

Standard Error Tables for Supplemental Tables



This appendix includes tables of standard errors for the supplemental tables in appendix 1. This appendix only includes standard errors for tables that present data collected through sample surveys. There are no standard error tables for tables that present data from universe surveys (such as all school districts), compilations of administrative records, or statistical projections.

The standard error tables are labeled with the prefix "S" followed by the number of the table as it appears in appendix 1. Thus, the standard error table for Table SA-3 in the special analysis is Table SSA-3 and the standard error table for Table 13-1 in indicator 13 is Table S13-1.

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High School Coursetaking

Table SSA-2. Standard errors for the number and percentage of public high schools that offered dual-credit, Advanced Placement (AP), and International Baccalaureate (IB) courses, by selected school characteristics: 2002–03

School characteristic	Total number of high schools	Offered dual-credit courses		Offered Advanced Placement courses		Offered International Baccalaureate courses	
		Number	Percent	Number	Percent	Number	Percent
All public high schools	120	230	1.4	190	1.1	63	0.4
Enrollment size							
Less than 500	120	200	2.5	80	2.3	†	†
500 to 1,199	80	90	1.7	110	1.6	30	0.6
1,200 or more	80	100	1.8	80	0.8	46	1.1
School locale							
City	110	100	3.4	80	2.9	34	1.3
Urban fringe	130	110	1.9	100	2.2	37	0.9
Town	130	120	3.3	90	3.8	14	0.6
Rural	220	180	2.3	180	2.2	†	†
Region							
Northeast	160	130	3.5	120	2.3	15	0.5
Southeast	180	150	3.4	130	2.6	36	1.1
Central	190	210	2.6	150	2.5	18	0.4
West	230	200	2.2	200	2.3	45	0.9
Percent minority enrollment							
Less than 6 percent	90	150	2.5	130	2.1	†	†
6 to 20 percent	80	100	2.4	100	2.2	24	0.6
21 to 49 percent	120	130	3.5	110	3.0	41	1.3
50 percent or more	100	120	3.1	100	2.5	35	1.0

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Dual Credit and Exam-Based Courses," FRSS 85, 2003.

High School Coursetaking

Table SSA-3. Standard errors for the average number of Carnegie units earned by high school graduates in various subject areas, by selected characteristics: 1982 and 2004

Graduation year and characteristic	Total	English	History/ social studies	Mathematics		
				Total	Less than algebra	Algebra or higher
1982 graduates	0.09	0.02	0.03	0.02	0.02	0.03
Sex						
Male	0.10	0.03	0.03	0.03	0.03	0.04
Female	0.10	0.03	0.03	0.02	0.02	0.03
Race/ethnicity						
White	0.10	0.02	0.03	0.03	0.02	0.03
Black	0.16	0.05	0.05	0.04	0.05	0.06
Hispanic	0.12	0.04	0.04	0.04	0.04	0.05
Asian/Pacific Islander	0.21	0.08	0.09	0.09	0.08	0.13
American Indian/Alaska Native	0.32	0.11	0.20	0.13	0.15	0.21
Control of school						
Public	0.09	0.02	0.03	0.02	0.02	0.03
Private	0.30	0.09	0.10	0.06	0.05	0.09
2004 graduates	0.10	0.02	0.03	0.02	0.02	0.02
Sex						
Male	0.11	0.03	0.03	0.02	0.02	0.03
Female	0.10	0.03	0.03	0.02	0.02	0.03
Race/ethnicity						
White	0.12	0.03	0.03	0.02	0.02	0.03
Black or African American	0.21	0.05	0.05	0.05	0.05	0.05
Hispanic	0.21	0.06	0.06	0.04	0.04	0.05
Asian/Pacific Islander	0.18	0.05	0.06	0.04	0.03	0.05
American Indian/Alaska Native	0.63	0.21	0.27	0.12	0.18	0.21
Control of school						
Public	0.11	0.03	0.03	0.02	0.02	0.03
Private	0.23	0.05	0.07	0.03	0.02	0.04

See notes at end of table.

High School Coursetaking

Table SSA-3. Standard errors for the average number of Carnegie units earned by high school graduates in various subject areas, by selected characteristics: 1982 and 2004—Continued

Graduation year and characteristic	Science					Foreign languages	Arts	Vocational education
	Total	General science	Biology	Chemistry	Physics			
1982 graduates	0.02	0.02	0.01	0.01	0.01	0.03	0.03	0.07
Sex								
Male	0.03	0.02	0.02	0.01	0.01	0.04	0.04	0.08
Female	0.03	0.02	0.02	0.01	0.01	0.04	0.04	0.08
Race/ethnicity								
White	0.03	0.02	0.01	0.01	0.01	0.04	0.04	0.08
Black	0.05	0.03	0.03	0.02	0.01	0.06	0.06	0.13
Hispanic	0.04	0.02	0.02	0.01	0.01	0.04	0.05	0.11
Asian/Pacific Islander	0.12	0.06	0.05	0.04	0.04	0.10	0.12	0.22
American Indian/Alaska Native	0.09	0.08	0.12	0.09	0.04	0.11	0.33	0.23
Control of school								
Public	0.03	0.02	0.01	0.01	0.01	0.03	0.04	0.06
Private	0.07	0.05	0.03	0.03	0.02	0.12	0.10	0.15
2004 graduates	0.02	0.02	0.01	0.01	0.01	0.03	0.04	0.06
Sex								
Male	0.02	0.02	0.02	0.01	0.01	0.03	0.04	0.08
Female	0.02	0.02	0.02	0.01	0.01	0.03	0.04	0.06
Race/ethnicity								
White	0.02	0.02	0.02	0.01	0.02	0.03	0.04	0.08
Black or African American	0.05	0.04	0.03	0.03	0.02	0.06	0.07	0.12
Hispanic	0.04	0.03	0.02	0.02	0.02	0.06	0.07	0.10
Asian/Pacific Islander	0.06	0.04	0.04	0.02	0.03	0.06	0.08	0.10
American Indian/Alaska Native	0.19	0.06	0.07	0.11	0.09	0.19	0.26	0.30
Control of school								
Public	0.02	0.02	0.01	0.01	0.01	0.03	0.04	0.07
Private	0.04	0.04	0.03	0.02	0.03	0.07	0.11	0.07

SOURCE: U.S. Department of Education, National Center for Education Statistics, 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"; Education Longitudinal Study of 2002 (ELS:2002/04), "High School Transcript Study"; and National Assessment of Educational Progress (NAEP), 1987, 1990, 1994, 1998, and 2000 High School Transcript Studies (HSTS).

High School Coursetaking

Table SSA-4. Standard errors for the percentage of high school graduates, by selected mathematics and science courses in high school: Selected years, 1982–2004

Year	Any mathematics	Algebra I	Geometry	Algebra II	Trigonometry	Analysis/precalculus	Statistics/probability
1982	0.21	1.01	0.99	0.93	0.54	0.46	0.16
1987	0.24	1.19	0.97	1.69	1.54	0.92	0.31
1990	0.05	1.54	1.38	1.32	1.07	0.95	0.21
1994	0.05	1.31	1.26	1.39	1.16	0.86	0.33
1998	0.06	1.42	1.06	1.77	1.07	1.44	0.54
2000	0.04	1.66	1.09	1.43	1.31	1.40	0.86
2004	0.05	1.07	0.90	0.96	0.80	0.86	0.54

Year	Calculus	AP calculus	Any science	Biology	AP/honors biology	Chemistry	AP/honors chemistry
1982	0.43	0.26	0.39	0.87	0.64	0.84	0.33
1987	0.49	0.47	0.32	1.01	0.72	1.29	0.42
1990	0.46	0.44	0.14	0.97	1.02	1.23	0.47
1994	0.56	0.53	0.07	0.97	0.93	1.04	0.53
1998	0.85	0.49	0.09	0.67	1.31	1.29	0.50
2000	0.73	0.58	0.11	1.00	1.46	1.47	0.85
2004	0.54	0.46	0.08	0.72	0.80	0.94	0.42

Year	Physics	AP/honors physics	Engineering	Astronomy	Geology/earth science	Biology and chemistry	Biology, chemistry, and physics
1982	0.62	0.17	0.21	0.24	1.04	0.83	0.51
1987	0.88	0.30	0.63	0.17	1.66	1.22	0.77
1990	0.81	0.38	1.01	0.31	2.42	1.23	0.70
1994	0.87	0.34	0.78	0.50	2.41	1.20	0.84
1998	1.49	0.37	1.75	0.46	2.34	1.22	1.32
2000	1.16	0.61	0.91	0.59	1.86	1.49	1.09
2004	1.03	0.34	0.91	0.44	1.18	0.99	0.86

SOURCE: U.S. Department of Education, National Center for Education Statistics. 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"; Education Longitudinal Study of 2002 (ELS:2002/04), "High School Transcript Study"; and National Assessment of Education Progress (NAEP), 1987, 1990, 1994, 1998, and 2000 High School Transcript Studies (HSTS).

High School Coursetaking

Table SSA-5. Standard errors for the percentage distribution of high school graduates, by highest level of science course completed: Selected years, 1982–2004

Year	No science	Low academic level	General biology	Advanced academic level			
				Total	Chemistry I or physics I	Chemistry I and physics I	Chemistry II, physics II, and/or advanced biology
1982	0.30	1.01	1.03	0.89	0.55	0.42	0.74
1987	0.12	1.18	1.38	1.17	1.01	0.80	0.88
1990	0.14	1.07	1.39	1.18	0.87	0.63	0.95
1992	0.10	0.64	1.02	1.08	0.97	0.59	0.80
1994	0.10	0.86	1.13	1.16	0.95	0.67	0.80
1998	0.11	0.84	1.12	1.51	1.26	1.08	1.25
2000	0.11	0.93	1.46	1.54	1.05	1.11	1.43
2004	0.09	0.48	0.86	0.91	0.87	0.79	0.76

SOURCE: U.S. Department of Education, National Center for Education Statistics, 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"; Education Longitudinal Study of 2002 (ELS:2002/04), "High School Transcript Study"; and National Assessment of Educational Progress (NAEP), 1987, 1990, 1994, 1998, and 2000 High School Transcript Studies (HSTS).

Table SSA-6. Standard errors for the percentage distribution of high school graduates, by highest level of mathematics course completed: Selected years, 1982–2004

Year	No mathematics	Non-academic	Low academic	Middle academic			Advanced academic			
				Total	Algebra I/ geometry/	Algebra II	Total	Trigonometry/ algebra III	Precalculus	Calculus
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
2004	0.10	0.19	0.26	0.91	0.67	0.72	0.94	0.75	0.61	0.53

SOURCE: U.S. Department of Education, National Center for Education Statistics, 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"; Education Longitudinal Study of 2002 (ELS:2002/04), "High School Transcript Study"; and National Assessment of Educational Progress (NAEP), 1987, 1990, 1994, 1998, and 2000 High School Transcript Studies (HSTS).

High School Coursetaking

Table SSA-7. Standard errors for the percentage distribution of high school graduates, by highest level of science course completed and selected characteristics: 2004

Characteristic	No science	Low academic level	General biology	Advanced academic level			
				Total	Chemistry I or physics I	Chemistry I and physics I	Chemistry II, physics II, and/or advanced biology
Total	0.09	0.48	0.86	0.91	0.87	0.79	0.76
Sex							
Male	0.15	0.62	0.98	1.07	0.95	0.87	0.87
Female	0.08	0.47	1.00	1.04	1.07	0.92	0.89
Race/ethnicity							
White	0.09	0.53	1.04	1.09	1.03	0.92	0.96
Black	0.31	0.97	1.83	2.00	2.15	1.66	1.36
Hispanic	0.25	1.28	1.85	2.02	1.70	1.76	0.97
Asian/ Pacific Islander	0.27	0.61	1.46	1.56	1.80	1.72	2.41
American Indian	†	4.36	8.83	7.63	6.50	5.40	3.04
Control of school							
Public	0.09	0.53	0.92	0.97	0.93	0.82	0.80
Private	0.11	0.49	1.60	1.71	2.17	2.58	2.01

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002/04), "High School Transcript Study."

Table SSA-8. Standard errors for the percentage distribution of high school graduates, by highest level of mathematics course completed and selected characteristics: 2004

Characteristic	No mathematics	Non-academic	Low academic	Middle academic			Advanced academic			
				Total	Algebra I/ geometry/	Algebra II	Total	Trigonometry/ algebra III	Precalculus	Calculus
Total	0.10	0.19	0.26	0.91	0.67	0.72	0.94	0.75	0.61	0.53
Sex										
Male	0.15	0.28	0.36	1.07	0.80	0.86	1.10	0.80	0.68	0.71
Female	0.10	0.21	0.30	1.07	0.76	0.90	1.09	0.92	0.80	0.63
Race/ethnicity										
White	0.11	0.22	0.28	1.09	0.72	0.89	1.12	0.85	0.77	0.66
Black	0.42	0.49	0.84	2.13	1.62	1.86	2.17	2.19	1.38	0.67
Hispanic	0.16	0.57	0.93	1.86	1.95	1.60	1.84	1.53	1.35	0.84
Asian/Pacific Islander	0.25	0.11	0.40	2.27	1.24	1.88	2.27	1.28	1.79	2.36
American Indian	2.42	3.65	2.04	6.16	4.63	5.94	6.12	4.35	3.15	2.65
Control of school										
Public	0.10	0.20	0.29	0.96	0.73	0.77	1.00	0.80	0.64	0.54
Private	0.07	†	0.08	1.98	0.79	1.62	1.99	1.76	1.83	1.98

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002/04), "High School Transcript Study."

High School Coursetaking

Table SSA-9. Standard errors for the percentage distribution of high school graduates, by type of English course completed: Selected years, 1982–2004

Year	No English	Low academic level	Regular English (no low or honors) courses	Total	Advanced academic level		
					Less than 50 percent of courses	50–74 percent of courses	75–100 percent of courses
1982	0.03	0.72	1.03	0.80	0.52	0.36	0.38
1987	0.12	1.25	1.51	0.94	0.62	0.40	0.77
1990	0.10	1.36	1.63	1.38	0.68	0.33	0.80
1992	0.07	0.89	1.12	0.92	0.45	0.42	0.67
1994	0.11	1.38	1.54	1.18	0.63	0.38	0.90
1998	0.10	1.45	1.69	1.30	0.67	0.67	0.98
2000	0.11	1.09	1.96	1.70	0.89	0.53	1.20
2004	0.13	0.71	1.15	1.05	0.50	0.46	0.77

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Longitudinal Study of 1980 Sophomores, "First Follow-up" (HS&B:80/82); National Education Longitudinal Study of 1988, "High School Transcript Study" (NELS:88/92); Education Longitudinal Study of 2002 (ELS:2002/04), "High School Transcript Study"; and National Assessment of Educational Progress (NAEP), 1987, 1990, 1994, 1998, and 2000 High School Transcript Studies (HSTS).

Table SSA-10. Standard errors for the percentage distribution of high school graduates, by highest level of foreign language course completed: Selected years, 1982–2004

Year	None	Year 2 or less	Year 3 or higher	Advanced academic level		
				Year 3	Year 4	Advanced Placement (AP)
1982	1.04	0.82	0.78	0.51	0.34	0.19
1987	1.27	1.12	1.34	0.87	0.40	0.43
1990	1.13	1.04	1.17	0.73	0.44	0.51
1992	0.90	1.10	1.13	0.78	0.68	0.31
1994	0.89	1.04	1.17	0.82	0.76	0.39
1998	0.89	1.20	1.40	1.06	0.58	0.50
2000	0.90	1.28	1.33	0.95	0.46	0.77
2004	0.64	0.90	1.05	0.66	0.48	0.39
2004	0.60	0.90	1.05	0.67	0.49	0.40

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Longitudinal Study of 1980 Sophomores, "First Follow-up" (HS&B:80/82); National Education Longitudinal Study of 1988, "High School Transcript Study" (NELS:88/92); Education Longitudinal Study of 2002 (ELS:2002/04), "High School Transcript Study"; and National Assessment of Educational Progress (NAEP), 1987, 1990, 1994, 1998, and 2000 High School Transcript Studies (HSTS).

High School Coursetaking

Table SSA-11. Standard errors for the percentage distribution of high school graduates, by type of English course taken and selected characteristics: 2004

Characteristic	No English	Low academic level	Regular English (no low or honors) courses	Advanced academic level			
				Total	Less than 50 percent of courses	50–74 percent of courses	75–100 percent of courses
Total	0.13	0.71	1.15	1.05	0.50	0.46	0.77
Sex							
Male	0.13	0.89	1.24	1.06	0.59	0.51	0.71
Female	0.18	0.68	1.35	1.31	0.65	0.64	1.03
Race/ethnicity							
White	0.17	0.63	1.34	1.24	0.60	0.58	0.95
Black	0.22	1.82	2.33	1.98	1.04	0.91	1.39
Hispanic	0.44	2.21	2.80	2.26	1.20	0.85	1.32
Asian/Pacific Islander	0.14	1.79	2.69	2.52	1.11	0.99	2.58
American Indian	0.99	4.19	5.73	5.26	1.72	1.40	5.19
Control of school							
Public	0.15	0.77	1.24	1.13	0.54	0.47	0.82
Private	0.10	0.99	2.18	2.14	1.04	1.85	1.78

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Longitudinal Study of 1980 Sophomores, "First Follow-up" (HS&B:80/82); National Education Longitudinal Study of 1988, "High School Transcript Study" (NELS:88/92); Education Longitudinal Study of 2002 (ELS:2002/04), "High School Transcript Study"; and National Assessment of Educational Progress (NAEP), 1987, 1990, 1994, 1998, and 2000 High School Transcript Studies (HSTS).

Table SSA-12. Standard errors for the percentage distribution of high school graduates, by highest level of foreign language course completed and selected characteristics: 2004

Characteristic	None	Year 1 or less	Year 2	Advanced academic level			Advanced Placement (AP)
				Year 3 or higher	Year 3	Year 4	
Total	0.60	0.60	0.82	1.05	0.67	0.49	0.40
Sex							
Male	0.77	0.77	1.02	1.19	0.84	0.53	0.42
Female	0.70	0.72	1.00	1.20	0.80	0.65	0.53
Race/ethnicity							
White	0.62	0.73	0.95	1.29	0.81	0.62	0.49
Black	1.67	1.76	2.19	1.86	1.37	0.95	0.24
Hispanic	1.98	1.22	1.68	1.81	1.25	0.81	1.16
Asian/Pacific Islander	1.19	1.25	1.92	2.49	1.88	1.45	1.57
American Indian	7.76	5.38	5.64	6.21	4.87	3.69	0.47
Control of school							
Public	0.64	0.65	0.86	1.11	0.71	0.51	0.42
Private	1.21	1.47	2.21	2.76	1.73	1.53	1.17

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002/04), "High School Transcript Study."

