


# *Appendix 3*

## *Standard Error Tables*





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*This appendix includes tables of standard errors for all figures in the special analysis and all figures or tables in the indicators in sections 1–6 that present data collected through sample surveys. There are no standard error tables for figures or tables that present data from universe surveys (such as all school districts), compilations of administrative records, or statistical projections.*

*The standard errors for supplemental tables in appendix 1 are not included here, but can be found on the NCES Web Site. Go to <http://nces.ed.gov> and select The Condition of Education volume appearing on the home page. The supplemental and standard error tables for each indicator (and all other supporting information) are included with each indicator in that volume.*

## Standard Errors

The Reader's Guide in the front of this volume explains the basic concept of standard errors and why they should be considered in comparing the difference between two estimates. This section includes tables of the standard errors for all figures in the special analysis and all figures or tables in the indicators that present data collected through sample surveys. Tables of standard errors for all of the supplemental tables in appendix 1 are located on the NCES Web Site (<http://nces.ed.gov>). The information below explains how standard errors can be used to make comparisons between sample estimates for readers who wish to make their own comparisons with the sample data provided in this volume.

Readers who wish to compare two sample estimates to see if there is an actual statistical difference between the two (or only an apparent difference due to sampling error) need to estimate the precision of the difference between the two sample estimates. This would be necessary to compare, for example, the mean proficiency scores between groups or years in the National Assessment of Educational Progress or the percentage of the population ages 25–29 who have completed high school in various years according to the Current Population Survey. To estimate the precision of the difference between two sample estimates, one must find the standard error of the difference between the two sample estimates (sample estimate A or  $E_A$  and sample estimate B or  $E_B$ ). Expressed mathematically, the difference between the two estimates  $E_A$  and  $E_B$  is  $E_A - E_B$ .

The standard error of the difference (or  $se_{A-B}$ ) can be calculated by taking the square root of the sum of the two standard errors associated with each of the two sample estimates ( $se_A$  and  $se_B$ ) after each has been squared. This can be expressed as

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

After finding the standard error of the difference, one divides the difference between the two sample estimates by this standard error to determine the “ $t$ -value” or “ $t$ -statistic” of the difference between the two estimates. This  $t$ -statistic measures the precision of the difference between two independent sample estimates. The formula for calculating this ratio is expressed mathematically as

$$t = \frac{E_A - E_B}{se_{A-B}}$$

The next step is to compare this  $t$ -value to 1.96, which is a statistically determined criterion level for testing whether the observed difference is due to sampling error instead of a true population difference. If this ratio or  $t$ -statistic is greater than 1.96, it can be concluded that 95 times out of 100 the difference between the two sample estimates ( $E_A$  and  $E_B$ ) is not due to sampling error alone. If the  $t$ -statistic is equal to or less than 1.96, then the difference may be due to sampling error. This level of certitude or significance is known as the “.05 level of (statistical) significance.”

As an example of a comparison between two sample estimates to see if there is an actual statistical difference between the two, consider the data on the performance of male and female 12th-grade students in the Geography Assessment in the 2001 National Assessment of Educational Progress (see supplemental table 13-2). Males had an average scale score of 287; females had an average scale score of 282. Is the difference of 5 scale points between these two different samples statistically significant? The standard errors of these estimates are 0.9 and 0.8, respectively (see standard error table S13-2 on the NCES Web Site). Using the formula above, the standard error of the difference is 1.20. The ratio or  $t$ -statistic of the estimated difference of 5 scale points to the standard error of the difference (1.20) is 4.15. This value is greater than 1.96—the critical value

## Standard Errors

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of the  $t$ -distribution for a 5 percent level of significance with a large sample. Thus there is less than a 5 percent chance that the difference between the estimates of average scores for males and females is due to sampling error. This means that one can reasonably conclude that there was a difference between the performance of male and female 12th-graders in geography in 2001 and that, since the estimated score for males is higher than the estimated score for females, males outperformed females.

