2.12	1.91	1.71
Hispanic	1.54	1.54	1.17	0.79	1.21	0.69	0.82
Parents' language spoken most at home							
Both/only parent(s) speak English	0.57	0.57	0.55	0.34	0.51	0.43	0.38
One of two parents speaks non-English language	4.84	4.84	2.93	2.86	3.96	2.81	3.15
Both/only parent(s) speaks non-English language	1.96	1.96	1.25	0.83	1.89	1.05	1.11
Mother's employment status							
Full-time	0.88	0.88	0.79	0.51	0.70	0.51	0.68
Part-time	1.36	1.36	1.02	0.68	0.98	0.68	0.94
Not in labor force	1.19	1.19	0.54	0.29	0.97	1.00	0.59
Family type							
Two-parent household	0.72	0.72	0.51	0.38	0.55	0.38	0.40
One-parent household	1.22	1.22	1.12	0.68	1.23	0.94	0.84
Nonparent guardians	3.02	3.02	2.48	1.25	3.14	2.39	2.27
Household income							
\$25,000 or less	1.33	1.33	1.20	0.61	1.24	0.97	0.82
\$25,001-50,000	1.11	1.11	0.99	0.56	0.96	0.51	0.64
\$50,001-75,000	1.37	1.37	0.98	0.63	0.90	0.63	0.74
More than \$75,000	1.32	1.32	0.83	0.73	1.12	0.82	0.74
Community type							
Urban, inside of urbanized areas	0.77	0.77	0.61	0.37	0.68	0.52	0.46
Urban, outside of urbanized areas	1.93	1.93	1.52	0.91	1.40	0.92	1.14
Rural	1.45	1.45	1.04	0.80	1.03	0.80	0.72

SOURCE: Kleiner, B., Nolin, M.J., and Chapman, C. (2004). *Before- and After-School Care, Programs, and Activities of Children in Kindergarten Through Eighth Grade: 2001* (NCES 2004-008), table 2. Data from U.S. Department of Education, NCES, Before- and After-School Programs and Activities Survey of the 2001 National Household Education Surveys Program (NHES) (ASPA-NHES:2001).

Care Arrangements for Children After School

Table S33-2. Standard errors for the percentage of children in kindergarten through 8th grade who participated in selected before- and/or after-school care arrangements that required a fee, by type of care, average cost per hour paid by households, and selected household characteristics: 2001

Care arrangement characteristic	Relative care	Nonrelative care	Center- or school-based programs
Total (in thousands)	200.00	113.00	173.00
Arrangement has a fee (percentage)	1.40	2.40	1.60
Average cost per hour (in dollars) to households			
All households	0.50	0.60	0.40
Households without financial help from outside			
Cost for one child only	0.50	0.40	0.40
Cost includes more than one child	0.80	1.10	3.40
Households with financial help from outside			
Cost for one child only	0.90	‡	1.30
Cost includes more than one child	3.00	‡	1.80

‡Reporting standards not met.

SOURCE: Kleiner, B., Nolin, M.J., and Chapman, C. (2004). *Before- and After-School Care, Programs, and Activities of Children in Kindergarten Through Eighth Grade: 2001* (NCES 2004-008), table 7. Data from U.S. Department of Education, NCES, Before- and After-School Programs and Activities Survey of the 2001 National Household Education Surveys Program (NHES) (ASPA-NHES:2001).

Children's Activities After School

Table S34 -1. Standard errors for the percentage of children enrolled in kindergarten through 8th grade who participated in after-school activities on a weekly basis, by reason and whether any activity was provided by the child's school, grade, and type of activity: 2001

Grade and type of activity	Reason for participation			Did not participate in the type of activity	Activity was provided by child's school
	Total	For the purpose of supervision	Not for the purpose of supervision		
Total					
Any activity	0.64	0.98	0.98	0.64	1.01
Arts	0.44	1.61	1.61	0.44	1.40
Sports	0.65	0.96	0.96	0.65	1.04
Clubs	0.24	2.27	2.27	0.24	2.54
Academic activities	0.26	2.32	2.32	0.26	2.38
Community services	0.27	1.58	1.58	0.27	1.85
Religious activities	0.50	1.34	1.34	0.50	0.64
Scouts	0.39	1.60	1.60	0.39	†
Other	0.19	2.74	2.74	0.19	2.78
Grades K–2					
Any activity	1.07	1.56	1.56	1.07	2.08
Arts	0.70	2.95	2.95	0.70	2.37
Sports	1.05	1.73	1.73	1.05	1.72
Clubs	0.32	6.33	6.33	0.32	8.78
Academic activities	0.40	5.45	5.45	0.40	6.33
Community services	0.30	5.00	5.00	0.30	7.30
Religious activities	0.73	2.86	2.86	0.73	1.12
Scouts	0.61	2.86	2.86	0.61	†
Other	0.27	6.55	6.55	0.27	6.45
Grades 3–5					
Any activity	1.06	1.74	1.74	1.06	1.93
Arts	0.86	2.86	2.86	0.86	2.79
Sports	1.05	1.91	1.91	1.05	2.04
Clubs	0.50	4.63	4.63	0.50	5.05
Academic activities	0.51	5.19	5.19	0.51	4.30
Community services	0.51	3.83	3.83	0.51	5.00
Religious activities	0.99	2.18	2.18	0.99	1.17
Scouts	0.74	2.39	2.39	0.74	†
Other	0.32	4.86	4.86	0.32	6.58