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 1970–2005

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

SOURCE: U.S. Department of Education, National Center for Education Statistics. *Digest of Education Statistics, 2006* (NCES 2007-017), table 7, data from U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1970–2005.

Enrollment in Early Childhood Education Programs

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

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

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

Trends in Private School Enrollments

Table S4-1. Standard errors for the total enrollment and percentage distribution of students enrolled in private elementary and secondary schools, by school type and grade level: Various school years, 1989–90 through 2003–04

Grade level and school year	Total enrollment (in thousands)	Roman Catholic				Other religious				Non-sectarian
		Total	Parochial	Diocesan	Private	Total	Conservative Christian	Affiliated	Un-affiliated	
Grades K–12										
1989–90	38.7	0.31	0.23	0.14	0.05	0.34	0.24	0.22	0.31	0.34
1991–92	26.7	0.19	0.19	0.21	0.20	0.19	0.16	0.08	0.17	0.12
1993–94	12.9	0.13	0.09	0.07	0.03	0.17	0.12	0.09	0.15	0.14
1995–96	20.5	0.17	0.11	0.09	0.03	0.14	0.13	0.07	0.12	0.13
1997–98	15.5	0.15	0.10	0.05	0.03	0.19	0.13	0.07	0.17	0.15
1999–2000	25.4	0.26	0.16	0.08	0.05	0.31	0.10	0.09	0.39	0.11
2001–02	26.7	0.21	0.11	0.12	0.03	0.19	0.11	0.13	0.15	0.24
2003–04	32.4	0.29	0.19	0.15	0.09	0.27	0.16	0.11	0.23	0.40
Grades K–8										
1989–90	33.9	0.34	0.28	0.13	0.11	0.34	0.26	0.25	0.35	0.26
1991–92	23.4	0.23	0.22	0.25	0.06	0.22	0.15	0.11	0.18	0.14
1993–94	11.0	0.17	0.12	0.09	0.03	0.19	0.11	0.11	0.18	0.17
1995–96	13.8	0.16	0.12	0.06	0.02	0.14	0.14	0.07	0.13	0.11
1997–98	12.0	0.16	0.14	0.05	0.04	0.20	0.15	0.07	0.19	0.15
1999–2000	17.9	0.26	0.19	0.07	0.05	0.29	0.10	0.09	0.36	0.10
2001–02	19.9	0.21	0.13	0.15	0.03	0.21	0.13	0.13	0.18	0.24
2003–04	18.5	0.24	0.20	0.14	0.01	0.23	0.15	0.10	0.25	0.15
Grades 9–12										
1989–90	12.9	0.49	0.20	0.38	0.27	0.39	0.27	0.38	0.20	0.53
1991–92	8.4	0.36	0.13	0.41	0.71	0.30	0.24	0.08	0.12	0.14
1993–94	3.0	0.15	0.02	0.07	0.06	0.17	0.17	0.06	0.09	0.14
1995–96	4.6	0.20	0.03	0.20	0.09	0.20	0.18	0.06	0.14	0.12
1997–98	2.4	0.11	0.02	0.05	0.04	0.16	0.13	0.08	0.10	0.14
1999–2000	8.1	0.34	0.04	0.15	0.15	0.45	0.14	0.11	0.56	0.16
2001–02	6.7	0.26	0.17	0.12	0.10	0.19	0.18	0.12	0.13	0.28
2003–04	24.7	0.92	0.11	0.42	0.45	0.60	0.32	0.23	0.20	1.44

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), various years, 1989–90 through 2003–04.

Trends in Private School Enrollments

Table S4-2. Standard errors for the private elementary and secondary school enrollment and as a percentage of total enrollment in public and private schools, by region and grade level: Various school years, 1989–90 through 2003–04

Grade level and school year	[Totals in thousands]									
	Total enrollment		Northeast		Midwest		South		West	
	Total	Percent of total enrollment	Total	Percent of total Northeast enrollment	Total	Percent of total Midwest enrollment	Total	Percent of total South enrollment	Total	Percent of total West enrollment
Grades K–12										
1989–90	38.7	0.09	36.9	0.44	15.4	0.14	24.3	0.15	12.4	0.13
1991–92	26.7	0.06	9.1	0.11	15.0	0.13	8.8	0.05	17.9	0.17
1993–94	12.9	0.03	6.3	0.07	3.6	0.03	11.2	0.07	6.3	0.06
1995–96	20.5	0.04	5.9	0.07	7.9	0.07	7.7	0.04	11.5	0.10
1997–98	15.5	0.03	7.0	0.08	10.4	0.09	9.1	0.05	4.4	0.04
1999–2000	25.4	0.05	5.8	0.06	8.2	0.07	23.0	0.13	4.2	0.04
2001–02	26.7	0.05	5.1	0.05	13.0	0.11	17.5	0.10	14.6	0.12
2003–04	32.4	0.06	24.4	0.26	10.5	0.09	15.1	0.08	10.9	0.09
Grades K–8										
1989–90	33.9	0.11	33.7	0.57	12.3	0.16	20.7	0.18	9.2	0.13
1991–92	23.4	0.07	8.8	0.14	14.0	0.17	7.7	0.07	14.3	0.19
1993–94	11.0	0.03	4.6	0.07	3.0	0.04	9.8	0.08	4.4	0.06
1995–96	13.8	0.04	3.5	0.05	5.5	0.07	6.1	0.05	7.4	0.09
1997–98	12.0	0.03	5.1	0.08	9.7	0.12	4.7	0.04	3.5	0.04
1999–2000	17.9	0.05	5.3	0.08	6.1	0.07	15.7	0.12	3.0	0.04
2001–02	19.9	0.05	4.8	0.07	10.7	0.13	12.2	0.09	10.5	0.12
2003–04	18.5	0.05	5.4	0.08	9.4	0.11	12.3	0.09	8.7	0.10
Grades 9–12										
1989–90	12.9	0.10	8.4	0.34	4.3	0.14	7.1	0.17	5.0	0.19
1991–92	8.4	0.07	6.3	0.26	1.6	0.05	2.0	0.05	5.0	0.18
1993–94	3.0	0.02	1.6	0.06	1.0	0.03	2.5	0.06	1.7	0.06
1995–96	4.6	0.03	2.9	0.11	0.9	0.03	2.1	0.05	2.3	0.08
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	0.06	1.1	0.04	2.0	0.06	7.6	0.15	1.8	0.05
2001–02	6.7	0.04	0.8	0.03	2.0	0.06	4.4	0.09	4.5	0.13
2003–04	24.7	0.16	24.0	0.83	4.1	0.11	3.0	0.06	3.5	0.09

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), and Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," various years, 1989–90 through 2003–04.

Trends in Private School Enrollments

Table S4-3. Standard errors for the number and percentage distribution of students in private schools, by race/ethnicity and selected school characteristics: 2003–04

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

See notes at end of table.

Trends in Private School Enrollments

Table S4-3. Standard errors for the number and percentage distribution of students in private schools, by race/ethnicity and selected school characteristics: 2003–04—Continued

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

† Not applicable.

Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2003–04.

Racial/Ethnic Distribution of Public School Students

Table S5-1. Standard errors for the percentage distribution of the race/ethnicity of public school students enrolled in kindergarten through 12th grade: Fall 1972–2005

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

† Not applicable.

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

Racial/Ethnic Distribution of Public School Students

Table S5-2. Standard errors for the percentage distribution of the race/ethnicity of public school students enrolled in kindergarten through 12th grade, by region: Selected years, Fall 1972–2005

Region and fall of year	Minority enrollment								
	White	Total	Black	Hispanic	Asian	Pacific Islander	American Indian/ Alaska Native	More than one race	Other
Northeast									
1972	0.53	0.61	0.52	0.55	†	†	†	†	0.13
1977	0.55	0.65	0.54	0.58	†	†	†	†	0.18
1982	0.67	0.78	0.63	0.78	†	†	†	†	0.27
1987	0.71	0.83	0.64	0.72	†	†	†	†	0.34
1992	0.75	0.87	0.69	0.75	0.34	†	0.06	†	0.10
1997	0.71	0.75	0.59	0.56	0.29	†	0.10	†	†
2002	0.70	0.74	0.57	0.57	0.30	†	0.09	†	†
2003	0.72	0.76	0.59	0.59	0.30	†	0.07	0.18	†
2004	0.73	0.77	0.58	0.59	0.35	†	0.07	0.18	†
2005	0.72	0.77	0.57	0.60	0.35	†	†	0.18	†
Midwest									
1972	0.43	0.50	0.47	0.29	†	†	†	†	0.09
1977	0.48	0.55	0.51	0.31	†	†	†	†	0.14
1982	0.56	0.65	0.58	0.37	†	†	†	†	0.24
1987	0.61	0.72	0.62	0.41	†	†	†	†	0.28
1992	0.62	0.72	0.63	0.39	0.23	†	0.17	†	0.10
1997	0.60	0.64	0.54	0.35	0.21	†	0.17	†	†
2002	0.58	0.62	0.51	0.37	0.23	†	0.14	†	†
2003	0.60	0.64	0.51	0.38	0.21	0.07	0.10	0.20	†
2004	0.60	0.64	0.50	0.39	0.22	†	0.11	0.21	†
2005	0.60	0.64	0.51	0.40	0.20	†	0.11	0.21	†
South									
1972	0.58	0.67	0.63	0.49	†	†	†	†	0.10
1977	0.59	0.69	0.65	0.52	†	†	†	†	0.12
1982	0.65	0.76	0.70	0.66	†	†	†	†	0.16
1987	0.65	0.75	0.68	0.59	†	†	†	†	0.23
1992	0.65	0.76	0.69	0.62	0.21	†	0.12	†	0.06
1997	0.62	0.66	0.59	0.49	0.17	†	0.13	†	†
2002	0.60	0.64	0.56	0.51	0.18	†	0.12	†	†
2003	0.59	0.63	0.54	0.50	0.18	†	0.09	0.16	†
2004	0.59	0.63	0.54	0.50	0.19	0.04	0.09	0.17	†
2005	0.59	0.63	0.53	0.52	0.17	†	0.09	0.18	†

See notes at end of table.

Racial/Ethnic Distribution of Public School Students

Table S5-2. Standard errors for the percentage distribution of the race/ethnicity of public school students enrolled in kindergarten through 12th grade, by region: Selected years, Fall 1972–2005—Continued

Region and fall of year	Minority enrollment								
	White	Total	Black	Hispanic	Asian	Pacific Islander	American Indian/Alaska Native	More than one race	Other
West									
1972	0.75	0.87	0.48	1.08	†	†	†	†	0.45
1977	0.76	0.89	0.50	1.08	†	†	†	†	0.48
1982	0.85	0.99	0.47	1.27	†	†	†	†	0.61
1987	0.84	0.98	0.51	1.09	†	†	†	†	0.59
1992	0.84	0.98	0.46	1.13	0.52	†	0.25	†	0.09
1997	0.76	0.80	0.40	0.78	0.48	†	0.24	†	†
2002	0.72	0.76	0.35	0.76	0.42	†	0.23	†	†
2003	0.72	0.76	0.34	0.78	0.40	0.15	0.17	0.27	†
2004	0.71	0.76	0.36	0.80	0.39	0.12	0.19	0.26	†
2005	0.71	0.76	0.34	0.78	0.39	0.11	0.17	0.27	†

† Not applicable.

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

Language Minority School-Age Children

Table S6-1. Standard errors for the number and percentage of children ages 5–17 who spoke a language other than English at home and who spoke English with difficulty: Selected years, 1979–2005

Year	Spoke a language other than English at home					
	Total population (in millions)	Spoke English with difficulty				Percent of those who spoke a language other than English at home
		Number (in millions)	Percent of total population	Number (in millions)	Percent of total population	
1979	†	0.06	0.53	0.04	0.53	1.21
1989	†	0.09	0.58	0.05	0.61	1.18
1992	†	0.10	0.55	0.06	0.57	1.08
1995	†	0.10	0.52	0.06	0.55	1.02
1999	†	0.12	0.53	0.07	0.57	0.87
2000	†	0.12	0.21	0.07	0.13	0.60
2001	†	0.08	0.14	0.04	0.08	0.37
2002	†	0.08	0.14	0.04	0.08	0.37
2003	†	0.08	0.14	0.04	0.08	0.37
2004	†	0.08	0.14	0.04	0.08	0.37
2005	†	0.12	0.06	0.03	0.06	0.25
Percentage change compared with 1979						
2005	†	5.57	14.63	7.16	36.61	2.86

† Not applicable.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), 1979 and 1989 November Supplement and 1992, 1995, and 1999 October Supplement, and American Community Survey (ACS), 2000–05.

Language Minority School-Age Children

Table S6-2. Standard errors for the number and percentage of children ages 5–17 who spoke a language other than English at home and who spoke English with difficulty, by selected characteristics: 2005

Characteristic	[Numbers in thousands]								
	Total population	Spoke a language other than English at home							
		Number	Percent of population	Spoke English with difficulty					
				Total		Ages 5–9		Ages 10–17	
	Number	Percent of population	Number	Percent of population	Number	Percent of population	Number	Percent of population	
Total	118.2	57.4	0.10	30.1	0.06	21.1	0.06	21.6	0.05
Language spoken at home									
English	108.0	†	†	†	†	†	†	†	†
Spanish	48.8	48.8	†	26.1	0.29	18.5	0.32	18.5	0.27
Other Indo-European	21.6	21.6	†	10.0	0.61	6.6	0.66	7.5	0.58
Asian/Pacific Islander	19.3	19.3	†	10.3	0.75	7.1	0.80	7.5	0.71
Other	11.0	11.0	†	4.8	1.15	3.2	1.20	3.6	1.11
Race/ethnicity									
White	94.9	23.7	0.07	11.4	0.04	6.7	0.04	9.2	0.04
Black	49.3	11.6	0.15	5.7	0.07	3.4	0.07	4.6	0.07
Hispanic	55.5	46.4	0.26	24.9	0.23	18.1	0.25	17.1	0.21
Mexican	45.9	39.0	0.31	21.8	0.29	16.1	0.32	14.7	0.26
Puerto Rican	17.2	12.3	0.94	5.5	0.57	3.5	0.58	4.2	0.56
Cuban	8.2	6.9	1.78	3.0	1.34	2.1	1.49	2.2	1.23
Dominican	9.2	8.6	1.15	4.4	1.48	3.1	1.61	3.1	1.37
Central American	13.8	12.8	0.83	6.7	0.99	4.7	1.07	4.8	0.92
South American	11.1	9.9	1.18	4.4	1.06	3.1	1.17	3.2	0.99
Other Hispanic	16.4	11.1	0.98	5.0	0.57	3.6	0.64	3.6	0.52
Asian	25.4	20.4	0.61	10.6	0.48	7.4	0.52	7.7	0.45
Pacific Islander	4.7	2.6	3.21	1.2	1.69	0.9	1.99	0.8	1.42
American Indian/Alaska Native	12.0	4.9	1.00	1.9	0.43	1.2	0.44	1.5	0.42
More than one race	20.4	6.0	0.45	2.6	0.20	1.9	0.22	1.8	0.18
Citizenship									
U.S.-born	141.4	62.0	0.11	29.7	0.06	22.3	0.07	19.8	0.05
Naturalized U.S. citizen	16.4	13.1	1.41	6.2	1.04	3.4	1.12	5.2	1.00
Non-U.S. citizen	32.9	31.1	0.45	20.9	0.72	12.7	0.73	16.7	0.70
Poverty status									
Poor	53.5	29.9	0.27	17.4	0.18	12.4	0.20	12.3	0.17
Near poor	58.4	31.9	0.25	17.2	0.15	12.5	0.17	11.8	0.13
Nonpoor	95.8	37.7	0.11	17.3	0.05	11.4	0.06	13.0	0.05
Region									
Northeast	49.8	23.9	0.23	11.7	0.12	7.8	0.14	8.8	0.12
Midwest	55.6	20.0	0.16	10.6	0.09	7.2	0.10	7.8	0.08
South	71.0	31.8	0.15	16.9	0.09	11.9	0.10	12.1	0.08
West	57.8	35.9	0.24	19.2	0.14	13.8	0.17	13.4	0.13

† Not applicable.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2005.