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## Reading—Young Children's Achievement and Classroom Experiences

**Table SA1.** Standard errors for the percentage distribution of first-time kindergartners' reading scores, by type of reading knowledge and skills: Fall 1998, spring 1999, fall 1999, and spring 2000

Grade	Reading knowledge and skills				
	Letter recognition	Beginning sounds	Ending sounds	Sight-words	Words in context
Fall kindergarten	1.4	1.3	0.9	0.3	0.2
Spring kindergarten	0.6	1.2	1.3	0.8	0.4
Fall 1st grade	0.4	1.0	1.3	1.3	0.7
Spring 1st grade	0.2	0.4	0.6	1.2	1.3

SOURCE: U.S. Department of Education, NCES, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS–K), Base Year Public-Use Data File (NCES 2001–029) and First Grade Public-Use Data File (NCES 2002–134).

**Table SA2.** Standard errors for the percentage distribution of kindergartners at each quartile group of the overall skill distribution, by number of risk factors: Fall 1998

Number of risk factors	Quartile groups of overall skill distribution			
	Bottom quartile	26–50 percent	51–75 percent	Top quartile
Two or more	1.6	1.4	1.0	0.7
One	1.1	0.9	0.8	0.9
None	0.6	0.6	0.5	1.0

SOURCE: U.S. Department of Education, NCES, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS–K), Base Year Restricted-Use Data File (NCES 2000–097), fall 1998.

**Table SA3.** Standard errors for the percentage of children demonstrating specific reading knowledge and skills in the spring of kindergarten, by proficiency in recognizing letters at kindergarten entry: Spring 1999

Proficiency	Reading knowledge and skills			
	Beginning sounds	Ending sounds	Sight-words	Words in context
Proficient in letters	0.6	0.8	0.6	0.3
Not proficient in letters	1.4	1.0	0.2	‡

‡ Reporting standards not met (too few cases).

SOURCE: Denton, K., and West, J. (2002). *Children's Reading and Mathematics Achievement in Kindergarten and First Grade* (NCES 2002–125), table 8a. Data from U.S. Department of Education, NCES, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS–K), Base Year Public-Use Data File (NCES 2001–029) and First Grade Restricted-Use Data File (NCES 2002–134).



## Reading—Young Children’s Achievement and Classroom Experiences

**Table SA4.** Standard errors for the percentage of children demonstrating specific reading knowledge and skills in the spring of kindergarten, by their approaches to learning at kindergarten entry: Spring 1999

Approach to learning	Reading knowledge and skills			
	Beginning sounds	Ending sounds	Sight-words	Words in context
Demonstrates positive approaches to learning often to very often	0.8	0.9	0.6	0.3
Demonstrates positive approaches to learning less than often	1.4	1.2	0.4	0.2

SOURCE: Denton, K., and West, J. (2002). *Children's Reading and Mathematics Achievement in Kindergarten and First Grade* (NCES 2002–125), table 8a. Data from U.S. Department of Education, NCES, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS–K), Base Year Public-Use Data File (NCES 2001–029) and First Grade Restricted-Use Data File (NCES 2002–134).

**Table SA5.** Standard errors for the average percentage of class time that public school kindergarten classes used various instructional approaches, by kindergarten program type: Spring 1999

Program type	Instructional approach			
	Teacher-directed			Child-directed
	Whole class	Small group	Individual	
Full-day	0.7	0.6	0.4	0.5
Part-day	1.4	1.1	0.8	0.7

SOURCE: Walston, J., and West, J. (forthcoming). *Full-Day and Half-Day Kindergarten in the United States* (NCES 2003–028). Data from U.S. Department of Education, NCES, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS–K), Base Year Public-Use Data File (NCES 2001–029).

**Table SA6.** Standard errors for the percentage of public school kindergarten classes that used various grouping strategies daily for reading, by program type: Spring 1999

Program type	Grouping strategies		
	Mixed-level groups	Achievement groups	Peer-tutoring
Full-day	1.6	1.9	1.5
Part-day	2.5	1.5	1.6

SOURCE: Walston, J., and West, J. (forthcoming). *Full-Day and Half-Day Kindergarten in the United States* (NCES 2003–028). Data from U.S. Department of Education, NCES, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS–K), Base Year Public-Use Data File (NCES 2001–029).