See notes at end of table.

Children's Activities After School

Table S34-1. Standard errors for the percentage of children enrolled in kindergarten through 8th grade who participated in after-school activities on a weekly basis, by reason and whether any activity was provided by the child's school, grade, and type of activity: 2001—Continued

Grade and type of activity	Reason for participation			Did not participate in the type of activity	Activity was provided by child's school
	Total	For the purpose of supervision	Not for the purpose of supervision		
Grades 6–8					
Any activity	0.82	1.08	1.08	0.82	1.40
Arts	0.63	1.53	1.53	0.63	1.80
Sports	0.74	1.14	1.14	0.74	1.41
Clubs	0.39	2.19	2.19	0.39	1.56
Academic activities	0.48	2.51	2.51	0.48	2.36
Community services	0.49	1.88	1.88	0.49	2.35
Religious activities	0.59	1.28	1.28	0.59	0.68
Scouts	0.35	2.46	2.46	0.35	†
Other	0.33	3.81	3.81	0.33	3.95

†Not applicable.

SOURCE: U.S. Department of Education, NCES, Before- and After-School Programs and Activities Survey of the 2001 National Household Education Surveys Program (NHES) (ASPA–NHES:2001).

Institutional Aid at 4-Year Colleges and Universities

Table S37-1. Standard errors for the percentage of full-time undergraduates at 4-year institutions who received institutional merit-based grants, and among recipients, the average amounts received (in constant 1999 dollars), by control of institution and selected characteristics: 1992–93, 1995–96, and 1999–2000

Characteristic	1992–93		1995–96		1999–2000	
	Percent	Average amount	Percent	Average amount	Percent	Average amount
	Public					
Total	0.42	\$110	0.51	\$150	0.38	\$100
Dependency status						
Dependent	0.47	120	0.62	150	0.46	120
Independent	0.47	140	0.40	320	0.44	190
College grade-point average						
Less than 2.00	0.66	680	0.51	700	0.70	610
2.00–3.49	0.39	140	0.45	190	0.38	150
3.50 or higher	1.37	170	1.64	220	1.03	140
Family income						
Lowest quarter	0.60	150	0.76	300	0.62	210
Middle two quarters	0.51	180	0.53	180	0.49	150
Highest quarter	0.58	230	0.77	260	0.71	200
	Private not-for-profit					
Total	1.41	\$180	1.60	\$190	1.50	\$160
Dependency status						
Dependent	1.67	190	1.80	200	1.64	160
Independent	1.27	320	1.50	270	1.46	290
College grade-point average						
Less than 2.00	2.09	790	1.91	690	2.97	520
2.00–3.49	1.41	210	1.70	210	1.54	190
3.50 or higher	2.60	270	2.73	290	2.17	240
Family income						
Lowest quarter	2.06	220	1.75	300	1.98	230
Middle two quarters	1.56	240	1.94	220	1.72	180
Highest quarter	1.68	300	1.74	270	1.57	260

SOURCE: U.S. Department of Education, NCES, 1992–93, 1995–96, and 1999–2000 National Postsecondary Student Aid Studies (NPSAS:93, 96, and 2000).