Participation in Adult Education

Table S10-1. Standard errors for the percentage of population age 16 or older who participated in adult education activities, by age and type of activity: Selected years, 1995–2005

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

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

Participation in Adult Education

Table S10-2. Standard errors for the percentage of population age 16 or older who participated in adult education activities, by type of activity and selected characteristics: 2005

Characteristic	Overall participation	Type of adult education activity			
		Part-time degree or diploma programs	Work-related courses	Personal interest courses	Other activities
Total	0.74	0.29	0.63	0.71	0.31
Sex					
Male	1.20	0.44	0.99	1.08	0.58
Female	1.01	0.37	0.95	0.88	0.26
Race/ethnicity					
White	0.84	0.35	0.70	0.87	0.31
Black	2.81	0.97	2.53	2.11	0.84
Hispanic	2.43	1.05	1.71	1.75	1.54
Asian	5.39	2.70	4.70	5.06	1.23
Education					
Less than high school	1.67	0.40	0.73	1.16	1.34
High school diploma or equivalent	1.49	0.36	1.08	1.17	0.47
Some college, including vocational/technical	1.44	0.81	1.28	1.36	0.50
Bachelor's degree or higher	1.24	0.60	1.35	1.15	0.33
Age					
16–24	2.71	1.33	2.20	2.56	1.66
25–34	2.23	0.93	1.80	1.83	1.13
35–44	1.97	0.56	2.06	1.91	0.40
45–54	1.49	0.40	1.38	1.24	0.28
55–64	2.01	0.30	1.63	1.30	0.27
65 or older	1.10	0.17	0.68	1.09	0.08
Household income					
\$15,000 or less	2.39	0.67	1.64	2.29	0.85
\$15,001–30,000	1.67	0.90	1.46	1.18	0.61
\$30,001–50,000	1.90	0.45	1.48	1.50	0.88
\$50,001–75,000	1.74	0.69	1.37	1.67	0.43
More than \$75,000	1.48	0.58	1.35	1.12	0.74
Employment/occupation					
Employed in past 12 months	0.90	0.37	0.80	0.89	0.42
Professional or managerial	1.56	0.71	1.58	1.56	0.31
Services, sales, or support	1.48	0.56	1.49	1.31	0.61
Trades	2.22	0.64	1.62	1.56	1.27
Not employed in past 12 months	1.37	0.32	0.59	1.06	0.40

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

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

Table S11-1. Standard errors for the average reading score by percentile and percentage of students at each achievement level, by grade: Selected years, 1992–2005

Percentile and achievement level	Grade 4					Grade 8					Grade 12				
	1992	1998	1998	2002	2005	1992	1998	1998	2002	2005	1992	1998	1998	2002	2005
Average score															
Total	0.9	0.8	1.1	0.4	0.2	0.9	0.8	0.8	0.4	0.2	0.6	0.7	0.6	0.7	0.6
Percentile															
10th	1.9	1.4	2.1	0.9	0.4	1.2	1.9	1.7	0.5	0.3	0.8	1.3	0.6	1.5	1.1
25th	1.1	0.9	1.7	0.5	0.3	1.1	0.9	0.7	0.5	0.2	0.8	1.2	0.8	1.3	0.8
50th	1.3	1.2	1.3	0.5	0.2	1.1	0.8	0.7	0.5	0.2	0.8	0.9	0.6	0.7	0.8
75th	1.1	0.9	0.9	0.5	0.3	0.8	0.6	1.0	0.4	0.2	0.5	0.9	0.7	0.6	1.1
90th	1.4	0.9	0.9	0.4	0.3	1.3	1.0	0.8	0.5	0.2	0.7	0.8	0.8	0.9	1.1
Percentage at achievement level															
Achievement level															
Below <i>Basic</i>	1.1	0.9	1.2	0.5	0.3	1.0	0.9	0.8	0.5	0.2	0.6	0.9	0.7	0.8	0.8
At or above <i>Basic</i>	1.1	0.9	1.2	0.5	0.3	1.0	0.9	0.8	0.5	0.2	0.6	0.9	0.7	0.8	0.8
At or above <i>Proficient</i>	1.2	0.9	0.9	0.4	0.2	1.1	0.9	1.1	0.5	0.2	0.8	0.9	0.7	0.8	0.7
At <i>Advanced</i>	0.6	0.5	0.5	0.2	0.1	0.3	0.4	0.3	0.2	0.1	0.3	0.4	0.4	0.3	0.3

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

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

Table S11-2. Standard errors for the average reading score for 4th-, 8th-, and 12th-graders, by selected student and school characteristics: 1992 and 2005

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

† Not applicable.

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

Reading Performance of Students in Grades 4 and 8

Table S11-3. Standard errors for the average reading score for public school 4th- and 8th-graders and change in score since 1992 and 1998, by state: 2005

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

See notes at end of table.

Reading Performance of Students in Grades 4 and 8

Table S11-3. Standard errors for the average reading score for public school 4th- and 8th-graders and change in score since 1992 and 1998, by state: 2005
—Continued

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

† Not applicable.

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

Mathematics Performance of Students in 12 Grade

Table S12-1. Standard errors for the percentage of 12th-grade students at each achievement level, by student and school characteristics: 2005

Student or school characteristic	Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
Total	0.8	0.8	0.7	0.2
Sex				
Male	0.9	0.9	1.0	0.4
Female	1.0	1.0	0.8	0.4
Race/ethnicity				
White	0.8	0.8	0.8	0.3
Black	1.7	1.7	0.8	†
Hispanic	2.1	2.1	1.0	†
Asian/Pacific Islander	2.6	2.6	3.0	1.2
American Indian/Alaska Native	8.6	8.6	2.9	0.6
Parents' education				
Did not finish high school	2.4	2.4	1.2	†
Graduated from high school	1.3	1.3	1.2	†
Some education after high school	1.3	1.3	1.0	0.3
Graduated from college	0.9	0.9	1.0	0.5
How often student discusses studies at home				
Every day	1.5	1.5	1.4	0.5
1–3 times a week	1.0	1.0	1.1	0.4
1–2 times a month	1.6	1.6	1.3	0.4
Never/hardly ever	1.9	1.9	1.1	0.6
Number of books in the home				
0–10	1.6	1.6	0.9	†
11–25	1.6	1.6	1.1	†
26–100	1.3	1.3	1.0	0.3
More than 100	1.0	1.0	1.0	0.5
Region				
West	1.9	1.9	1.5	0.6
Midwest	1.2	1.2	1.6	0.5
South	1.3	1.3	1.0	0.3
Northeast	1.9	1.9	2.0	0.5
Location				
Central large city	2.5	2.5	1.6	0.6
Central mid-sized city	2.1	2.1	1.9	0.8
Urban fringe/large town	1.1	1.1	1.1	0.4
Rural/small town	1.4	1.4	1.2	0.2
Students in school eligible for free or reduced-price lunch				
10 percent or less	2.4	2.4	2.5	1.1
11–25 percent	1.8	1.8	1.7	0.4
26–50 percent	1.5	1.5	1.1	0.3
51–75 percent	2.4	2.4	1.1	0.3
More than 75 percent	3.0	3.0	1.1	†

† Not applicable.

SOURCE: Grigg, W., Donahue, P., and Dion, G. (2007). *The Nation's Report Card: 12th-Grade Reading and Mathematics 2005* (NCES 2007-468), data from U.S. Department of Education, National Center for Education Statistics, NAEP Data Explorer.

Mathematics Performance of Students in 12 Grade

Table S12-2. Standard errors for the average mathematics scores of 12th-grade students, by content area and student and school characteristics: 2005

Student or school characteristic	Overall	Content Area			
		Numbers and operations	Measurement and geometry	Data analysis and probability	Algebra
Total	0.6	0.8	0.6	0.6	0.6
Sex					
Male	0.7	1.0	0.8	0.9	0.8
Female	0.7	0.8	0.7	0.7	0.7
Race/ethnicity					
White	0.6	0.9	0.6	0.6	0.6
Black	1.1	1.6	1.1	1.2	1.5
Hispanic	1.3	1.5	1.5	1.4	1.3
Asian/Pacific Islander	2.0	2.2	2.3	2.5	2.4
American Indian/Alaska Native	4.1	5.4	4.6	7.6	4.0
Parents' education					
Did not finish high school	1.5	1.5	1.5	2.5	1.4
Graduated from high school	1.1	1.2	1.3	1.1	1.2
Some education after high school	0.8	1.1	0.8	1.0	1.0
Graduated from college	0.6	1.0	0.6	0.8	0.7
How often student discusses studies at home					
Every day	1.0	1.7	1.1	1.1	1.1
1-3 times a week	0.8	0.9	0.9	1.0	0.9
1-2 times a month	1.1	1.3	1.1	1.3	1.1
Never/hardly ever	0.9	1.0	1.0	1.1	1.0
Number of books in the home					
0-10	0.9	1.1	1.1	1.1	0.9
11-25	1.0	1.1	1.1	1.1	1.2
26-100	0.8	1.1	0.8	0.9	0.9
More than 100	0.7	1.0	0.8	0.9	0.8
Region					
West	1.6	1.7	1.6	1.7	1.8
Midwest	0.8	1.2	1.0	1.0	0.9
South	0.8	1.3	0.9	1.0	0.9
Northeast	1.6	1.7	1.8	1.6	1.6
Students in school eligible for free or reduced-price lunch					
10 percent or less	2.0	2.0	2.0	2.3	2.2
11-25 percent	1.4	1.4	1.4	1.5	1.5
26-50 percent	1.0	1.3	1.1	1.2	0.9
51-75 percent	1.3	1.8	1.5	1.4	1.6
More than 75 percent	2.4	2.4	2.9	2.7	2.4

SOURCE: Grigg, W., Donahue, P., and Dion, G. (2007). *The Nation's Report Card: 12th-Grade Reading and Mathematics 2005* (NCES 2007-468), data from U.S. Department of Education, National Center for Education Statistics, NAEP Data Explorer.

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

Table S13-1. Standard errors for the average science scores overall and by grade level, selected percentiles, and percentage of students at each achievement level: 1996, 2000, and 2005

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1996, 2000, and 2005 Science Assessments, NAEP Data Explorer.

Table S13-2. Standard errors for the average science scores for 4th-, 8th-, and 12th-graders, by selected student characteristics: 1996, 2000, and 2005

Characteristic	Grade 4			Grade 8			Grade 12		
	1996	2000	2005	1996	2000	2005	1996	2000	2005
Total	1.1	0.9	0.3	0.8	1.0	0.3	0.7	0.9	0.6
Sex									
Male	1.3	1.1	0.3	0.9	1.1	0.4	1.0	1.1	0.7
Female	1.1	1.0	0.3	0.9	1.1	0.3	0.8	1.0	0.6
Race/ethnicity									
White	0.9	0.7	0.3	0.8	0.8	0.2	0.9	1.2	0.6
Black	1.3	1.0	0.6	0.9	1.4	0.4	1.1	1.7	0.9
Hispanic	3.0	2.3	0.5	2.7	1.4	0.5	2.2	1.7	1.3
Asian/Pacific Islander	3.7	†	1.0	4.2	2.9	0.9	3.3	3.6	1.7
American Indian	11.9	6.9	1.9	3.5	6.7	4.0	7.5	3.6	5.3
Parents' education									
Less than high school	†	†	†	†	†	0.5	†	†	1.4
High school diploma or equivalent	†	†	†	†	†	0.5	†	†	0.9
Some college	†	†	†	†	†	0.4	†	†	0.7
Bachelor's degree or higher	†	†	†	†	†	0.3	†	†	0.6
Eligible for free or reduced-price lunch									
Eligible	1.7	1.3	0.3	1.6	1.1	0.3	1.6	1.8	0.9
Not eligible	0.9	1.1	0.3	0.9	1.0	0.3	0.9	1.2	0.6
Information not available	3.9	1.5	0.9	2.3	1.7	1.5	2.0	1.8	1.9

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1996, 2000, and 2005 Science Assessments, NAEP Data Explorer.

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

Table S13-3. Standard errors for the average science scores for public school 4th- and 8th-graders, by state: 1996, 2000, and 2005

State	Grade 4		1996	Grade 8	
	2000	2005		2000	2005
United States	1.1	0.3	0.9	1.1	0.3
Alabama	1.7	1.2	1.6	1.7	1.3
Arizona	1.8	1.5	1.6	1.3	0.9
Arkansas	1.3	1.2	1.3	1.2	1.0
California	3.0	0.6	1.7	1.8	0.7
Colorado	†	1.1	0.9	†	1.3
Connecticut	1.3	1.0	1.3	1.6	1.0
Delaware	†	0.6	0.8	†	0.6
Florida	†	0.6	1.6	†	1.2
Georgia	1.4	1.3	1.4	1.6	1.1
Hawaii	1.4	1.0	0.7	1.4	0.8
Idaho	1.4	0.8	†	1.0	1.0
Illinois	2.4	1.0	†	1.7	1.1
Indiana	1.5	1.0	1.4	1.4	1.3
Iowa	1.3	†	1.2	†	†
Kentucky	1.2	0.9	1.2	1.2	0.9
Louisiana	1.8	1.1	1.6	1.5	1.5
Maine	1.1	0.9	1.0	0.9	0.7
Maryland	1.3	1.1	1.5	1.4	1.4
Massachusetts	1.4	1.0	1.4	1.1	1.0
Michigan	1.8	1.3	1.4	1.8	1.2
Minnesota	1.6	1.1	1.3	1.2	1.1
Mississippi	1.4	1.2	1.4	1.2	1.2
Missouri	1.2	1.0	1.2	1.2	1.2
Montana	1.5	0.9	1.2	1.4	0.8
Nebraska	1.8	†	1.0	1.4	†
Nevada	1.2	1.0	†	1.0	0.9
New Hampshire	†	0.9	†	†	0.9
New Jersey	†	1.3	†	†	1.2
New Mexico	1.8	1.0	1.0	1.5	0.9
New York	1.3	†	1.6	2.1	†
North Carolina	1.3	0.9	1.2	1.4	1.0
North Dakota	0.9	0.5	0.8	1.1	0.6
Ohio	1.4	1.2	†	1.5	1.2
Oklahoma	1.3	1.1	†	1.1	1.3
Oregon	2.0	1.0	1.6	1.3	1.0
Rhode Island	1.3	1.1	0.8	0.9	0.7
South Carolina	1.3	1.1	1.5	1.4	1.1
South Dakota	†	0.5	†	†	0.7
Tennessee	1.4	1.1	1.8	1.5	1.2
Texas	1.8	0.7	1.8	1.7	0.8

See notes at end of table.

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

Table S13-3. Standard errors for the average science score for public school 4th- and 8th-graders, by state: 1996, 2000, and 2005—Continued

State	Grade 4		Grade 8		
	2000	2005	1996	2000	2005
Utah	1.3	0.8	0.8	1.0	0.7
Vermont	1.3	0.6	1.0	1.0	0.6
Virginia	1.4	1.0	1.6	1.0	1.1
Washington	†	1.0	1.3	†	0.8
West Virginia	1.3	0.8	0.9	1.1	0.8
Wisconsin	†	0.9	1.7	†	1.0
Wyoming	1.3	0.5	0.6	1.0	0.6

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1996, 2000, and 2005 Science Assessments, NAEP Data Explorer.

Trends in the Achievement Gaps in Reading and Mathematics

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

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

† Not applicable.

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

Reading and Mathematics Score Trends by Age

Table S15-1. Standard errors for the average reading scale scores on the long-term trend National Assessment of Educational Progress (NAEP), by age, sex, and race/ethnicity: Various years, 1971 through 2004

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

† Not applicable.

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

Reading and Mathematics Score Trends by Age

Table S15-2. Standard errors for the average mathematics scale scores on the long-term trend National Assessment of Educational Progress (NAEP), by age, sex, and race/ethnicity: Various years, 1973 through 2004

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

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

Reading and Mathematics Achievement at 5th Grade

Table S16-1. Standard errors for the percentage of children who demonstrate specific reading knowledge and skills, by child, family, and school characteristics: Spring 5th grade, 2004

Characteristic	Understanding words in context	Making literal inference	Deriving meaning from text	Interpreting beyond text	Evaluating nonfiction
Total	0.16	0.47	0.82	0.61	0.36
Child's sex					
Male	0.24	0.67	1.06	0.81	0.51
Female	0.20	0.60	1.15	0.92	0.53
Child's race/ethnicity					
White	0.18	0.51	0.93	0.82	0.59
Black	0.38	1.14	1.77	1.25	0.55
Hispanic	0.26	0.76	1.28	0.84	0.55
Asian	0.51	1.25	2.09	1.85	1.16
Other	1.22	4.10	6.84	4.39	1.61
Mother's highest level of education, spring 2004					
Less than high school	0.64	1.48	1.90	1.11	0.18
High school diploma or equivalent	0.33	0.96	1.55	1.10	0.78
Some college or vocational technical degree	0.20	0.63	1.18	0.89	0.41
Bachelor's degree or higher	0.11	0.33	0.75	0.97	1.01
Primary home language at kindergarten entry					
English	0.17	0.49	0.84	0.66	0.42
Not English	0.41	1.02	1.79	1.16	0.44
School type, spring 2004					
Public	0.17	0.52	0.92	0.69	0.38
Private	0.30	0.90	1.76	1.72	1.51
Poverty status, kindergarten through spring 2004					
Below, all rounds	0.61	1.84	2.38	1.22	0.23
In and out of poverty	0.43	1.19	1.85	1.33	0.83
At or above, all rounds	0.10	0.35	0.71	0.70	0.54
Family type, kindergarten through spring 2004					
Two parents, all rounds	0.15	0.40	0.78	0.78	0.63
Single parent, all rounds	0.42	1.37	2.50	1.90	1.17
Other, all rounds	2.71	7.07	9.24	6.39	0.47
Change in family type	0.25	1.04	1.93	1.43	0.67

See notes at end of table.

Reading and Mathematics Achievement at 5th Grade

Table S16-1. Standard errors for the percentage of children who demonstrate specific reading knowledge and skills, by child, family, and school characteristics: Spring 5th grade, 2004—Continued

Characteristic	Understanding words in context	Making literal inference	Deriving meaning from text	Interpreting beyond text	Evaluating nonfiction
School type, kindergarten through spring 2004					
Public school, all rounds	0.18	0.54	0.97	0.73	0.39
Private school, all rounds	0.11	0.36	0.86	1.18	1.06
Change in school type	0.38	1.11	2.06	1.97	1.60
Grade level of child, spring 2004					
Below grade level	0.62	1.87	2.60	1.41	0.37
Fifth grade	0.12	0.41	0.84	0.66	0.41
Above grade level	0.12	0.74	2.34	5.19	13.55

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), Longitudinal Kindergarten–Third Grade Public-Use Data File, and Fifth-Grade Restricted-Use Data File.

Reading and Mathematics Achievement at 5th Grade

Table S16-2. Standard errors for the percentage of children who demonstrate specific mathematics knowledge and skills, by child, family, and school characteristics: Spring 5th grade, 2004

Characteristic	Multiplication and division	Place value	Rate and measurement	Fractions	Area and volume
Total	0.47	0.96	1.04	0.63	0.14
Child's sex					
Male	0.58	1.12	1.29	0.92	0.22
Female	0.66	1.32	1.40	0.80	0.14
Child's race/ethnicity					
White	0.49	1.18	1.48	1.09	0.24
Black	1.54	1.92	1.50	0.69	0.16
Hispanic	0.63	1.22	1.53	0.79	0.10
Asian	1.06	1.97	2.52	1.98	0.56
Other	3.22	5.78	4.76	2.68	0.32
Mother's highest level of education, spring 2004					
Less than high school	1.78	2.52	1.56	0.57	0.15
High school diploma or equivalent	0.85	1.41	1.50	0.78	0.15
Some college or vocational technical degree	0.59	1.37	1.51	0.90	0.18
Bachelor's degree or higher	0.28	0.91	1.69	1.92	0.45
Primary home language at kindergarten entry					
English	0.52	1.07	1.17	0.75	0.16
Not English	1.01	1.66	1.74	1.02	0.18
School type, spring 2004					
Public	0.51	1.06	1.12	0.66	0.15
Private	0.97	2.12	2.64	1.99	0.36
Poverty status, kindergarten through spring 2004					
Below, all rounds	1.82	2.35	1.70	1.06	0.08
In and out of poverty	1.06	1.91	1.77	0.71	0.08
At or above, all rounds	0.43	0.97	1.33	1.00	0.24
Family type, kindergarten through spring 2004					
Two parents, all rounds	0.43	0.99	1.39	0.98	0.23
Single parent, all rounds	1.56	2.64	2.47	1.43	0.37
Other, all rounds	8.13	9.08	5.36	1.35	0.06
Change in family type	1.07	1.94	1.85	1.06	0.25

See notes at end of table.