## Reading—Young Children's Achievement and Classroom Experiences

**Table SA7.** Standard errors for the percentage of public school kindergarten classes that used certain reading activities daily, by program type: Spring 1999

Program type	Reading activities							
	Learn letter names	Work on phonics	Discuss new vocabulary	Read books kindergartners have chosen	Read aloud	Read silently	Work on reading worksheet	Read from basal text
Full-day	0.8	1.3	1.6	2.0	1.6	1.9	1.2	2.2
Part-day	1.0	1.3	1.9	2.5	2.2	2.2	0.9	2.6

SOURCE: Walston, J., and West, J. (forthcoming). *Full-Day and Half-Day Kindergarten in the United States* (NCES 2003–028). Data from U.S. Department of Education, NCES, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS–K), Base Year Public-Use Data File (NCES 2001–029).

**Table SA8.** Standard errors for the public school first-time kindergartners' mean reading scores and mean reading gain scores (unadjusted), by program type: Fall 1998 to spring 1999

Program type	Reading score		Gain score
	Fall 1998	Spring 1999	
Full-day	0.3	0.4	0.2
Half-day	0.3	0.3	0.2

SOURCE: Walston, J., and West, J. (forthcoming). *Full-Day and Half-Day Kindergarten in the United States* (NCES 2003–028). Data from U.S. Department of Education, NCES, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS–K): Teacher Questionnaire and Child Assessments, Base Year Public-Use Data File.

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

**Table S2.** Standard errors for the percentage of 5- to 17-year-olds whose parents had at least completed high school or attained a bachelor's degree or higher, by race/ethnicity: Selected years 1979–2001

Parents' education	1979	1984	1989	1992	1995	1999	2001
	<b>Total</b>						
High school completion or higher	0.4	0.5	0.3	0.3	0.3	0.3	0.3
Bachelor's degree or higher	0.4	0.5	0.3	0.3	0.3	0.3	0.4
	<b>Black</b>						
High school completion or higher	1.4	1.6	0.8	0.8	0.8	0.8	0.7
Bachelor's degree or higher	0.6	0.9	0.7	0.6	0.6	0.7	0.9
	<b>White</b>						
High school completion or higher	0.4	0.4	0.2	0.2	0.2	0.2	0.2
Bachelor's degree or higher	0.5	0.6	0.4	0.4	0.4	0.4	0.5
	<b>Hispanic</b>						
High school completion or higher	2.1	2.1	1.4	1.1	1.1	1.0	1.0
Bachelor's degree or higher	1.1	1.1	0.7	0.6	0.6	0.7	0.6

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

## Language Minority Students

**Table S4.** Standard errors for the percentage of 5- to 24-year-olds who spoke a language other than English at home and who spoke English with difficulty: Selected years 1979–99

Language ability	1979	1992	1995	1999
Total who spoke language other than English at home	0.2	0.3	0.2	0.2
Total who spoke English with difficulty	0.4	0.5	0.4	0.3

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), November 1979 and October 1992, 1995, and 1999, previously unpublished tabulation (December 2002).

## Foreign-Born Students in Postsecondary Institutions

**Table S6.** Standard errors for the percentage of undergraduate and graduate/first-professional students in the United States who were foreign born, by citizenship status and type of degree program: 1999–2000

Citizenship status	Undergraduate	Graduate/first-professional
Foreign-born U.S. citizens	0.2	0.3
Non U.S. citizens		
Permanent residents/resident aliens	0.3	0.3
Foreign students with a visa	0.2	0.4

SOURCE: U.S. Department of Education, NCES, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000), previously unpublished tabulation (January 2003).