Institutional Aid at 4-Year Colleges and Universities

Table S37-2. Standard errors for the percentage of full-time undergraduates at 4-year institutions who received institutional aid, and among recipients, the average amounts received (in constant 1999 dollars), by control of institution and selected characteristics: 1992–93, 1995–96, and 1999–2000

Characteristic	1992–93		1995–96		1999–2000	
	Percent	Average amount	Percent	Average amount	Percent	Average amount
	Public					
Total	0.73	\$80	0.82	\$100	0.61	\$60
Dependency status						
Dependent	0.81	100	0.86	120	0.66	70
Independent	0.78	70	1.36	110	0.90	90
College grade-point average						
Less than 2.00	1.20	290	1.07	270	1.23	280
2.00–3.49	0.81	110	0.86	120	0.62	70
3.50 or higher	1.67	120	1.73	170	1.21	110
Family income						
Lowest quarter	1.35	120	1.37	150	1.19	100
Middle two quarters	0.80	110	0.99	120	0.73	90
Highest quarters	0.89	150	1.06	210	0.85	150
	Private not-for-profit					
Total	1.93	\$210	1.88	\$270	1.74	\$180
Dependency status						
Dependent	1.99	220	1.88	270	1.72	190
Independent	2.75	250	2.71	240	2.54	200
College grade-point average						
Less than 2.00	5.05	520	3.97	350	4.12	380
2.00–3.49	2.08	230	1.87	270	1.79	190
3.50 or higher	2.78	270	2.38	340	2.23	280
Family income						
Lowest quarter	5.21	310	2.94	380	3.19	260
Middle two quarters	2.05	260	2.12	290	1.93	220
Highest quarter	1.71	240	2.06	240	1.76	220

SOURCE: U.S. Department of Education, NCES, 1992–93, 1995–96, and 1999–2000 National Postsecondary Student Aid Studies (NPSAS:93, 96, and 2000).

Debt Burden of College Students

Table S38-1. Standard errors for the percentage of 1992–93 and 1999–2000 bachelor's degree recipients who had borrowed for their undergraduate education, average total amount borrowed by borrowers (in 1999 constant dollars), and among those in repayment a year later, average monthly salary and loan payment (in 2001 constant dollars) and median debt burden, by selected student characteristics

Characteristic	All graduates		Borrowers		Borrowers in repayment					
	Percent who had borrowed		Average amount borrowed		Average monthly salary		Average monthly loan payment		Median debt burden	
	1992–93	1999–2000	1992–93	1999–2000	1994	2001	1994	2001	1994	2001
Total	0.78	0.54	\$180	\$260	\$100	\$40	\$3	\$3	0.18	0.14
Sex										
Male	1.12	1.10	290	420	200	50	5	5	0.29	0.26
Female	1.00	0.77	230	300	40	50	4	4	0.22	0.20
Race/ethnicity										
Asian/Pacific Islander	3.79	3.47	1,150	770	210	120	30	20	0.74	0.38
Black	3.50	2.10	690	720	80	70	20	9	0.72	0.35
White	0.76	0.70	210	280	120	30	3	3	0.17	0.15
Hispanic	2.85	2.15	780	940	80	290	13	13	0.53	0.54
Family income										
Dependent total	0.86	0.76	270	380	50	30	5	4	0.21	0.20
Lowest quarter	1.66	1.37	400	520	130	60	4	6	0.28	0.31
Lower middle quarter	1.31	1.63	460	570	50	70	6	7	0.43	0.25
Upper middle quarter	1.38	1.95	730	710	90	50	16	9	0.51	0.31
Highest quarter	1.30	1.55	970	960	90	70	26	11	0.91	0.34
Independent total	1.32	0.99	200	380	180	70	4	5	0.28	0.21
Baccalaureate degree major										
Business and management	1.38	1.86	500	550	130	130	8	9	0.40	0.30
Education	1.55	1.88	520	540	350	40	9	8	0.59	0.26
Engineering, mathematics, or science	1.78	1.45	420	730	70	70	5	8	0.44	0.29
Humanities or social sciences	1.34	1.07	420	580	60	50	7	6	0.46	0.29
Other	1.66	1.18	400	400	300	50	5	6	0.36	0.33
Amount borrowed (in 1999 dollars)										
Less than \$10,000	†	†	70	70	70	60	2	4	0.18	0.15
\$10,000–14,999	†	†	70	60	390	60	5	6	0.17	0.25
\$15,000–19,999	†	†	60	60	70	120	6	6	0.29	0.22
\$20,000–24,999	†	†	80	50	110	60	15	6	0.76	0.25
\$25,000 or more	†	†	950	490	230	60	24	7	0.98	0.25
Monthly salary in 1994/2001										
Lowest quarter	1.24	1.44	440	620	20	20	7	9	1.41	1.06
Lower middle quarter	1.87	0.95	420	530	20	10	4	6	0.51	0.22
Upper middle quarter	1.20	1.24	430	430	10	10	6	5	0.21	0.18
Highest quarter	1.63	1.36	500	580	290	80	7	7	0.22	0.15
Employment status in 1994/2001										
Employed full time	0.85	0.61	200	280	110	40	3	3	0.18	0.13
Employed part time	1.98	1.51	660	790	50	100	12	13	1.26	0.89

†Not applicable.