Reading and Mathematics Achievement at 5th Grade

Table S16-2. Standard errors for the percentage of children who demonstrate specific mathematics knowledge and skills, by child, family, and school characteristics: Spring 5th grade, 2004—Continued

Characteristic	Multiplication and division	Place value	Rate and measurement	Fractions	Area and volume
School type, kindergarten through spring 2004					
Public school, all rounds	0.53	1.10	1.23	0.70	0.14
Private school, all rounds	0.27	1.35	1.99	1.57	0.34
Change in school type	1.02	2.28	2.95	2.85	0.42
Grade level of child, spring 2004					
Below grade level	1.78	3.05	2.34	1.34	0.13
Fifth grade	0.44	1.05	1.23	0.74	0.16
Above grade level	0.20	2.11	12.97	20.60	4.84

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), Longitudinal Kindergarten—Third Grade Public-Use Data File, and Fifth-Grade Restricted-Use Data File.

International Comparisons of Mathematics Cognitive Domains of 4th- and 8th-Graders

Table S17-1. Standard errors for the average mathematics scores of 4th-grade students in knowing, applying, and reasoning, by country: 2003

Country	Knowing	Applying	Reasoning
International average	0.7	0.7	0.7
Armenia	3.7	3.2	3.1
Australia	3.8	3.8	3.6
Belgium (Flemish)	2.1	2.1	2.2
Chinese Taipei	2.2	1.9	2.2
Cyprus	2.8	2.8	2.4
England	4.5	4.1	3.5
Hong Kong, SAR	3.3	3.3	3.7
Hungary	3.3	3.4	3.2
Iran, Islamic Rep. of	4.0	3.8	3.4
Italy	3.9	3.6	4.0
Japan	2.1	2.1	1.7
Latvia	2.9	3.3	3.2
Lithuania	2.7	2.9	3.1
Moldova, Rep. of	5.2	4.8	4.9
Morocco	4.4	4.5	4.4
Netherlands	2.2	2.6	2.9
New Zealand	2.2	2.3	2.2
Norway	2.1	2.2	2.1
Philippines	6.9	7.5	7.4
Russian Federation	5.3	4.7	4.8
Scotland	3.0	3.5	3.1
Singapore	6.5	5.9	6.1
Slovenia	2.6	2.8	2.6
Tunisia	4.2	4.6	4.2
United States	2.5	2.6	2.5

SOURCE: Mullis, I.V.S., Martin, M.O., and Foy, P. (2005). *IEA's TIMSS 2003 International Report on Achievement in the Mathematics Cognitive Domains: Findings From a Developmental Project*, exhibits 2.1–2.6, data from the International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study, 2003.

International Comparisons of Mathematics Cognitive Domains of 4th- and 8th-Graders

Table S17-2. Standard errors for the average mathematics scores of 8th-grade students in knowing, applying, and reasoning, by country: 2003

Country	Knowing	Applying	Reasoning
International average	0.5	0.5	0.5
Armenia	2.9	3.0	2.8
Australia	4.0	4.8	4.0
Bahrain	2.3	1.6	2.2
Belgium (Flemish)	2.5	2.7	2.8
Botswana	2.8	2.7	3.7
Bulgaria	4.1	4.7	3.9
Chile	3.2	3.3	3.5
Chinese Taipei	4.5	4.6	4.2
Cyprus	2.0	1.6	1.7
Egypt	3.4	3.4	3.6
England	4.0	4.8	4.7
Estonia	2.7	2.9	3.0
Ghana	5.9	4.0	4.0
Hong Kong, SAR	3.3	3.2	3.1
Hungary	3.1	3.4	3.1
Indonesia	4.3	4.9	4.3
Iran, Islamic Rep. of	2.6	2.5	2.8
Israel	3.1	3.6	3.3
Italy	3.2	3.2	2.9
Japan	1.9	2.2	1.8
Jordan	4.7	4.2	3.7
Korea, Rep. of	2.1	2.2	1.7
Latvia	2.8	3.4	3.4
Lebanon	3.2	3.3	3.0
Lithuania	2.7	2.8	2.6
Macedonia, Rep. of	3.8	3.8	3.7
Malaysia	3.9	4.4	3.4
Moldova, Rep. of	4.1	3.9	4.0
Morocco	2.8	2.9	3.2
Netherlands	3.1	3.7	3.8
New Zealand	4.8	5.3	5.2
Norway	2.1	2.7	2.8
Palestinian Nat'l Auth.	3.7	3.2	2.7
Philippines	5.2	4.8	5.8
Romania	4.9	5.0	4.5
Russian Federation	3.4	3.7	3.6
Saudi Arabia	4.6	3.6	4.3
Scotland	3.2	3.9	3.4
Serbia	2.7	2.9	2.6
Singapore	3.1	3.6	3.5
Slovak Republic	3.3	3.7	3.2
Slovenia	2.2	2.3	2.5
South Africa	5.4	5.3	5.0

See notes at end of table.

International Comparisons of Mathematics Cognitive Domains of 4th- and 8th-Graders

Table S17-2. Standard errors for the average mathematics scores of 8th-grade students in knowing, applying, and reasoning, by country: 2003—Continued

Country	Knowing	Applying	Reasoning
Sweden	2.1	2.8	3.3
Tunisia	3.0	2.3	2.7
United States	2.8	3.4	3.3

SOURCE: Mullis, I.V.S., Martin, M.O., and Foy, P. (2005). *IEA's TIMSS 2003 International Report on Achievement in the Mathematics Cognitive Domains: Findings From a Developmental Project*, exhibits 2.1–2.6, data from the International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study, 2003.

Trends in Adult Literacy

Table S18-1. Standard errors for the average prose, document, and quantitative literacy scores of adults age 16 or older, by selected characteristics: 1992 and 2003

Characteristic	Prose		Document		Quantitative	
	1992	2003	1992	2003	1992	2003
Total	1.1	1.3	1.1	1.2	1.1	1.2
Sex						
Male	1.2	1.5	1.2	1.5	1.4	1.3
Female	1.3	1.4	1.2	1.2	1.2	1.3
Race/ethnicity						
White	1.2	1.5	1.2	1.5	1.1	1.3
Black	1.4	1.8	1.4	2.1	1.6	2.1
Hispanic	2.3	3.5	1.8	3.6	2.3	3.2
Asian/Pacific Islander	6.1	4.0	6.1	5.0	7.8	5.1
Age						
16–18	2.3	2.8	2.2	2.9	2.5	3.1
19–24	2.0	2.4	2.2	2.5	2.0	2.3
25–39	1.3	1.7	1.2	1.8	1.3	1.8
40–49	2.0	2.3	1.9	1.8	1.8	1.9
50–64	1.4	1.9	1.4	2.1	1.8	1.9
65 or older	1.7	2.0	2.2	2.0	2.7	2.2
Language spoken before starting school						
English only	1.2	1.4	1.2	1.3	1.2	1.2
English and Spanish	2.9	3.1	3.6	3.4	4.6	3.8
English and other language	4.0	3.1	4.5	3.2	5.6	4.1
Spanish	2.9	3.8	2.8	4.6	3.3	4.6
Other language	3.4	4.6	3.7	4.2	4.3	4.3
Education						
Still in high school	2.5	3.7	2.4	4.3	3.2	4.2
Less than/some high school	1.4	2.4	1.5	2.6	2.1	2.2
GED/high school equivalency	2.2	2.1	2.3	2.5	2.3	3.1
High school graduate	1.0	1.3	1.4	1.5	1.2	1.6
Vocational/trade/business school	2.1	2.7	2.0	2.5	2.2	2.2
Some college	1.4	1.6	1.6	1.7	1.7	1.7
Associate's/2-year degree	1.9	2.4	1.9	2.0	2.0	2.1
College graduate	1.9	2.1	1.9	2.2	1.8	1.8
Graduate studies/degree	2.0	2.8	1.9	2.2	2.1	2.1
Employment status						
Employed full time	1.3	1.5	1.2	1.2	1.3	1.1
Employed part time	1.7	2.2	1.8	2.2	1.7	2.2
Unemployed	2.3	2.8	2.2	3.3	3.2	3.6
Not in labor force	1.4	1.7	1.5	1.9	1.9	1.8

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

Trends in Adult Literacy

Table S18-2. Standard errors for the percentage of adults age 16 or older in each prose, document, and quantitative literacy achievement level, by selected characteristics: 2003

Characteristic	Prose				Document				Quantitative			
	Below Basic	Basic	Inter-mediate	Proficient	Below Basic	Basic	Inter-mediate	Proficient	Below Basic	Basic	Inter-mediate	Proficient
Total	0.6	0.6	0.7	0.5	0.5	0.5	0.7	0.6	0.6	0.5	0.5	0.5
Sex												
Male	0.6	0.7	0.7	0.6	0.6	0.5	0.8	0.6	0.6	0.5	0.5	0.6
Female	0.6	0.6	0.8	0.6	0.6	0.6	0.8	0.6	0.8	0.7	0.7	0.6
Race/ethnicity												
White	0.5	0.8	0.9	0.9	0.5	0.7	1.0	1.0	0.7	0.7	0.8	0.8
Black	1.4	1.2	1.4	0.4	1.7	1.4	1.9	0.5	1.8	1.3	1.1	0.4
Hispanic	1.8	1.0	1.1	0.4	1.6	0.8	1.2	0.5	1.7	0.9	0.9	0.5
Asian/Pacific Islander	2.0	2.2	2.5	1.8	2.2	2.1	3.0	2.3	3.0	2.9	2.8	2.5
Age												
16–18	1.7	2.5	2.7	1.4	1.4	1.8	2.4	1.7	2.3	2.1	2.1	1.3
19–24	1.1	1.3	1.5	1.1	1.1	1.2	1.7	1.5	1.4	1.3	1.4	1.1
25–39	0.6	0.7	0.7	0.8	0.7	0.7	1.1	1.1	0.8	0.8	0.8	0.9
40–49	0.9	1.1	1.2	1.1	0.7	0.8	1.1	0.9	0.9	0.8	0.8	0.9
50–64	0.8	0.9	1.1	0.8	0.9	0.9	1.2	1.1	1.0	0.8	0.9	0.8
65 or older	1.3	1.2	1.4	0.6	1.5	1.0	1.4	0.4	1.6	1.2	1.2	0.6
Language spoken before starting school												
English only	0.5	0.7	0.8	0.7	0.5	0.6	0.8	0.7	0.6	0.6	0.6	0.5
English and Spanish	2.1	2.2	2.4	1.3	2.5	3.0	3.8	1.8	3.3	2.6	2.8	1.3
English and other language	1.5	2.8	3.1	2.1	2.0	2.3	2.9	2.0	2.7	2.7	3.0	2.6
Spanish	1.8	1.1	0.9	0.3	2.0	1.0	1.3	0.4	2.2	1.2	1.1	0.5
Other language	2.2	2.0	2.3	1.3	1.9	1.3	2.0	1.2	2.3	1.7	1.9	1.5
Education												
Still in high school	2.5	2.8	3.1	1.5	2.3	2.2	3.0	1.9	2.9	2.5	2.3	1.4
Less than/some high school	1.4	1.0	0.9	0.2	1.4	0.7	1.0	0.3	1.3	0.8	0.7	0.2
GED/high school equivalency	1.8	2.9	3.0	1.1	1.9	2.3	2.8	1.2	3.1	3.1	2.9	1.2
High school graduate	1.0	1.2	1.3	0.6	1.0	1.1	1.4	0.7	1.4	1.3	1.3	0.7
Vocational/trade/business school	1.8	2.6	2.7	1.5	1.5	2.3	2.7	1.7	2.1	2.3	2.3	1.4
Some college	0.7	1.4	1.7	1.4	0.8	1.3	1.8	1.5	1.2	1.8	1.8	1.5
Associate's/2-year degree	0.7	1.5	2.0	2.0	0.7	1.5	2.3	2.2	1.1	1.9	2.1	2.1
College graduate	0.5	1.0	1.7	1.8	0.6	1.2	2.5	2.7	0.6	1.2	1.5	1.9
Graduate studies/degree	0.4	1.2	2.3	2.6	0.4	1.1	2.6	2.8	0.6	1.5	2.1	2.6

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

Youth Neither in School nor Working

Table S19-1. Standard errors for the percentage of youth ages 16–19 who were neither enrolled in school nor working, by selected characteristics: Selected years, 1986–2006

Characteristic	1986	1988	1990	1992	1994	1996	1998	2000	2002	2003	2004	2005	2006
Total	0.57	0.56	0.38	0.41	0.38	0.41	0.36	0.36	0.38	0.39	0.35	0.37	0.36
Sex													
Male	0.76	0.72	0.50	0.53	0.50	0.54	0.50	0.46	0.53	0.55	0.49	0.52	0.49
Female	0.84	0.85	0.58	0.62	0.58	0.62	0.51	0.55	0.55	0.54	0.51	0.54	0.53
Age													
16–17	0.58	0.54	0.40	0.42	0.39	0.41	0.35	0.36	0.36	0.36	0.34	0.35	0.34
18–19	0.97	0.96	0.62	0.69	0.66	0.71	0.63	0.60	0.67	0.70	0.64	0.68	0.67
Education and age													
Less than high school diploma or equivalent													
16–17	0.57	0.53	0.40	0.41	0.38	0.41	0.35	0.35	0.35	0.34	0.33	0.34	0.33
18–19	1.80	1.74	1.11	1.19	1.13	1.14	1.07	0.95	1.06	1.09	1.03	1.09	1.04
High school diploma or equivalent													
16–17	7.75	7.26	5.39	6.23	5.21	5.99	3.90	5.37	4.40	5.84	4.78	4.19	4.87
18–19	1.11	1.11	0.71	0.83	0.79	0.88	0.75	0.78	0.85	0.92	0.81	0.86	0.87
Race/ethnicity													
White	0.61	0.59	0.42	0.44	0.42	0.45	0.39	0.37	0.43	0.43	0.40	0.42	0.41
Black	1.87	1.87	1.14	1.34	1.20	1.28	1.07	1.20	1.26	1.33	1.10	1.22	1.20
Hispanic	2.45	2.52	1.65	1.56	1.41	1.45	1.30	1.25	1.19	1.22	1.14	1.20	1.09
Asian	†	†	†	†	†	†	†	†	†	1.27	1.33	1.51	1.69
Citizenship													
U.S.-born	†	†	†	†	0.39	0.42	0.36	0.36	0.39	0.40	0.36	0.38	0.37
Naturalized U.S. citizen	†	†	†	†	6.62	2.78	5.03	3.53	3.24	4.52	3.22	2.98	3.83
Non-U.S. citizen	†	†	†	†	2.41	2.42	2.51	2.13	2.20	2.35	2.15	2.25	2.37
Poverty													
Poor	1.84	2.01	1.37	1.40	1.25	1.37	1.20	1.24	1.42	1.40	1.28	1.33	1.30
Near-poor	1.48	1.53	1.07	1.02	0.97	0.97	1.04	1.00	1.02	1.05	0.93	0.98	0.94
Nonpoor	0.53	0.51	0.36	0.37	0.34	0.40	0.34	0.34	0.37	0.38	0.35	0.36	0.36

† Not applicable.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), "Annual Social and Economic Supplement," selected years, 1986–2006.

Annual Earnings of Young Adults

Table S20-1. Standard errors for the median annual earnings of full-time, full-year wage and salary workers ages 25–34, by educational attainment, sex, and race/ethnicity: Selected years, 1980–2005

		[In constant 2004 dollars]								
Educational attainment, sex, and race/ethnicity	1980	1985	1990	1995	2000	2001	2002	2003	2004	2005
Total	\$190	\$230	\$230	\$170	\$110	\$110	\$110	\$100	\$310	\$300
Educational attainment										
Less than high school	590	880	470	380	340	300	300	290	260	270
High school diploma or equivalent	360	260	300	250	200	180	170	170	170	310
Some college	380	400	440	430	310	180	180	170	160	160
Bachelor's degree or higher	490	480	480	700	250	230	460	620	700	600
Sex and educational attainment										
Male	310	250	230	330	440	180	180	190	170	170
Less than high school	1,060	740	700	850	340	390	670	560	640	660
High school diploma or equivalent	350	410	320	490	490	530	470	290	220	220
Some college	580	690	460	390	610	470	290	470	290	260
Bachelor's degree or higher	540	690	470	710	490	830	950	1,130	890	910
Female	180	230	270	220	180	330	190	150	140	140
Less than high school	800	770	840	760	620	530	600	710	550	670
High school diploma or equivalent	250	380	280	370	290	340	420	360	530	380
Some college	320	400	430	290	240	260	250	240	610	520
Bachelor's degree or higher	510	400	450	520	280	470	360	330	220	230
Race/ethnicity and sex										
White	210	210	310	190	250	340	170	160	160	150
Male	330	460	250	360	190	210	470	460	190	480
Female	200	260	280	390	350	200	190	170	170	180
Black	430	470	680	440	310	280	630	800	480	540
Male	920	620	1,010	830	740	450	480	420	1,100	760
Female	560	760	780	730	630	370	410	350	380	690
Hispanic	1,230	680	750	490	380	330	260	300	310	460
Male	1,580	1,550	940	640	540	430	320	380	640	780
Female	1,190	1,070	960	1,180	710	650	570	530	570	530
Asian	†	†	1,430	1,140	550	1,330	1,890	810	680	600
Male	†	†	1,880	2,000	3,300	2,210	2,230	1,940	2,220	3,000
Female	†	†	1,760	1,880	1,230	1,660	1,980	1,980	1,250	1,760
American Indian/Alaska Native	†	†	3,770	2,350	1,260	1,270	1,910	2,070	2,440	1,020
Male	†	†	†	†	†	†	†	†	†	†
Female	†	†	†	†	†	†	†	†	†	†
More than one race	†	†	†	†	†	†	1,860	1,350	1,310	1,470
Male	†	†	†	†	†	†	1,310	3,250	2,370	1,950
Female	†	†	†	†	†	†	1,540	2,010	1,880	1,610
Other	1,500	1,350	†	†	†	†	†	†	†	†
Male	2,160	2,090	†	†	†	†	†	†	†	†
Female	1,940	1,600	†	†	†	†	†	†	†	†

† Not applicable.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, selected years, 1981–2006.