## Participation in Adult Education

**Table S8.** Standard errors for the percentage of population age 16 and above who participated in adult education, by type of activity: 1991, 1995, 1999, and 2001

Type of activity	1991	1995	1999	2001
Overall participation	0.7	0.5	0.8	0.5
Work-related courses	—	0.2	0.5	0.2
Personal interest courses	—	0.3	0.6	0.5
College or university credential programs	—	0.4	0.6	0.5
Other activities	—	0.1	0.3	0.3

—Data not available for 1991.

SOURCE: U.S. Department of Education, NCES, Adult Education and Lifelong Learning Survey of the National Household Education Surveys Program (AELL–NHES:2001), and Adult Education Survey of the National Household Education Surveys Program (AE–NHES:1991, 1995, and 1999), previously unpublished tabulation (January 2003).

## Students' Reading and Mathematics Achievement Through 1st Grade

Table S9. Standard errors for the children's overall reading and mathematics performance from kindergarten through 1st grade, by mother's education: 1998–2000

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

SOURCE: U.S. Department of Education, NCES, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), Longitudinal Kindergarten-First Grade Data files, fall 1998 through spring 2000, previously unpublished tabulation (March 2001).

## International Comparisons of Reading Literacy in Grade 4

Table S10. Standard errors for the average combined reading literacy scale score of 4th-graders, by country: 2001

Country	Total reading achievement
International average	0.6
Argentina	5.9
Belize	4.7
Bulgaria	3.8
Canada	2.4
Colombia	4.4
Cyprus	3.0
Czech Republic	2.3
England	3.4
France	2.4
Germany	1.9
Greece	3.5
Hong Kong SAR	3.1
Hungary	2.2
Iceland	1.2
Iran, Islamic Republic of	4.2
Israel	2.8
Italy	2.4
Kuwait	4.3
Latvia	2.3
Lithuania	2.6
Macedonia, Republic of	4.6
Moldova, Republic of	4.0
Morocco	9.6
Netherlands	2.5
New Zealand	3.6
Norway	2.9
Romania	4.6
Russian Federation	4.4
Scotland	3.6
Singapore	5.2
Slovak Republic	2.8
Slovenia	2.0
Sweden	2.2
Turkey	3.5
United States	3.8

SOURCE: Mullis, I.V.S., Martin, M.O., Gonzalez, E.J., and Kennedy, A.M. (2003). *PIRLS 2001 International Report: IEAs Study of Reading Literacy Achievement in Primary Schools in 35 Countries*, exhibit 1.1. Data from the International Association for the Evaluation of Educational Achievement (IEA), Progress in International Reading Literacy Study, 2001.

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

Table S11. Standard errors for the average mathematics scale scores for 4th-, 8th-, and 12th-graders: 1990, 1992, 1996, and 2000

Average scale score	1990	1992	1996	2000
Grade 4	0.9	0.7	0.9	0.9
Grade 8	1.3	0.9	1.1	0.8
Grade 12	1.1	0.9	1.0	0.9

SOURCE: U.S. Department of Education, NCES. (2001). *The Nation's Report Card: Mathematics 2000* (NCES 2001–517), figure 2.1 and table B.1. Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 1990, 1992, 1996, and 2000 Mathematics Assessment.

## Poverty and Student Mathematics Achievement

Table S12. Standard errors for the average scale score of public school students in 4th-grade mathematics, by the percentage of students in the school eligible for free or reduced-price lunch and whether the student was eligible for free or reduced-price lunch: 2000

Characteristic	0–10 percent	11–25 percent	26–50 percent	51–75 percent	More than 75 percent
All students	1.8	1.7	1.7	1.6	1.6
Student is eligible for free or reduced-price lunch					
Eligible	‡	4.7	2.0	1.8	1.4
Not eligible	2.2	1.4	2.1	1.8	5.4

‡Reporting standards not met (too few cases).

SOURCE: U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 2000 Mathematics Assessment, previously unpublished tabulation (October 2001).