SOURCE: U.S. Department of Education, NCES, 1993/94 and 2000/01 Baccalaureate and Beyond Longitudinal Studies (B&B:93/94 and B&B:2000/01).

Debt Burden of College Students

Table S38-2. Standard errors for the percentage distribution of 1992–93 and 1999–2000 bachelor's degree recipients who had borrowed for their undergraduate education and were in repayment by average total amount borrowed (in 1999 constant dollars), by selected student and institutional characteristics

Student or institutional characteristic	Less than \$10,000		\$10,000–14,999		\$15,000–19,999		\$20,000–24,999		\$25,000 or more	
	1992–93	1999–2000	1992–93	1999–2000	1992–93	1999–2000	1992–93	1999–2000	1992–93	1999–2000
Total	1.43	0.75	1.13	0.75	0.74	0.84	0.59	0.94	0.60	1.06
Sex										
Male	2.08	1.14	1.81	1.11	1.05	1.53	0.80	1.45	0.91	1.87
Female	1.65	0.92	1.30	1.03	1.06	0.99	0.75	1.11	0.81	1.14
Race/ethnicity										
Asian/Pacific Islander	12.75	3.25	17.87	4.67	4.72	3.95	2.49	3.64	4.75	3.58
Black	4.87	2.68	3.33	2.91	4.59	3.11	2.42	3.44	2.38	3.99
White	1.41	0.77	0.98	0.94	0.80	0.96	0.59	1.15	0.63	1.08
Hispanic	5.36	3.52	4.03	3.14	2.40	2.98	1.99	2.24	1.66	3.72
Public 4-year	1.68	1.05	1.23	1.03	1.01	1.04	0.61	1.19	0.50	1.35
Nondoctoral	3.15	2.36	2.70	2.06	1.45	1.83	1.14	1.78	0.60	1.99
Doctoral	2.17	1.26	1.63	1.11	1.34	1.17	0.61	1.48	0.63	1.70
Private not-for-profit 4 year	2.00	0.95	1.45	1.12	1.70	1.25	1.35	1.23	1.48	1.61
Nondoctoral	2.64	1.33	1.56	1.60	2.26	1.73	1.50	1.57	1.28	1.95
Doctoral	2.71	1.22	2.79	1.33	2.61	1.60	2.48	2.14	2.78	2.33
Family income										
Dependent total	1.49	0.95	1.24	0.97	1.09	1.05	0.89	1.21	0.85	1.37
Lowest quarter	2.48	1.81	1.68	2.19	2.24	1.98	1.48	1.82	1.05	2.27
Lower middle quarter	2.51	1.88	2.55	2.13	1.46	2.36	1.37	2.35	1.11	2.55
Upper middle quarter	4.19	2.14	3.30	2.23	2.05	2.75	2.32	1.73	2.37	2.54
Highest quarter	4.38	2.86	2.67	2.13	3.53	2.52	2.76	2.63	3.38	2.41
Independent total	2.31	1.34	1.85	1.28	1.23	1.46	0.88	1.14	0.79	1.56
Baccalaureate degree major										
Business and management	3.31	2.17	2.36	2.24	2.07	2.95	1.50	2.06	1.38	2.34
Education	3.02	2.02	2.19	2.40	1.96	2.42	1.04	1.95	2.07	2.38
Engineering, mathematics, or science	2.72	2.09	1.75	2.07	2.39	2.11	1.15	2.32	1.16	2.52
Humanities or social sciences	2.51	1.44	1.99	1.45	1.62	1.30	1.23	1.58	0.81	2.01
Other	2.85	1.42	2.96	1.26	1.45	1.77	1.67	1.43	1.11	1.79
Monthly salary in 1994/2001										
Lowest quarter	2.88	3.36	2.94	3.62	2.35	3.91	1.34	2.96	1.13	2.78
Lower middle quarter	2.88	1.91	3.33	1.56	1.78	1.70	1.16	1.40	0.85	1.97
Upper middle quarter	2.00	1.67	1.47	1.40	1.11	1.77	1.09	1.71	1.17	1.73
Highest quarter	2.98	1.44	1.56	1.82	1.75	2.28	1.33	1.99	1.54	2.22
Employment status in 1994/2001										
Employed full time	1.63	0.86	1.24	0.87	0.79	0.90	0.74	1.06	0.67	1.07
Employed part time	4.08	3.76	2.61	4.29	2.90	2.82	1.82	2.97	1.99	3.99

SOURCE: U.S. Department of Education, NCES, 1993/94 and 2000/01 Baccalaureate and Beyond Longitudinal Studies (B&B:93/94 and B&B:2000/01).