Annual Earnings of Young Adults

Table S20-2. Standard errors for the median annual earnings of full-time, full-year wage and salary workers ages 25–34, by race/ethnicity and educational attainment: Selected years, 1980–2005

Race/ethnicity and educational attainment	[In constant 2004 dollars]									
	1980	1985	1990	1995	2000	2001	2002	2003	2004	2005
White	\$210	\$210	\$310	\$190	\$250	\$340	\$170	\$160	\$160	\$150
Less than high school	1,020	760	560	1,020	420	740	770	680	500	770
High school diploma or equivalent	400	400	280	310	360	460	410	580	240	210
Some college	410	390	610	330	240	220	220	200	670	660
Bachelor's degree or higher	520	380	410	740	280	270	680	690	630	460
Black	430	470	680	440	310	280	630	800	480	540
Less than high school	1,290	1,190	990	1,340	1,130	700	1,310	870	650	900
High school diploma or equivalent	640	660	460	710	360	800	650	360	900	740
Some college	1,190	820	890	770	460	410	870	510	740	950
Bachelor's degree or higher	1,330	1,140	830	1,160	1,350	1,000	930	450	1,230	1,200
Hispanic	1,230	680	750	490	380	330	260	300	310	460
Less than high school	2,390	1,900	1,870	860	700	420	420	370	380	410
High school diploma or equivalent	1,240	940	1,010	970	920	580	600	650	850	680
Some college	2,440	2,460	1,170	870	910	1,070	710	450	580	690
Bachelor's degree or higher	3,360	2,700	2,030	1,440	1,920	1,400	1,150	1,680	1,250	890
Asian	†	†	1,430	1,140	550	1,330	1,890	810	680	600
Less than high school	†	†	†	†	†	†	†	†	†	†
High school diploma or equivalent	†	†	2,020	1,800	1,330	1,270	1,200	1,280	850	1,260
Some college	†	†	1,660	1,210	1,150	970	1,280	580	1,730	2,000
Bachelor's degree or higher	†	†	2,120	1,760	2,450	2,500	2,310	2,030	2,110	1,960
American Indian/Alaska Native	†	†	3,770	2,350	1,260	1,270	1,910	2,070	2,440	1,020
Less than high school	†	†	†	†	†	†	†	†	†	†
High school diploma or equivalent	†	†	†	†	†	†	†	†	†	†
Some college	†	†	†	†	†	†	†	†	†	†
Bachelor's degree or higher	†	†	†	†	†	†	†	†	†	†
More than one race	†	†	†	†	†	†	1,860	1,350	1,310	1,470
Less than high school	†	†	†	†	†	†	†	†	†	†
High school diploma or equivalent	†	†	†	†	†	†	†	2,040	†	†
Some college	†	†	†	†	†	†	1,830	1,670	2,200	3,060
Bachelor's degree or higher	†	†	†	†	†	†	†	†	3,160	2,670
Other	1,500	1,350	†	†	†	†	†	†	†	†
Less than high school	†	†	†	†	†	†	†	†	†	†
High school diploma or equivalent	2,130	3,020	†	†	†	†	†	†	†	†
Some college	1,980	1,700	†	†	†	†	†	†	†	†
Bachelor's degree or higher	2,580	1,950	†	†	†	†	†	†	†	†

† Not applicable.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, selected years, 1981–2006.

Time Spent on Homework

Table S21-1. Standard errors for the percentage distribution of 10th-graders reporting time spent on homework, by hours spent on homework per week: 1980 and 2002

Hours spent per week	All		Male		Female	
	1980	2002	1980	2002	1980	2002
Total	†	†	†	†	†	†
Less than 1	0.4	0.1	0.6	0.2	0.4	0.1
Between 1 and 3	0.4	0.5	0.5	0.7	0.5	0.6
More than 3 but less than 5	0.3	0.4	0.5	0.6	0.5	0.5
Between 5 and 10	0.4	0.5	0.5	0.6	0.5	0.6
More than 10	0.3	0.6	0.4	0.7	0.4	0.8

† Not applicable.

SOURCE: Cahalan, M., Ingels, S., Burns, L., Planty, M., and Daniel, B. (2006). *United States High School Sophomores: A Twenty-Two Year Comparison, 1980–2002* (NCES 2006-327), data from U.S. Department of Education, National Center for Education Statistics, High School and Beyond Longitudinal Study of 1980 Sophomores (HS&B-So:80) and Education Longitudinal Study of 2002, Base Year (ELS:2002).

Student Preparedness

Table S22-1. Standard errors for the percentage of 10th-graders who usually or often came to school unprepared without school books, supplies, or homework, by selected student characteristics: 1980, 1990, and 2002

Student characteristic	Came to school without books			Came to school without paper, pen, or pencil			Came to school without homework		
	1980	1990	2002	1980	1990	2002	1980	1990	2002
Total	0.23	0.30	0.43	0.28	0.38	0.42	0.31	0.47	0.51
Sex									
Male	0.37	0.43	0.57	0.43	0.66	0.60	0.49	0.76	0.71
Female	0.26	0.37	0.57	0.32	0.34	0.51	0.39	0.51	0.64
Race/ethnicity									
White	0.22	0.33	0.49	0.30	0.46	0.45	0.34	0.54	0.61
Black	0.77	0.86	1.16	0.81	0.95	1.15	0.86	1.55	1.11
Hispanic	0.84	1.06	1.29	0.91	1.20	1.18	0.96	1.32	1.34
Asian/Pacific Islander	2.69	1.44	1.47	2.09	1.38	1.39	2.43	1.94	1.54
American Indian	2.61	3.19	5.41	2.71	2.60	5.03	2.61	4.66	4.79
More than one race	†	†	1.89	†	†	2.06	†	†	2.14
Socioeconomic status									
Lowest quarter	0.45	0.70	0.88	0.54	0.63	0.78	0.62	0.97	0.97
Middle two quarters	0.30	0.42	0.55	0.36	0.47	0.54	0.41	0.68	0.66
Highest quarter	0.32	0.44	0.71	0.48	0.94	0.78	0.55	0.97	0.90
Composite achievement test score in 10th grade									
Lowest quarter	0.55	0.78	1.01	0.62	0.83	0.93	0.66	1.32	1.09
Second quarter	0.40	0.61	0.78	0.52	0.64	0.81	0.58	0.93	1.01
Third quarter	0.32	0.51	0.65	0.48	0.61	0.64	0.57	0.75	0.81
Highest quarter	0.25	0.30	0.57	0.44	0.85	0.62	0.50	0.86	0.75
Control									
Public	0.25	0.31	0.46	0.30	0.35	0.45	0.32	0.49	0.54
Catholic	0.56	0.82	0.95	1.05	1.59	1.04	1.05	1.60	1.09
Other private	1.09	2.11	0.96	1.26	4.77	1.31	2.33	4.21	1.20

†Not applicable.

SOURCE: Cahalan, M., Ingels, S., Burns, L., Planty, M., and Daniel, B. (2006). *United States High School Sophomores: A Twenty-Two Year Comparison, 1980–2002* (NCES 2006-327), data from U.S. Department of Education, National Center for Education Statistics, 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).

Status Dropout Rates by Race/Ethnicity

Table S23-1. Standard errors for the status dropout rates of 16- through 24-year-olds, by race/ethnicity: October 1972–2005

Year	Total	Race/ethnicity		
		White	Black	Hispanic
1972	0.28	0.29	1.07	2.22
1973	0.27	0.28	1.06	2.24
1974	0.27	0.28	1.05	2.08
1975	0.27	0.27	1.06	2.02
1976	0.26	0.28	1.01	2.01
1977	0.27	0.28	1.00	2.02
1978	0.27	0.28	1.00	2.00
1979	0.27	0.28	1.01	1.98
1980	0.26	0.27	0.97	1.89
1981	0.26	0.27	0.93	1.80
1982	0.27	0.29	0.98	1.93
1983	0.27	0.29	0.97	1.93
1984	0.27	0.29	0.92	1.91
1985	0.27	0.29	0.92	1.93
1986	0.27	0.28	0.90	1.88
1987	0.28	0.30	0.91	1.84
1988	0.30	0.32	1.00	2.30
1989	0.31	0.32	0.98	2.19
1990	0.29	0.30	0.94	1.91
1991	0.30	0.31	0.95	1.93
1992	0.28	0.29	0.95	1.86
1993	0.28	0.29	0.94	1.79
1994	0.26	0.27	0.75	1.16
1995	0.27	0.28	0.74	1.15
1996	0.27	0.26	0.75	1.13
1997	0.27	0.28	0.80	1.11
1998	0.27	0.28	0.81	1.12
1999	0.26	0.27	0.77	1.11
2000	0.26	0.26	0.78	1.08
2001	0.25	0.26	0.71	1.06
2002	0.24	0.24	0.70	0.93
2003	0.23	0.24	0.69	0.90
2004	0.23	0.24	0.70	0.89
2005	0.22	0.23	0.66	0.87

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

Status Dropout Rates by Race/Ethnicity

Table S23-2. Standard errors for the status dropout rates and number and percentage distribution of dropouts ages 16–24, by selected characteristics: October 2005

Characteristic	Status dropout rate (percent)	Number of status dropouts (in thousands)	Population (in thousands)	Percent of all dropouts	Percent of population
Total	0.22	81.7	301.9	†	†
Sex					
Male	0.33	61.8	210.0	1.22	0.38
Female	0.29	53.3	221.6	1.22	0.38
Race/ethnicity					
White	0.23	52.2	248.3	1.21	0.37
Black	0.66	33.9	116.8	0.95	0.28
Hispanic	0.87	55.1	120.1	1.39	0.33
Asian	0.66	9.6	63.8	0.28	0.16
Pacific Islander	†	†	15.8	†	0.04
American Indian/Alaska Native	3.31	8.8	28.8	0.27	0.07
More than one race	1.63	10.5	45.7	0.31	0.10
Age					
16	0.34	15.5	117.3	0.45	0.25
17	0.45	19.6	113.8	0.56	0.25
18	0.65	24.4	106.7	0.70	0.23
19	0.69	26.2	106.8	0.75	0.23
20–24	0.34	68.3	236.0	1.11	0.38
Immigration status					
Born outside the 50 states and the District of Columbia					
Hispanic	1.57	40.5	87.6	1.25	0.22
Non-Hispanic	0.69	13.8	78.1	0.40	0.17
First generation					
Hispanic	1.24	26.5	80.9	0.79	0.20
Non-Hispanic	0.54	11.7	81.1	0.34	0.18
Second generation or more					
Hispanic	1.31	21.4	71.8	0.64	0.18
Non-Hispanic	0.23	60.8	263.5	1.24	0.34
Region					
Northeast	0.43	28.7	140.3	0.80	0.28
Midwest	0.39	33.9	159.3	0.92	0.31
South	0.44	56.6	192.7	1.31	0.39
West	0.52	43.8	157.6	1.16	0.34

† Not applicable.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 2005.

Immediate Transition to College

Table S25-1. Standard errors for the percentage of high school completers who were enrolled in college the October immediately following high school completion, by family income and race/ethnicity: 1972–2005

Year	Total	Family income			Race/ethnicity					
		Low		Middle	High	White	Black		Hispanic	
		Annual	3-year average	Annual	Annual	Annual	Annual	3-year average	Annual	3-year average
1972	1.31	3.45	†	1.75	2.19	1.42	4.62	†	9.74	†
1973	1.29	3.18	†	1.70	2.13	1.40	4.30	2.62	9.01	5.33
1974	1.28	†	†	†	†	1.39	4.58	2.63	8.94	5.09
1975	1.26	3.59	†	1.69	2.09	1.37	4.69	2.71	8.44	4.88
1976	1.31	4.20	2.17	1.76	2.06	1.43	4.82	2.72	7.97	4.68
1977	1.29	3.54	2.22	1.76	2.01	1.41	4.65	2.70	7.96	4.72
1978	1.28	3.74	2.13	1.74	2.05	1.41	4.51	2.67	8.44	4.69
1979	1.28	3.78	2.11	1.74	2.04	1.41	4.69	2.62	7.92	4.83
1980	1.30	3.47	2.14	1.78	2.08	1.43	4.44	2.61	8.70	4.78
1981	1.30	3.90	2.11	1.75	2.09	1.44	4.44	2.50	8.19	4.68
1982	1.36	3.81	2.29	1.81	2.13	1.52	4.33	2.57	7.96	4.94
1983	1.39	4.02	2.20	1.88	2.17	1.55	4.34	2.47	8.96	4.72
1984	1.37	3.62	2.26	1.89	2.09	1.54	4.15	2.54	7.67	4.89
1985	1.45	4.14	2.18	2.02	2.16	1.62	4.78	2.55	9.76	5.18
1986	1.43	3.59	2.23	1.97	2.28	1.62	4.38	2.71	8.85	5.20
1987	1.46	3.88	2.21	2.07	2.16	1.65	4.82	2.65	8.25	5.04
1988	1.57	4.39	2.54	2.14	2.52	1.79	4.91	2.98	10.14	5.99
1989	1.64	4.56	2.66	2.28	2.61	1.85	5.27	2.98	10.51	6.33
1990	1.60	4.76	2.63	2.14	2.54	1.80	5.08	2.97	10.82	5.70
1991	1.62	4.50	2.62	2.25	2.39	1.82	5.25	2.93	9.58	5.52
1992	1.58	4.37	2.60	2.18	2.35	1.84	4.92	2.98	8.50	5.04
1993	1.59	4.56	2.55	2.15	2.46	1.85	5.28	2.97	8.22	4.97
1994	1.43	3.96	2.27	1.94	2.22	1.61	4.42	2.52	6.28	3.23
1995	1.41	3.56	2.16	2.00	1.86	1.64	4.20	2.40	4.92	3.18
1996	1.42	3.78	2.18	1.95	2.27	1.67	4.03	2.41	5.79	2.96
1997	1.38	3.66	2.14	1.97	1.98	1.64	4.12	2.35	4.53	2.93
1998	1.38	3.62	2.11	1.89	2.21	1.61	4.05	2.31	4.92	2.79
1999	1.38	3.66	2.11	1.90	2.22	1.64	3.86	2.31	4.76	2.84
2000	1.41	3.67	2.14	1.97	2.22	1.66	4.11	2.34	5.03	2.96
2001	1.41	3.61	2.07	1.97	2.08	1.64	3.97	2.25	5.33	2.80
2002	1.31	3.60	2.14	1.78	2.11	1.53	3.84	2.32	4.55	2.77
2003	1.35	3.83	2.18	1.87	2.02	1.61	4.25	2.27	4.61	2.68
2004	1.31	3.87	2.23	1.79	2.02	1.57	3.77	2.34	4.76	2.60
2005	1.31	3.86	†	1.81	1.98	1.52	4.15	†	4.18	†

† Not applicable.

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

Immediate Transition to College

Table S25-2. Standard errors for the percentage of high school completers who were enrolled in college the October immediately following high school completion, by sex and type of institution: 1972–2005

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

† Not applicable.

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

Immediate Transition to College

Table S25-3. Standard errors for the percentage of high school completers who were enrolled in college the October immediately following high school completion, by parents' education: 1992–2005

Year	Total	Less than high school	High school diploma or equivalent	Some college, including vocational/technical	Bachelor's degree or higher	Not available
1992	1.58	4.99	2.97	3.03	2.44	5.36
1993	1.59	6.00	2.90	3.28	2.09	5.00
1994	1.43	5.00	2.96	2.77	2.06	4.22
1995	1.41	4.44	2.95	2.46	1.79	4.20
1996	1.42	5.63	2.84	2.73	2.01	4.42
1997	1.38	5.51	2.97	2.74	1.86	3.95
1998	1.38	5.61	2.83	2.56	2.12	4.17
1999	1.38	5.00	3.00	2.67	1.99	4.11
2000	1.41	5.49	2.98	2.76	2.06	4.28
2001	1.41	5.29	3.00	2.61	2.06	4.36
2002	1.31	4.90	2.86	2.51	1.88	3.96
2003	1.35	5.61	2.98	2.58	1.94	3.99
2004	1.31	5.12	2.76	2.56	1.72	4.50
2005	1.31	4.81	2.63	2.54	1.66	4.96

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1992–2005.

Educational Attainment

Table S27-1. Standard errors for the percentage of 25- to 29-year-olds who completed high school, by race/ethnicity and sex: March 1971–2006

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

NOTE: Some standard errors are revised from previous publications.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, 1971–2006.

Educational Attainment

Table S27-2. Standard errors for the percentage of 25- to 29-year-olds who completed at least some college, by race/ethnicity and sex: March 1971–2006

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

NOTE: Some standard errors are revised from previous publications.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, 1971–2006.

Educational Attainment

Table S27-3. Standard errors for the percentage of 25- to 29-year-olds with a bachelor's degree or higher, by race/ethnicity and sex: March 1971–2006

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

NOTE: Some standard errors are revised from previous publications.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, 1971–2006.