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

Table S13. Standard errors for the percentage distribution of students performing at each geography achievement level, by grade: 1994 and 2001

Achievement level	Grade 4		Grade 8		Grade 12	
	1994	2001	1994	2001	1994	2001
Below Basic	1.1	1.2	1.0	0.9	0.9	0.9
Basic	1.0	1.4	1.1	0.9	1.0	0.9
Proficient	1.1	1.1	0.9	1.1	1.0	1.0
Advanced	0.4	0.3	0.4	0.6	0.5	0.3

SOURCE: U.S. Department of Education, NCES. (2002). *The Nation's Report Card: Geography 2001* (NCES 2002–484), table B.3. Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 1994 and 2001 Geography Assessments.

## U.S. History Performance of Students in Grades 4, 8, and 12

**Table S14.** Standard errors for the percentage distribution of students performing at each U.S. history achievement level, by grade: 1994 and 2001

Achievement level	Grade 4		Grade 8		Grade 12	
	1994	2001	1994	2001	1994	2001
Below Basic	1.1	1.1	0.9	0.9	1.1	1.2
Basic	0.9	1.1	0.8	0.9	0.9	0.9
Proficient	0.9	0.9	0.6	0.8	0.6	0.6
Advanced	0.3	0.5	0.1	0.3	0.2	0.4

SOURCE: U.S. Department of Education, NCES. (2002). *The Nation's Report Card: U.S. History 2001* (NCES 2002-483), table B.3. Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 1994 and 2001 U.S. History Assessments.

## Voting Participation

**Table S15.** Standard errors for the registration and voting rates for U.S. citizens ages 18 and older, by educational attainment: November 2000

Election participation	Less than high school	High school diploma or equivalent	Some college, including vocational/technical	Bachelor's degree or higher
Registered	0.5	0.3	0.3	0.3
Voted	0.5	0.3	0.4	0.3

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), November 2000 Voting and Registration Supplement, previously unpublished tabulation (December 2002).



## Status Dropout Rates, by Race/Ethnicity

Table S17. Standard errors for the dropout rates of 16- to 24-year olds, by race/ethnicity: October 1972–2001

Year	Race/ethnicity (percent)			
	Total	White	Black	Hispanic
1972	0.3	0.3	1.1	2.2
1973	0.3	0.3	1.1	2.2
1974	0.3	0.3	1.1	2.1
1975	0.3	0.3	1.1	2.0
1976	0.3	0.3	1.0	2.0
1977	0.3	0.3	1.0	2.0
1978	0.3	0.3	1.0	2.0
1979	0.3	0.3	1.0	2.0
1980	0.3	0.3	1.0	1.9
1981	0.3	0.3	0.9	1.8
1982	0.3	0.3	1.0	1.9
1983	0.3	0.3	1.0	1.9
1984	0.3	0.3	0.9	1.9
1985	0.3	0.3	0.9	1.9
1986	0.3	0.3	0.9	1.9
1987	0.3	0.3	0.9	1.8
1988	0.3	0.3	1.0	2.3
1989	0.3	0.3	1.0	2.2
1990	0.3	0.3	0.9	1.9
1991	0.3	0.3	1.0	1.9
1992	0.3	0.3	1.0	1.9
1993	0.3	0.3	0.9	1.8
1994	0.3	0.3	0.8	1.2
1995	0.3	0.3	0.7	1.2
1996	0.3	0.3	0.8	1.1
1997	0.3	0.3	0.8	1.1
1998	0.3	0.3	0.8	1.1
2000	0.3	0.3	0.8	1.1
2001	0.3	0.3	0.7	1.1

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October 1972–2001.