Afterschool Activities

Table S29-1. Standard errors for the percentage of kindergarten through 8th-grade students who participated in various afterschool activities since the beginning of the school year, by student and school characteristics: 2005

Student or school characteristic	Any activity	Activity						
		Academic activities	Arts	Clubs	Community service	Religious activities	Scouts	Sports
Total	0.52	0.31	0.52	0.29	0.32	0.46	0.35	0.55
Grade								
K–2	1.19	0.46	0.97	0.31	0.37	0.80	0.71	1.12
3–5	1.04	0.64	0.93	0.51	0.63	1.05	0.69	1.12
6–8	0.84	0.58	0.65	0.51	0.55	0.60	0.39	0.89
Sex								
Male	0.83	0.39	0.58	0.36	0.46	0.70	0.47	0.80
Female	0.85	0.47	0.73	0.43	0.47	0.65	0.51	0.83
Race/ethnicity								
White	0.72	0.45	0.66	0.43	0.48	0.61	0.54	0.70
Black	1.96	1.00	1.09	0.57	0.82	1.64	0.74	1.54
Hispanic	1.29	0.51	0.75	0.37	0.46	0.96	0.61	1.18
Household income								
\$15,000 or less	1.78	0.75	0.85	0.66	0.56	1.69	0.74	1.15
\$15,001–\$30,000	1.37	0.58	0.99	0.50	0.65	1.17	0.63	1.23
\$30,001–\$50,000	1.42	0.73	1.16	0.54	0.84	1.14	0.87	1.15
\$50,001–\$75,000	1.38	0.76	1.20	0.65	0.71	1.16	1.02	1.19
\$75,001 or more	1.03	0.57	1.05	0.72	0.68	0.98	0.70	1.14
Poverty status								
Poor	1.40	0.74	0.97	0.46	0.53	1.35	0.64	1.29
Near-poor	1.34	0.58	0.91	0.46	0.68	0.96	0.61	1.07
Nonpoor	0.77	0.43	0.70	0.46	0.46	0.69	0.57	0.79
Parents' education								
Less than high school	1.06	0.32	0.57	0.10	0.30	0.73	0.41	0.82
High school diploma or equivalent	1.13	0.42	0.76	0.40	0.42	0.86	0.63	0.98
Some college, including vocational/technical	1.37	0.73	1.01	0.46	0.58	1.20	0.76	1.29
Bachelor's degree	1.52	0.74	1.06	0.77	0.76	1.35	0.91	1.40
Graduate/professional degree	1.38	0.80	1.36	0.80	0.92	1.34	0.99	1.44
Mother's employment								
35 hours or more per week	0.94	0.50	0.70	0.38	0.47	0.72	0.49	1.00
Less than 35 hours per week	1.18	0.70	1.02	0.71	0.86	1.11	0.88	1.23
Not employed	1.21	0.45	0.88	0.47	0.61	1.05	0.74	1.05
Family structure								
Two-parent household	0.69	0.38	0.68	0.37	0.45	0.59	0.45	0.73
One-parent or guardian-only household	1.28	0.56	1.00	0.41	0.54	0.95	0.48	0.91
Community type								
Urban	0.63	0.34	0.54	0.32	0.37	0.53	0.40	0.64
Rural	1.34	0.66	1.18	0.61	0.69	1.15	0.91	1.33
School type								
Public	0.59	0.33	0.54	0.30	0.31	0.52	0.36	0.63
Private	1.76	1.10	1.72	0.87	1.49	1.71	1.05	1.72

SOURCE: U.S. Department of Education, National Center for Education Statistics, After-School Programs and Activities Survey of the 2005 National Household Education Surveys Program.

Characteristics of Full-Time School Teachers

Table S33-1. Standard errors for the number and percentage distribution of full-time teachers, by school level, school type, and selected characteristics: School years 1993–94, 1999–2000, and 2003–04

Characteristic	1993–94						
	All teachers	Elementary			Secondary		
		All	Public	Private	All	Public	Private
Total, number	23,400	18,000	17,100	2,800	11,800	11,100	1,810
Total, percentage	†	0.40	0.18	0.18	0.35	0.20	0.20
Sex							
Male	0.36	0.50	0.56	0.64	0.35	0.37	1.10
Female	0.36	0.50	0.56	0.64	0.35	0.37	1.10
Age							
Under 30	0.18	0.28	0.28	0.70	0.22	0.23	1.10
30–39	0.28	0.48	0.54	0.82	0.27	0.27	1.22
40–49	0.36	0.48	0.51	0.82	0.39	0.37	1.34
50–59	0.29	0.44	0.47	0.74	0.32	0.32	1.14
60 and over	0.14	0.20	0.22	0.39	0.15	0.16	0.57
Race/ethnicity							
White	0.33	0.56	0.59	0.77	0.32	0.36	0.74
Black	0.21	0.35	0.38	0.53	0.20	0.22	0.33
Hispanic	0.22	0.37	0.40	0.45	0.23	0.24	0.59
Asian	0.05	0.07	0.08	0.17	0.06	0.07	0.20
Pacific Islander	†	†	†	†	†	†	†
American Indian/Alaska Native	0.05	0.09	0.09	0.11	0.06	0.07	0.07
More than one race	†	†	†	†	†	†	†
Highest degree earned							
No degree	0.07	0.05	0.04	0.52	0.09	0.10	0.34
Associate's	0.03	0.02	†	0.22	0.07	0.07	0.24
Bachelor's	0.30	0.46	0.51	0.75	0.37	0.40	1.27
Master's	0.30	0.50	0.57	0.95	0.34	0.38	1.18
Education specialist	0.14	0.23	0.24	0.29	0.15	0.15	0.41
Doctoral or first-professional	0.05	0.08	0.09	0.15	0.10	0.10	0.41
Average base salary, number	\$110	\$190	\$200	\$200	\$170	\$170	\$370
Average base salary, percentage							
Less than \$30,000	0.22	0.31	0.30	0.93	0.31	0.31	1.33
\$30,000–44,000	0.35	0.52	0.57	0.83	0.41	0.41	1.23
\$45,000–59,000	0.34	0.49	0.54	0.32	0.39	0.40	0.95
\$60,000–74,000	0.21	0.34	0.37	0.01	0.32	0.34	0.42
\$75,000 or more	0.18	0.31	0.34	0.04	0.21	0.22	0.07

See notes at end of table.

Characteristics of Full-Time School Teachers

Table S33-1. Standard errors for the number and percentage distribution of full-time teachers, by school level, school type, and selected characteristics: School years 1993–94, 1999–2000, and 2003–04—Continued

Characteristic	1999–2000						
	All teachers	Elementary			Secondary		
		All	Public	Private	All	Public	Private
Total, number	24,300	17,300	16,400	3,100	11,100	10,900	2,390
Total, percentage	†	0.34	0.15	0.15	0.29	0.24	0.24
Sex							
Male	0.27	0.38	0.42	0.59	0.34	0.34	1.35
Female	0.27	0.38	0.42	0.59	0.34	0.34	1.35
Age							
Under 30	0.28	0.43	0.47	0.83	0.27	0.28	0.94
30–39	0.29	0.43	0.46	0.85	0.30	0.29	1.04
40–49	0.31	0.48	0.51	0.81	0.30	0.32	1.07
50–59	0.32	0.49	0.52	0.81	0.38	0.39	0.96
60 and over	0.13	0.19	0.20	0.36	0.15	0.15	0.48
Race/ethnicity							
White	0.27	0.41	0.45	0.68	0.31	0.33	0.84
Black	0.19	0.30	0.33	0.51	0.21	0.23	0.36
Hispanic	0.19	0.29	0.32	0.45	0.22	0.24	0.66
Asian	0.08	0.13	0.14	0.24	0.07	0.07	0.19
Pacific Islander	†	†	†	†	†	†	†
American Indian/Alaska Native	0.06	0.08	0.09	0.15	0.06	0.06	0.13
More than one race	†	†	†	†	†	†	†
Highest degree earned							
No degree	0.07	0.08	0.04	0.76	0.08	0.08	0.61
Associate's	0.02	0.02	†	0.21	0.03	0.03	0.10
Bachelor's	0.39	0.55	0.59	1.07	0.41	0.42	1.14
Master's	0.38	0.51	0.53	0.82	0.41	0.42	1.25
Education specialist	0.16	0.24	0.26	0.26	0.13	0.14	0.36
Doctoral or first-professional	0.06	0.08	0.09	0.13	0.08	0.08	0.25
Average base salary, number	\$120	\$160	\$170	\$260	\$150	\$150	\$320
Average base salary, percentage							
Less than \$30,000	0.29	0.39	0.40	0.95	0.27	0.25	1.34
\$30,000–44,000	0.37	0.53	0.58	0.88	0.41	0.44	1.24
\$45,000–59,000	0.35	0.51	0.55	0.35	0.37	0.39	0.74
\$60,000–74,000	0.25	0.39	0.42	0.11	0.27	0.29	0.30
\$75,000 or more	0.12	0.17	0.18	0.12	0.17	0.18	0.08

See notes at end of table.

Characteristics of Full-Time School Teachers

Table S33-1. Standard errors for the number and percentage distribution of full-time teachers, by school level, school type, and selected characteristics: School years 1993–94, 1999–2000, and 2003–04—Continued

Characteristic	2003–04						
	All teachers	Elementary			Secondary		
		All	Public	Private	All	Public	Private
Total, number	30,700	20,000	18,900	7,300	21,400	21,100	3,850
Total, percentage	†	0.53	0.34	0.34	0.51	0.40	0.40
Sex							
Male	0.39	0.49	0.47	1.34	0.46	0.51	2.15
Female	0.39	0.49	0.47	1.34	0.46	0.51	2.15
Age							
Under 30	0.71	0.89	1.05	1.41	0.39	0.44	1.70
30–39	0.38	0.52	0.56	1.58	0.49	0.51	2.12
40–49	0.39	0.57	0.60	1.64	0.43	0.46	2.04
50–59	0.83	0.85	1.00	1.86	0.44	0.49	1.76
60 and over	0.20	0.33	0.24	2.46	0.18	0.19	1.03
Race/ethnicity							
White	0.49	0.56	0.58	1.54	0.89	0.95	1.19
Black	0.34	0.47	0.45	1.41	0.38	0.41	0.82
Hispanic	0.33	0.41	0.45	0.63	0.61	0.60	1.13
Asian	0.07	0.11	0.12	0.28	0.12	0.13	0.58
Pacific Islander	0.02	0.02	0.02	0.08	0.04	0.04	0.18
American Indian/Alaska Native	0.07	0.05	0.05	0.15	0.06	0.06	0.50
More than one race	0.07	0.12	0.11	0.75	0.08	0.08	0.23
Highest degree earned							
No degree	0.65	0.18	0.05	1.93	0.17	0.17	0.73
Associate's	0.05	0.04	0.04	0.28	0.10	0.10	0.73
Bachelor's	0.79	0.70	0.80	1.48	0.49	0.56	3.40
Master's	0.40	0.64	0.75	1.76	0.55	0.63	3.09
Education specialist	0.18	0.27	0.29	0.62	0.22	0.24	0.93
Doctoral or first-professional	0.11	0.14	0.16	0.20	0.15	0.16	0.73
Average base salary, number	\$130	\$220	\$300	\$1,390	\$250	\$270	\$690
Average base salary, percentage							
Less than \$30,000	0.24	0.37	0.65	4.29	0.34	0.36	1.88
\$30,000–44,000	0.67	0.83	0.71	3.66	0.51	0.56	2.17
\$45,000–59,000	0.46	0.76	0.88	0.71	0.49	0.53	2.38
\$60,000–74,000	0.30	0.44	0.48	0.32	0.50	0.54	0.93
\$75,000 or more	0.13	0.18	0.20	0.10	0.28	0.30	0.17

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File" and "Private School Teacher Data File," 1993–94, 1999–2000, and 2003–04 and "Charter School Teacher Data File," 1999–2000.

Characteristics of Full-Time School Teachers

Table S33-2. Standard errors for the number and percentage distribution of full-time teachers, by school level, school type, and selected teaching characteristics: School years 1993–94, 1999–2000, and 2003–04

Teaching characteristic	1993–94						
	All teachers	Elementary			Secondary		
		All	Public	Private	All	Public	Private
Total, number	23,400	18,000	17,100	2,800	11,800	11,100	1,810
Total, percentage	†	0.40	0.18	0.18	0.35	0.20	0.20
Years as a teacher							
3 or fewer	0.20	0.30	0.32	0.62	0.22	0.23	0.86
4–9	0.25	0.36	0.36	0.79	0.29	0.29	1.01
10–19	0.34	0.60	0.65	0.87	0.37	0.39	1.15
20 or more	0.30	0.52	0.57	0.71	0.40	0.42	1.32
Teacher induction in first year	1.08	1.61	1.83	1.60	1.10	1.09	2.92
Mentor teacher in first year	†	†	†	†	†	†	†
Subject taught							
General, elementary	0.46	0.73	0.80	0.77	0.05	0.05	†
English, elementary	0.11	0.20	0.22	0.24	0.02	0.02	†
English as a second language, elementary	0.07	0.10	0.12	†	†	†	†
Mathematics, elementary	0.06	0.10	0.12	0.22	0.01	0.01	†
Special education, elementary	0.15	0.26	0.28	0.08	0.04	0.04	†
Other, elementary	0.19	0.33	0.36	0.60	0.05	0.05	0.11
English, secondary	0.17	0.26	0.28	0.28	0.20	0.20	0.78
English as a second language, secondary	0.05	0.08	0.09	†	0.06	0.06	0.18
Foreign language, secondary	0.07	0.08	0.09	0.09	0.15	0.16	0.67
Mathematics, secondary	0.12	0.20	0.21	0.28	0.16	0.18	0.87
Science, secondary	0.10	0.14	0.14	0.22	0.16	0.17	0.63
Social sciences, secondary	0.13	0.16	0.18	0.28	0.17	0.18	0.59
Special education, secondary	0.09	0.13	0.14	0.07	0.21	0.21	0.92
Vocational/technical, secondary	0.09	0.11	0.12	†	0.23	0.24	0.40
Other, secondary	0.17	0.23	0.25	0.14	0.27	0.28	0.91
Certification type							
Regular	0.22	0.34	0.35	0.93	0.18	0.19	1.06
Alternative	0.06	0.08	0.09	0.07	0.07	0.07	0.29
Probationary	0.06	0.11	0.12	0.15	0.08	0.08	0.21
Provisional	0.11	0.19	0.20	0.24	0.09	0.09	0.37
Temporary	0.05	0.07	0.08	0.17	0.06	0.06	0.35
Waiver or emergency	0.06	0.09	0.09	0.04	0.05	0.05	†
None	0.15	0.19	0.17	0.98	0.13	0.09	1.29

See notes at end of table.

Characteristics of Full-Time School Teachers

Table S33-2. Standard errors for the number and percentage distribution of full-time teachers, by school level, school type, and selected teaching characteristics: School years 1993–94, 1999–2000, and 2003–04—Continued

Teaching characteristic	1999–2000						
	All teachers	Elementary			Secondary		
		All	Public	Private	All	Public	Private
Total, number	24,300	17,300	16,400	3,100	11,100	10,900	2,390
Total, percentage	†	0.34	0.15	0.15	0.29	0.24	0.24
Years as a teacher							
3 or fewer	0.27	0.42	0.45	0.91	0.26	0.27	0.94
4–9	0.34	0.51	0.55	0.85	0.31	0.33	1.04
10–19	0.32	0.46	0.51	0.80	0.34	0.36	0.90
20 or more	0.36	0.51	0.55	0.81	0.39	0.40	1.18
Teacher induction in first year	0.78	1.16	1.31	1.92	0.94	0.90	3.33
Mentor teacher in first year	0.72	1.06	1.15	1.86	0.86	0.86	3.14
Subject taught							
General, elementary	0.38	0.66	0.72	0.80	0.04	0.04	†
English, elementary	0.11	0.18	0.19	0.35	†	†	†
English as a second language, elementary	0.05	0.09	0.10	†	†	†	†
Mathematics, elementary	0.07	0.11	0.11	0.32	†	†	†
Special education, elementary	0.17	0.26	0.30	0.43	0.08	0.09	†
Other, elementary	0.21	0.32	0.36	0.54	0.03	0.03	†
English, secondary	0.14	0.22	0.24	0.31	0.21	0.22	0.83
English as a second language, secondary	0.03	0.03	0.04	†	0.06	0.06	0.21
Foreign language, secondary	0.08	0.08	0.09	0.09	0.14	0.15	0.54
Mathematics, secondary	0.14	0.19	0.20	0.26	0.16	0.17	0.60
Science, secondary	0.12	0.17	0.18	0.28	0.17	0.18	0.66
Social sciences, secondary	0.13	0.16	0.18	0.34	0.20	0.21	0.70
Special education, secondary	0.09	0.10	0.11	0.14	0.17	0.17	0.71
Vocational/technical, secondary	0.09	0.10	0.11	†	0.19	0.20	0.51
Other, secondary	0.18	0.26	0.29	0.22	0.23	0.24	0.83
Certification type							
Regular	0.23	0.31	0.31	1.15	0.27	0.25	1.21
Alternative	†	†	†	†	†	†	†
Probationary	0.10	0.15	0.15	0.64	0.11	0.12	0.50
Provisional	0.12	0.18	0.20	0.26	0.13	0.14	0.27
Temporary	0.07	0.10	0.11	0.27	0.07	0.07	0.32
Waiver or emergency	0.05	0.08	0.09	0.12	0.06	0.07	0.12
None	0.18	0.23	0.23	1.09	0.17	0.15	1.25

See notes at end of table.

Characteristics of Full-Time School Teachers

Table S33-2. Standard errors for the number and percentage distribution of full-time teachers, by school level, school type, and selected teaching characteristics: School years 1993–94, 1999–2000, and 2003–04—Continued

Teaching characteristic	2003–04						
	All teachers	Elementary			Secondary		
		All	Public	Private	All	Public	Private
Total, number	30,700	20,000	18,900	7,300	21,400	21,100	3,850
Total, percentage	†	0.53	0.34	0.34	0.51	0.40	0.40
Years as a teacher							
3 or fewer	0.91	1.57	1.86	1.88	0.49	0.62	2.55
4–9	0.36	0.51	0.58	1.52	0.44	0.44	1.77
10–19	0.51	0.80	0.82	1.79	0.44	0.47	1.62
20 or more	0.54	0.94	1.08	1.63	0.49	0.57	2.67
Teacher induction in first year	2.35	1.84	1.83	3.03	1.15	1.30	4.71
Mentor teacher in first year	1.36	1.69	1.93	2.27	1.32	1.25	4.21
Subject taught							
General, elementary	1.08	1.34	1.40	1.83	0.04	0.04	†
English, elementary	0.14	0.23	0.25	0.37	†	0.02	†
English as a second language, elementary	0.09	0.15	0.16	†	†	†	†
Mathematics, elementary	0.07	0.11	0.12	0.32	†	†	†
Special education, elementary	0.53	0.74	0.92	†	0.07	0.07	†
Other, elementary	0.23	0.31	0.31	1.11	0.05	0.05	0.14
English, secondary	0.23	0.29	0.32	0.38	0.41	0.43	1.37
English as a second language, secondary	0.08	0.11	0.12	†	0.09	0.09	†
Foreign language, secondary	0.11	0.11	0.11	0.10	0.23	0.22	1.31
Mathematics, secondary	0.20	0.21	0.22	0.34	0.27	0.26	1.40
Science, secondary	0.19	0.24	0.26	0.32	0.35	0.32	1.62
Social sciences, secondary	0.14	0.18	0.20	0.46	0.23	0.24	1.28
Special education, secondary	0.24	0.20	0.21	†	0.40	0.42	0.70
Vocational/technical, secondary	0.15	0.14	0.15	†	0.38	0.40	0.84
Other, secondary	0.20	0.22	0.24	0.23	0.35	0.33	1.92
Certification type							
Regular	0.37	0.74	0.86	2.03	0.44	0.42	2.37
Alternative	†	†	†	†	†	†	†
Probationary	0.23	0.37	0.40	0.23	0.23	0.24	0.53
Provisional	0.24	0.30	0.34	0.32	0.24	0.25	0.52
Temporary	0.13	0.17	0.19	0.56	0.15	0.17	0.67
Waiver or emergency	0.08	0.11	0.12	0.14	0.09	0.09	0.34
None	0.43	0.26	0.15	1.90	0.27	0.11	2.38

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File" and "Private School Teacher Data File," 1993–94, 1999–2000, and 2003–04 and "Charter School Teacher Data File," 1999–2000.

Characteristics of School Principals

Table S34-1. Standard errors for the number and percentage distribution of school principals, by school level, school type, and selected characteristics: School years 1993–94, 1999–2000, and 2003–04

Characteristic	All principals	Elementary			Secondary		
		All	Public	Private	All	Public	Private
1993–94							
Total, number	340	380	290	240	190	160	110
Total, percentage	†	0.26	0.30	0.30	0.18	0.51	0.51
Sex							
Male	0.58	0.86	0.99	1.79	0.65	0.66	2.91
Female	0.58	0.86	0.99	1.79	0.65	0.66	2.91
Age							
Under 40	0.42	0.46	0.45	1.53	0.46	0.42	2.44
40–44	0.53	0.75	0.89	1.03	0.59	0.66	2.29
45–49	0.50	0.76	0.79	1.23	0.72	0.79	1.67
50–54	0.58	0.82	0.90	1.15	0.73	0.71	3.30
55 and over	0.47	0.71	0.76	1.56	0.56	0.59	1.66
Race/ethnicity							
White	0.44	0.62	0.79	1.00	0.52	0.57	0.84
Black	0.37	0.49	0.59	0.82	0.35	0.38	0.58
Hispanic	0.25	0.37	0.48	0.44	0.37	0.39	0.66
Asian	0.11	0.18	0.20	0.33	0.08	0.09	0.14
Pacific Islander	†	†	†	†	†	†	†
American Indian/Alaska Native	0.07	0.11	0.12	0.25	0.13	0.14	0.10
Highest degree earned							
No degree	0.22	0.26	†	1.26	†	†	0.14
Associate's	0.10	0.11	†	0.56	†	†	†
Bachelor's	0.36	0.40	0.28	1.46	0.25	0.23	1.28
Master's	0.50	0.77	0.89	1.73	0.66	0.70	2.87
Education specialist or professional diploma	0.43	0.61	0.75	0.59	0.55	0.59	2.52
Doctoral or first-professional	0.30	0.37	0.43	0.60	0.41	0.48	1.87
1999–2000							
Total, number	430	370	250	240	230	200	130
Total, percentage	†	0.25	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 over	0.53	0.70	0.78	1.30	0.75	0.75	2.77
Race/ethnicity							
White	0.48	0.65	0.75	1.08	0.58	0.60	1.50
Black	0.33	0.47	0.53	0.95	0.40	0.44	0.69
Hispanic	0.30	0.39	0.46	0.62	0.35	0.37	1.25
Asian	0.13	0.15	0.16	0.39	0.25	0.27	0.19
Pacific Islander	†	†	†	†	†	†	†
American Indian/Alaska Native	0.07	0.09	0.10	0.25	0.14	0.15	0.47
Highest degree earned							
No degree	0.17	0.20	†	0.95	0.04	†	0.32
Associate's	0.06	0.05	†	0.24	†	†	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 or professional diploma	0.50	0.69	0.82	0.76	0.75	0.77	1.93
Doctoral or first-professional	0.35	0.47	0.57	0.87	0.65	0.69	1.57

See notes at end of table.

Characteristics of School Principals

Table S34-1. Standard errors for the number and percentage distribution of school principals, by school level, school type, and selected characteristics: School years 1993–94, 1999–2000, and 2003–04—Continued

Characteristic	All principals	Elementary			Secondary		
		All	Public	Private	All	Public	Private
2003–04							
Total, number	700	460	360	330	490	270	360
Total, percentage	†	0.43	0.35	0.35	0.37	1.41	1.41
Sex							
Male	0.70	0.85	0.97	1.65	1.25	1.23	4.01
Female	0.70	0.85	0.97	1.65	1.25	1.23	4.01
Age							
Under 40	0.47	0.62	0.72	1.24	1.06	1.10	3.35
40–44	0.43	0.54	0.64	1.10	0.71	0.74	2.22
45–49	0.48	0.63	0.76	0.89	0.97	0.97	3.34
50–54	0.62	0.82	0.96	1.25	0.92	0.94	2.76
55 and over	0.64	0.83	0.98	1.44	1.26	1.28	4.29
Race/ethnicity							
White	0.46	0.61	0.67	1.21	0.93	0.99	1.98
Black	0.38	0.50	0.55	0.86	0.52	0.55	1.92
Hispanic	0.32	0.40	0.50	0.55	0.81	0.93	0.72
Asian	0.09	0.13	0.14	0.43	0.13	0.14	0.39
Pacific Islander	0.02	0.02	0.02	0.10	0.04	0.04	†
American Indian/Alaska Native	0.10	0.11	0.11	0.31	0.09	0.10	0.10
Highest degree earned							
No degree	0.23	0.22	†	1.02	0.18	†	1.42
Associate's	0.15	0.18	0.11	0.70	0.13	†	0.97
Bachelor's	0.33	0.35	0.20	1.41	0.76	0.70	3.08
Master's	0.56	0.79	0.98	1.57	1.27	1.30	4.33
Education specialist or professional diploma	0.53	0.80	0.99	0.81	1.14	1.21	2.76
Doctoral or first-professional	0.39	0.50	0.57	0.66	0.57	0.56	2.56

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal Data File" and "Private School Principal Data File," 1993–94, 1999–2000, and 2003–04 and "Charter School Principal Data File," 1999–2000.

Characteristics of School Principals

Table S34-2. Standard errors for the number and percentage distribution of school principals, by school level, school type, and selected professional characteristics: School years 1993–94, 1999–2000, and 2003–04

Professional characteristic	All principals	Elementary			Secondary		
		All	Public	Private	All	Public	Private
1993–94							
Total, number	340	380	290	240	190	160	110
Total, percentage	†	0.26	0.30	0.30	0.18	0.51	0.51
Years as a principal							
3 or fewer	0.55	0.68	0.76	1.68	0.85	0.85	2.89
4–9	0.62	0.86	0.96	1.33	0.86	0.91	2.71
10–19	0.53	0.71	0.71	1.73	0.74	0.85	2.03
20 or more	0.36	0.54	0.66	1.15	0.39	0.43	1.21
Years of teaching experience prior to becoming principal							
3 or fewer	0.42	0.53	0.47	1.44	0.61	0.42	3.06
4–9	0.55	0.76	0.85	1.43	1.04	1.07	2.25
10–19	0.67	0.76	0.89	1.14	1.02	1.10	2.41
20 or more	0.33	0.53	0.52	1.01	0.43	0.45	1.18
Years of teaching experience since becoming principal							
3 or fewer	0.43	0.48	0.51	1.70	0.49	0.50	1.74
4–9	0.34	0.39	0.44	1.13	0.40	0.39	1.54
10–19	0.28	0.35	0.37	1.02	0.35	0.37	1.13
20 or more	0.22	0.28	0.25	1.01	0.17	0.17	0.70
Average annual salary, number	\$180	\$260	\$210	\$710	\$240	\$210	\$970
Average annual salary, percentage							
Less than \$30,000	0.33	0.44	0.08	1.81	0.16	0.04	1.57
\$30,000–44,999	0.26	0.36	0.32	1.40	0.58	0.32	3.71
\$45,000–59,999	0.41	0.59	0.70	1.36	0.61	0.64	2.50
\$60,000–74,999	0.51	0.72	0.87	0.63	0.75	0.80	2.19
\$75,000–99,999	0.47	0.67	0.86	0.29	0.69	0.71	1.10
\$100,000 or more	0.19	0.26	0.32	0.18	0.24	0.29	0.81

See notes at end of table.

Characteristics of School Principals

Table S34-2. Standard errors for the number and percentage distribution of school principals, by school level, school type, and selected professional characteristics: School years 1993–94, 1999–2000, and 2003–04—Continued

Professional characteristic	All principals	Elementary			Secondary		
		All	Public	Private	All	Public	Private
1999–2000							
Total, number	430	370	250	240	230	200	130
Total, percentage	†	0.25	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 prior to 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, number	\$210	\$250	\$210	\$740	\$340	\$270	\$1,930
Average annual salary, percentage							
Less than \$30,000	0.30	0.34	0.11	1.51	0.31	0.04	2.54
\$30,000–44,999	0.28	0.35	0.17	1.52	0.30	0.18	2.19
\$45,000–59,999	0.46	0.57	0.57	1.27	0.66	0.66	2.38
\$60,000–74,999	0.57	0.74	0.92	0.65	0.77	0.81	1.86
\$75,000–99,999	0.50	0.67	0.81	0.59	0.73	0.78	2.13
\$100,000 or more	0.22	0.30	0.36	0.40	0.36	0.40	1.14

See notes at end of table.

Characteristics of School Principals

Table S34-2. Standard errors for the number and percentage distribution of school principals, by school level, school type, and selected professional characteristics: School years 1993–94, 1999–2000, and 2003–04—Continued

Professional characteristic	All principals	Elementary			Secondary		
		All	Public	Private	All	Public	Private
2003–04							
Total, number	700	460	360	330	490	270	360
Total, percentage	†	0.43	0.35	0.35	0.37	1.41	1.41
Years as a principal							
3 or fewer	0.66	0.91	1.08	1.59	1.21	1.36	3.31
4–9	0.69	0.94	1.07	1.26	1.26	1.41	3.70
10–19	0.67	0.79	0.92	1.33	1.47	1.57	3.03
20 or more	0.36	0.45	0.46	1.07	0.61	0.54	2.72
Years of teaching experience prior to becoming principal							
3 or fewer	0.40	0.47	0.40	1.40	0.61	0.50	2.66
4–9	0.62	0.78	0.90	1.17	1.29	1.38	4.16
10–19	0.61	0.86	0.98	1.60	1.37	1.41	3.07
20 or more	0.51	0.65	0.76	1.14	0.85	0.91	2.78
Years of teaching experience since becoming principal							
3 or fewer	0.38	0.46	0.42	1.48	1.05	0.93	3.20
4–9	0.33	0.36	0.36	1.05	0.93	0.91	2.87
10–19	0.23	0.29	0.22	1.09	0.37	0.31	2.15
20 or more	0.13	0.13	0.06	0.56	0.19	0.10	1.20
Average annual salary, number	\$240	\$270	\$220	\$710	\$660	\$440	\$2,600
Average annual salary, percentage							
Less than \$30,000	0.28	0.34	0.10	1.41	0.34	0.12	2.23
\$30,000–44,999	0.35	0.42	0.25	1.56	0.53	0.49	2.94
\$45,000–59,999	0.40	0.50	0.49	1.24	0.73	0.64	3.32
\$60,000–74,999	0.56	0.77	0.93	0.96	1.20	1.35	2.52
\$75,000–99,999	0.60	0.77	0.95	0.66	1.18	1.21	2.78
\$100,000 or more	0.34	0.38	0.46	0.54	0.97	1.03	2.31

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal Data File" and "Private School Principal Data File," 1993–94, 1999–2000, and 2003–04 and "Charter School Principal Data File," 1999–2000.

Student Support Staff in Public Schools

Table S35-1. Standard errors for the number of regular public school teachers and student support staff, average number of students per staff, and percent of schools with such staff, by school level and type of school staff: School year 2003–04

Type of school staff	Number of staff				Average number of students per staff in schools with such staff	Percent of schools	
	Total	Full-time	Part-time	Per school		With such staff	With full-time staff
Elementary							
All teachers	21,570	20,230	4,520	0.28	0.1	†	†
All student support staff	13,070	9,630	7,360	0.17	0.4	0.2	0.6
Licensed or certified professionals	4,260	3,180	3,150	0.05	1.0	0.2	0.8
School counselors	980	870	720	0.01	4.8	0.7	0.9
Nurses	790	630	680	0.01	5.2	0.7	0.9
Social workers	720	490	700	0.01	8.8	0.8	0.6
Psychologists	660	500	640	0.01	5.8	0.7	0.7
Speech therapists	990	910	990	0.01	4.5	0.5	1.2
Other professionals	1,940	1,440	1,220	0.03	7.4	1.0	0.8
Teacher aides	9,910	7,640	5,780	0.14	0.7	0.3	0.7
Instructional aides	8,700	7,070	4,800	0.13	1.3	0.5	0.8
Special education	4,790	4,100	2,880	0.08	2.2	0.8	1.0
Regular Title I	3,120	2,380	1,650	0.05	5.1	0.9	0.8
ESL/bilingual teacher	1,540	1,270	990	0.02	8.5	0.9	0.8
Library	660	600	580	0.01	8.2	0.9	0.9
Other	4,500	3,620	2,400	0.07	3.6	1.1	0.9
Noninstructional aides	3,230	2,720	2,090	0.05	9.4	1.0	0.9
Special education	2,040	1,870	730	0.03	38.0	0.8	0.7
Library	930	860	430	0.02	24.0	0.8	0.6
Other	2,060	1,530	1,720	0.03	7.0	0.9	0.7
Secondary							
All teachers	23,160	22,390	1,610	0.84	0.2	†	†
All student support staff	6,290	4,410	2,960	0.23	0.7	0.1	0.6
Licensed or certified professionals	2,350	1,820	1,020	0.09	2.1	0.3	0.7
School counselors	1,250	1,160	210	0.05	4.1	0.6	0.8
Nurses	340	270	240	0.02	17.0	1.0	1.2
Social workers	240	200	160	0.02	17.7	1.0	0.8
Psychologists	380	220	310	0.02	19.6	1.2	1.2
Speech therapists	360	190	330	0.02	19.7	1.1	1.0
Other professionals	510	380	310	0.03	18.7	1.2	0.9
Teacher aides	4,190	2,850	2,320	0.17	1.8	0.7	1.0
Instructional aides	3,770	2,600	2,070	0.17	4.0	0.7	1.1
Special education	2,610	1,940	1,410	0.12	3.4	1.0	1.1
Regular Title I	680	580	310	0.04	22.5	0.9	0.7
ESL/bilingual teacher	590	360	430	0.03	30.0	1.3	1.0
Library	270	230	130	0.02	19.4	1.1	1.1
Other	460	390	200	0.03	27.2	0.9	0.8
Noninstructional aides	1,050	880	560	0.07	18.8	1.1	1.1
Special education	680	640	220	0.05	64.6	1.0	0.8
Library	260	230	140	0.01	28.1	1.1	1.0
Other	550	380	450	0.04	18.7	0.8	0.7

† Not applicable.

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

Student Support Staff in Public Schools

Table S35-2. Standard errors for the number of regular public school teachers and student support staff, average number of students per staff, and percent of schools with such staff, by school poverty status and type of school staff: School year 2003–04

Type of school staff	Number of staff				Average number of students per staff in schools with such staff	Percent of schools	
	Total	Full-time	Part-time	Per school		With such staff	With full-time staff
High-poverty							
All teachers	19,770	19,200	1,500	0.85	0.2	†	†
All student support staff	9,430	7,140	3,820	0.41	0.7	0.1	1.1
Licensed or certified professionals	3,040	2,130	1,500	0.1	2.3	0.5	1.7
School counselors	860	780	280	0.05	11.0	1.8	2.2
Nurses	500	370	350	0.02	13.1	1.4	2.0
Social workers	460	330	300	0.03	21.1	1.9	1.5
Psychologists	400	230	330	0.02	19.3	1.9	1.6
Speech therapists	610	450	460	0.03	13.3	1.2	2.3
Other professionals	1,150	910	510	0.08	17.6	2.5	2.0
Teacher aides	6,760	5,440	2,920	0.3	1.3	0.8	1.5
Instructional aides	5,740	4,790	2,250	0.3	2.1	0.9	1.6
Special education	2,420	2,150	980	0.15	5.7	1.9	2.3
Regular Title I	1,940	1,650	930	0.13	7.1	1.8	1.7
ESL/bilingual teacher	1,390	1,230	560	0.10	14.2	2.1	2.1
Library	410	320	250	0.03	22.9	2.3	2.0
Other	1,680	1,400	790	0.12	7.8	2.2	2.1
Noninstructional aides	1,710	1,080	1,230	0.1	42.8	2.5	2.5
Special education	560	530	190	0.04	135.7	1.6	1.5
Library	210	160	130	0.02	41.3	1.6	1.2
Other	1,360	700	1,140	0.10	26.1	2.2	2.0
Low-poverty							
All teachers	19,830	18,470	2,740	0.82	0.2	†	†
All student support staff	7,630	5,370	3,710	0.30	1.0	0.2	1.0
Licensed or certified professionals	2,760	2,010	1,740	0.1	2.1	0.3	1.6
School counselors	780	690	360	0.04	7.2	1.8	1.8
Nurses	550	430	370	0.02	15.4	1.3	1.9
Social workers	350	240	330	0.02	18.0	1.7	1.3
Psychologists	500	330	430	0.02	16.6	1.6	1.8
Speech therapists	630	500	520	0.02	15.7	0.9	2.2
Other professionals	960	660	610	0.06	16.5	2.0	1.5
Teacher aides	5,340	3,750	2,780	0.2	2.1	0.5	1.2
Instructional aides	4,620	3,390	2,220	0.2	3.9	0.8	1.5
Special education	2,650	2,220	1,330	0.14	4.0	1.3	1.6
Regular Title I	680	480	470	0.05	24.1	1.4	1.3
ESL/bilingual teacher	420	240	340	0.03	33.0	1.8	1.4
Library	520	370	390	0.03	24.8	2.0	1.7
Other	2,070	1,400	1,390	0.12	12.8	2.0	1.9
Noninstructional aides	2,270	1,550	1,530	0.2	22.6	2.0	1.8
Special education	1,050	890	550	0.07	75.0	1.7	1.5
Library	330	260	210	0.02	27.6	1.9	1.5
Other	1,700	1,090	1,250	0.12	20.4	1.8	1.2

† Not applicable.

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

School Violence and Safety

Table S36-1. Standard errors for the rate of nonfatal crime against students ages 12–18 at school and away from school per 1,000 students, by type of crime: 1992–2004

Location and year	Total	Theft	Violent crime	
			All violent crime	Serious violent crime
At school				
1992	7.2	5.8	4.0	1.7
1993	5.7	4.4	3.4	1.4
1994	4.9	3.8	2.9	1.3
1995	4.6	3.6	2.7	1.0
1996	4.6	3.6	2.6	1.0
1997	4.3	3.3	2.6	1.0
1998	4.8	3.3	3.1	1.7
1999	4.3	3.4	2.4	1.0
2000	3.8	3.0	2.1	0.8
2001	3.9	2.9	2.2	0.9
2002	3.5	2.7	2.0	0.7
2003	3.5	2.7	2.3	1.0
2004	3.0	2.3	2.0	0.8
Away from school				
1992	7.1	4.8	4.9	3.2
1993	5.4	3.7	3.7	2.5
1994	4.5	3.0	3.2	2.1
1995	4.3	3.0	2.9	1.8
1996	4.5	3.2	2.9	1.9
1997	4.7	3.2	3.2	2.0
1998	4.8	3.3	3.1	1.7
1999	3.9	2.6	2.6	1.7
2000	3.9	2.8	2.5	1.5
2001	3.5	2.5	2.2	1.3
2002	3.2	2.2	2.1	1.3
2003	3.1	2.0	2.5	1.4
2004	2.8	2.0	2.0	1.2

SOURCE: Dinkes, R., Cataldi, E.F., Kena, G., and Baum, K. (2006). *Indicators of School Crime and Safety: 2006* (NCES 2007-003/NCJ 214262), table S2.1, data from U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 1992–2004.

School Violence and Safety

Table S36-2. Standard errors for the rate of nonfatal crime against students ages 12–18 at school and away from school per 1,000 students, by type of crime and selected student characteristics: 2004

Student characteristic	At school				Away from school			
	Total	Theft	Violent crime		Total	Theft	Violent crime	
			All violent crime	Serious violent crime			All violent crime	Serious violent crime
Total	3.0	2.3	2.0	0.8	2.8	2.0	2.0	1.2
Sex								
Male	4.1	2.9	3.0	1.1	3.9	2.8	2.8	1.9
Female	4.0	3.2	2.4	1.1	3.6	2.7	2.5	1.4
Age								
12–14	4.4	3.2	3.3	1.3	3.2	2.3	2.3	1.5
15–18	3.6	3.0	2.2	0.9	4.2	3.1	3.0	1.8
Race/ethnicity								
White	3.9	2.9	2.7	1.1	3.6	2.7	2.5	1.5
Black	7.2	5.3	5.2	2.0	7.0	4.2	6.1	4.4
Hispanic	5.2	4.3	3.1	†	4.5	3.8	2.6	†
Other	8.7	7.5	4.7	†	8.7	6.6	6.2	†
Location								
Urban	5.6	4.0	4.1	1.8	5.0	3.2	4.0	2.7
Suburban	3.7	2.9	2.3	1.0	3.4	2.5	2.3	1.3
Rural	6.6	4.7	4.9	†	6.8	5.5	4.2	2.8
Household income								
Less than \$15,000	8.0	4.8	7.0	†	7.9	5.6	6.0	4.6
\$15,000–29,999	6.1	4.3	4.7	†	9.1	6.4	7.0	4.0
\$30,000–49,999	6.0	4.8	3.9	†	3.3	2.5	2.4	1.6
\$50,000–74,999	8.4	6.0	6.4	2.8	7.8	5.7	5.8	3.7
\$75,000 or more	5.9	5.0	3.4	1.6	4.2	3.5	2.3	1.3

† Not applicable.

SOURCE: Dinkes, R., Cataldi, E.F., Kena, G., and Baum, K. (2006). *Indicators of School Crime and Safety: 2006* (NCES 2007-003/NCJ 214262), tables S2.2 and S2.3, data from U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2004.

Employment of College Students

Table S45-1. Standard errors for the percentage of 16- to 24-year-old college students who were employed, by attendance status and hours worked per week: October 1970 through October 2005

Year	Full-time college students				Part-time college students			
	Percent employed	Hours worked per week			Percent employed	Hours worked per week		
		Less than 20 hours	20–34 hours	35 or more hours		Less than 20 hours	20–34 hours	35 or more hours
1970	0.95	0.79	0.61	0.38	1.93	1.10	1.84	2.47
1971	0.92	0.76	0.61	0.36	1.78	1.24	2.03	2.40
1972	0.92	0.76	0.62	0.36	1.78	1.14	2.00	2.37
1973	0.94	0.77	0.64	0.41	1.72	1.21	2.00	2.34
1974	0.94	0.76	0.64	0.42	1.58	1.01	1.58	2.11
1975	0.89	0.72	0.60	0.39	1.66	1.00	1.67	2.11
1976	0.89	0.73	0.61	0.36	1.50	1.07	1.75	2.08
1977	0.90	0.74	0.64	0.37	1.49	0.97	1.66	1.99
1978	0.91	0.75	0.65	0.39	1.43	1.14	1.72	2.05
1979	0.90	0.74	0.64	0.37	1.39	0.99	1.72	2.05
1980	0.90	0.75	0.64	0.36	1.48	1.10	1.71	2.05
1981	0.88	0.72	0.63	0.36	1.41	1.09	1.73	2.01
1982	0.93	0.77	0.69	0.33	1.61	1.16	1.70	2.06
1983	0.94	0.78	0.68	0.37	1.65	1.00	1.87	2.13
1984	0.93	0.76	0.70	0.38	1.54	0.98	1.78	2.13
1985	0.94	0.78	0.72	0.39	1.50	1.03	1.92	2.17
1986	0.95	0.78	0.73	0.39	1.43	1.18	1.81	2.13
1987	0.95	0.78	0.73	0.39	1.42	0.98	1.80	2.01
1988	1.03	0.85	0.82	0.44	1.46	1.00	2.03	2.27
1989	0.97	0.79	0.77	0.44	1.50	0.99	1.95	2.23
1990	0.96	0.78	0.76	0.41	1.61	0.86	1.92	2.18
1991	0.95	0.77	0.76	0.44	1.56	1.23	1.95	2.24
1992	0.94	0.76	0.76	0.43	1.61	1.14	1.92	2.16
1993	0.96	0.78	0.76	0.42	1.53	1.18	1.97	2.11
1994	0.87	0.70	0.72	0.41	1.28	1.10	1.72	1.84
1995	0.87	0.69	0.70	0.43	1.45	1.08	1.77	1.90
1996	0.88	0.68	0.74	0.45	1.47	1.13	1.83	2.05
1997	0.86	0.67	0.71	0.45	1.46	1.17	1.77	2.01
1998	0.86	0.69	0.70	0.47	1.45	1.01	1.76	1.98
1999	0.86	0.68	0.72	0.46	1.55	0.98	1.85	2.03
2000	0.86	0.69	0.71	0.49	1.38	1.08	1.73	1.93
2001	0.80	0.61	0.65	0.43	1.29	0.97	1.56	1.79
2002	0.78	0.59	0.64	0.44	1.51	1.04	1.61	1.84
2003	0.78	0.59	0.63	0.44	1.44	0.95	1.58	1.75
2004	0.76	0.58	0.62	0.43	1.44	1.04	1.66	1.84
2005	0.75	0.58	0.61	0.43	1.30	1.10	1.62	1.82

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1970–2005.

Employment of College Students

Table S45-2. Standard errors for the percentage of 16- to 24-year-old college students who were employed, by attendance status, hours worked per week, and selected characteristics: October 2005

Characteristic	Full-time college students				Part-time college students			
	Percent employed	Hours worked per week			Percent employed	Hours worked per week		
		Less than 20 hours	20-34 hours	35 or more hours		Less than 20 hours	20-34 hours	35 or more hours
Total	0.75	0.58	0.61	0.43	1.30	1.10	1.62	1.82
Sex								
Male	1.10	0.81	0.88	0.65	1.93	1.66	2.40	2.81
Female	1.03	0.81	0.85	0.58	1.75	1.47	2.18	2.37
Race/ethnicity								
White	0.90	0.73	0.75	0.52	1.55	1.41	2.05	2.33
Black	2.28	1.35	1.87	1.33	4.55	3.29	4.97	5.38
Hispanic	2.65	1.66	2.15	1.55	3.47	2.50	4.43	4.80
Asian	3.01	2.08	2.40	1.55	7.96	7.50	8.01	8.34
Pacific Islander	†	†	†	†	†	†	†	†
American Indian/ Alaska Native	†	†	†	†	†	†	†	†
More than one race	6.43	5.22	5.08	4.32	†	†	†	†
School type								
2-year	1.61	1.17	1.38	1.11	2.07	1.73	2.38	2.73
Public	1.69	1.23	1.46	1.16	2.20	1.77	2.50	2.84
Private	5.20	3.77	4.21	3.92	†	†	†	†
4-year	0.85	0.66	0.69	0.46	1.65	1.42	2.20	2.44
Public	0.99	0.76	0.83	0.54	1.90	1.58	2.45	2.76
Private	1.64	1.33	1.15	0.85	3.32	3.20	4.94	5.15
School level								
Undergraduate	0.77	0.59	0.63	0.44	1.38	1.18	1.73	1.91
Graduate	3.18	2.42	2.59	2.26	3.99	2.69	3.92	5.47

† Not applicable.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 2005.

Federal Grants and Loans to Undergraduate Students

Table S46-1. Standard errors for the percentage of full-time, full-year undergraduates who received loans and grants, average annual amounts received by recipients, and average percentage of aid received as loans, by source of aid, dependency status, income, and type of institution: 1992–93, 1999–2000, and 2003–04

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

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

Total and Net Access Price of Attending a Postsecondary Institution

Table S47-1. Standard errors for the average total price, loans, grants, and net access price for full-time, full-year dependent undergraduates, by type of institution: 1989–90, 1999–2000, and 2003–04

[In constant 2003–04 dollars]

Type of institution, price, and aid	1989–90	1999–2000	2003–04
Public 2-year			
Total price	\$160	\$120	\$200
Loans	40	60	50
Grants	50	120	70
Net access price	190	220	170
Public 4-year			
Total price	90	110	120
Loans	30	50	60
Grants	40	40	40
Net access price	90	100	90
Private not-for-profit 4-year			
Total price	450	400	370
Loans	70	170	190
Grants	120	170	230
Net access price	370	490	460
Private for-profit less-than-4-year			
Total price	320	440	580
Loans	130	520	520
Grants	100	120	280
Net access price	290	360	310

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

Total and Net Access Price of Attending a Postsecondary Institution

Table S47-2. Standard errors for the average net access price for full-time, full-year dependent students after grants and loans, by type of institution and family income: 1989–90, 1999–2000, and 2003–04

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

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

Total and Net Access Price for Graduate and First-Professional Students

Table S48-1. Standard errors for the average annual tuition and fees, total price, amount of aid, and net access price for full-time graduate and first-professional students and percentage of all students attending full time, by type of aid and program and institutional characteristics: 2003–04

Characteristic	Average for full-time students (including unaided students)						Net access price (total price minus total aid)	Percent attending full time
	Tuition and fees	Total price	Total aid	Grants	Loans	Assistantships and other aid		
Master's degree students								
Total	\$460	\$490	\$520	\$210	\$480	\$180	\$520	1.26
Degree program								
Business administration (M.B.A.)	1,150	1,220	2,030	460	1,790	440	1,550	1.65
Education (any master's)	750	1,030	1,240	410	1,150	300	1,240	1.61
Any other master's degree	420	500	610	300	650	250	500	1.78
Selected fields of study								
Humanities	1,140	1,330	1,190	720	1,320	500	1,140	3.27
Social/behavioral sciences	1,180	1,370	1,780	1,190	1,430	780	1,280	3.95
Life and physical sciences	1,490	2,120	3,340	1,050	2,540	2,270	2,240	4.84
Engineering/computer science/mathematics	750	760	1,200	660	1,100	660	1,220	2.10
Institution type								
Public	320	440	540	260	410	230	450	1.29
Private not-for-profit	1,090	1,050	1,020	390	890	220	1,090	2.15
Doctoral degree students								
Total	310	290	530	430	590	420	490	1.85
Degree program								
Ph.D. (except in education)	260	310	520	390	350	350	400	1.49
Education (any doctorate)	620	1,020	1,370	780	880	860	1,430	2.28
Any other doctoral degree	820	710	1,260	530	1,190	330	1,050	4.07
Selected fields of study								
Humanities	710	640	1,280	990	470	560	1,060	4.16
Social/behavioral sciences	840	610	1,610	930	1,640	760	1,430	2.68
Life and physical sciences	600	760	760	600	540	700	610	2.27
Engineering/computer science/mathematics	630	530	740	620	400	650	620	2.11
Institution type								
Public	200	260	510	290	550	360	360	1.12
Private not-for-profit	530	550	1,000	750	1,010	600	690	3.78
First-professional degree students								
Total	770	720	650	230	680	100	590	2.82
Degree program								
Medicine (M.D.)	840	800	1,050	360	1,040	240	640	1.31
Other health science degree	1,550	1,650	1,090	510	1,230	200	1,580	3.01
Law (L.L.B. or J.D.)	1,320	990	810	430	770	140	780	3.57
Theology (M.Div., M.H.L., B.D.)	2,710	1,930	2,520	2,670	2,220	400	3,040	9.09
Institution type								
Public	260	380	650	230	590	150	420	1.17
Private not-for-profit	1,570	1,470	1,250	370	1,300	170	1,020	4.40

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Total and Net Access Price for Graduate and First-Professional Students

Table S48-2. Standard errors for the percentage of full-time graduate and first-professional students with aid and the average annual amount of aid for students with aid, by type of aid and program and institutional characteristics: 2003–04

Characteristic	Percent				Average (for full-time students with each type of aid)			
	Any aid	Grants	Loans	Assistant-ships and other aid	Total aid	Grants	Loans	Assistant-ships and other aid
Master's degree students								
Total	1.85	2.55	2.22	1.86	\$490	\$430	\$540	\$390
Degree program								
Business administration (M.B.A.)	5.51	4.06	6.15	4.76	1,920	1,060	2,070	†
Education (any master's)	5.77	5.19	5.94	3.04	1,040	1,320	1,020	†
Any other master's degree	2.07	3.71	2.62	2.59	580	480	660	430
Selected fields of study								
Humanities	2.41	7.27	6.21	6.16	1,190	930	1,140	1,020
Social/behavioral sciences	5.66	8.31	7.39	7.99	1,470	1,560	1,470	910
Life and physical sciences	8.76	9.20	13.66	11.69	3,230	†	†	†
Engineering/computer science/mathematics	4.53	5.67	5.13	5.58	1,350	980	†	800
Institution type								
Public	2.42	2.57	2.88	2.39	540	510	580	470
Private not-for-profit	3.53	4.61	3.35	2.48	860	760	980	1,010
Doctoral degree students								
Total	0.76	2.30	2.58	2.46	500	460	860	440
Degree program								
Ph.D. (except in education)	0.62	1.34	1.46	1.75	480	430	1,160	300
Education (any doctorate)	4.26	5.12	5.42	6.36	1,240	1,070	910	880
Any other doctoral degree	2.02	5.02	4.50	4.74	1,410	650	1,400	1,340
Selected fields of study								
Humanities	2.76	4.85	3.78	3.58	1,330	1,100	990	800
Social/behavioral sciences	1.48	4.42	4.24	5.35	1,730	1,340	2,430	650
Life and physical sciences	1.07	3.00	3.04	3.15	770	580	1,780	570
Engineering/computer science/mathematics	0.84	2.31	2.53	2.66	670	680	2,060	540
Institution type								
Public	0.75	1.65	2.10	1.93	470	340	860	400
Private not-for-profit	1.58	3.59	3.00	3.65	780	1,130	1,410	1,000
First-professional degree students								
Total	0.81	2.38	1.09	1.89	670	420	700	800
Degree program								
Medicine (M.D.)	1.50	3.25	1.75	2.16	980	690	960	1,030
Other health science degree	1.75	6.33	1.86	5.42	1,120	810	1,220	1,760
Law (L.L.B. or J.D.)	1.12	2.86	1.67	1.69	780	800	760	920
Theology (M.Div., M.H.L., B.D.)	13.65	16.72	11.34	8.46	†	†	†	†
Institution type								
Public	1.08	2.25	1.59	1.61	570	450	570	890
Private not-for-profit	1.12	3.60	1.61	3.37	1,350	870	1,320	1,220

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Total and Net Access Price for Graduate and First-Professional Students

Table S48-3. Standard errors for the average annual tuition and fees, percentage with grants and employer aid, average annual amount of grants and employer aid, net tuition after grants for part-time graduate students, and percentage attending part time, by program and institutional characteristics: 2003–04

	Average tuition and fees	Percent with grants	Percent with employer aid	Average grants (including unaided students)	Average employer aid (including unaided students)	Net tuition after grants (all part-time students)	Percent attending part time
Master's degree students							
Total	\$390	1.90	2.10	\$160	\$110	\$460	1.84
Degree program							
Business administration (M.B.A.)	620	4.63	4.25	420	420	400	2.86
Education (any master's)	1,040	3.57	4.86	190	90	1,120	5.41
Any other master's degree	270	2.47	1.94	140	100	280	2.07
Selected fields of study							
Humanities	350	5.72	4.33	300	210	310	4.09
Social/behavioral sciences	490	7.54	4.13	270	110	510	4.81
Life and physical sciences	950	7.75	4.91	670	230	580	5.43
Engineering/computer science/mathematics	880	7.35	5.44	390	160	1,090	3.76
Institution type							
Public	120	1.80	1.78	110	90	100	1.40
Private not-for-profit	610	3.74	4.30	350	240	810	3.82
Doctoral degree students							
Total	420	2.32	2.29	240	100	380	1.36
Degree program							
Ph.D. (except in education)	300	2.50	1.74	360	140	170	1.35
Education (any doctorate)	230	3.28	3.36	210	120	220	3.58
Any other doctoral degree	1,480	7.34	8.53	480	340	1,470	2.84
Selected fields of study							
Humanities	590	4.80	3.21	720	80	440	3.41
Social/behavioral sciences	1,700	6.06	8.57	400	90	1,810	2.48
Life and physical sciences	390	4.62	3.84	910	130	230	2.02
Engineering/computer science/mathematics	310	3.60	3.55	480	130	300	1.64
Institution type							
Public	140	1.82	1.36	250	50	130	0.92
Private not-for-profit	1,060	4.97	4.82	430	250	750	3.39

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).