## Immediate Transition to College

Table S18. Standard errors for the immediate enrollment in postsecondary education, by race/ethnicity: October 1972–2001

	Actual rates of enrollment			
	White	Black	White	Hispanic
1972	1.4	4.6	1.4	9.7
1973	1.4	4.3	1.4	9.0
1974	1.4	4.6	1.4	8.9
1975	1.4	4.7	1.4	8.4
1976	1.4	4.8	1.4	8.0
1977	1.4	4.7	1.4	8.0
1978	1.4	4.5	1.4	8.4
1979	1.4	4.7	1.4	7.9
1980	1.4	4.4	1.4	8.7
1981	1.4	4.4	1.4	8.2
1982	1.5	4.3	1.5	8.0
1983	1.6	4.3	1.6	9.0
1984	1.5	4.1	1.5	7.7
1985	1.6	4.8	1.6	9.8
1986	1.6	4.4	1.6	8.9
1987	1.7	4.8	1.7	8.3
1988	1.8	4.9	1.8	10.1
1989	1.9	5.3	1.9	10.5
1990	1.8	5.1	1.8	10.8
1991	1.8	5.2	1.8	9.6
1992	1.8	4.9	1.8	8.5
1993	1.9	5.3	1.9	8.2
1994	1.6	4.4	1.6	6.3
1995	1.6	4.2	1.6	4.9
1996	1.7	4.0	1.7	5.8
1997	1.6	4.1	1.6	4.5
1998	1.6	4.0	1.6	4.9
1999	1.6	3.9	1.6	4.8
2000	1.7	4.1	1.7	5.0
2001	1.7	4.2	1.7	5.6

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October 1972–2001.

## Transfers From Community Colleges to 4-Year Institutions

**Table S19.** Standard errors for the percentage of students beginning at public 2-year institutions in 1995–96 who transferred to a 4-year institution by initial degree goal, and percentage of transfers and students who began at 4-year institutions who persisted through June 2001

Initial goal	Transfer rates		
	Associate's degree	Bachelor's degree	
Initial goal at public 2-year institution	2.3	3.9	
Enrollment status	Persistence rates		
	Transfers		Began at 4-year institutions
	Associate's degree goal	Bachelor's degree goal	Bachelor's degree goal
	Total	4.2	3.5
Still enrolled at 4-year institution in June 2001	4.6	4.8	0.6
Completed bachelor's degree	4.3	4.8	1.2

SOURCE: U.S. Department of Education, NCES, 1996/01 Beginning Postsecondary Students Longitudinal Study (BPS:96/01).

## Institutional Retention and Student Persistence at 4-Year Institutions

**Table S20.** Standard errors for the percentage distribution of 1995–96 first-time beginning students at 4-year institutions according to their enrollment status or degree attainment at the first and at all institutions attended as of June 2001

Enrollment status or degree attainment	At first institution	Anywhere	Transfers
Transferred from first institution	0.8	†	†
Left postsecondary education	0.7	0.7	0.4
Enrolled at less-than-4-year institution	†	0.3	0.3
Enrolled at 4-year institution	0.5	0.6	0.4
Attained associate's degree or certificate	0.2	0.4	0.3
Attained bachelor's degree	1.2	1.2	0.4

†Not applicable.

SOURCE: U.S. Department of Education, NCES, 1996/01 Beginning Postsecondary Students Longitudinal Study (BPS:96/01).

## Time to Bachelor's Degree Completion

**Table S21.** Standard errors for the average number of months between postsecondary entry and degree completion among 1999–2000 first-time recipients of bachelor's degrees who did not stop out of college for 6 months or more, by control of degree-granting institution and number of institutions attended

Number of institutions attended	Total	Public	Private not-for-profit
Total	0.5	0.6	0.7
One	0.4	0.5	0.3
Two	0.9	1.1	1.6
Three or more	1.9	2.2	2.9

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

## Postsecondary Attainment of 1988 8th-Graders

**Table S22.** Standard errors for the percentage of 1988 8th-graders in selected categories who had completed at least a bachelor's degree by 2000, by family socioeconomic status

Family socioeconomic status	8th-grade mathematics achievement quartile		Calculus by 12th grade	
	Low	High	Did not study	Studied
Lowest SES quartile	0.9	5.5	0.6	6.9
Middle two SES quartiles	1.6	2.3	1.1	4.9
Highest SES quartile	6.8	1.9	2.3	1.9

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

## Persistence and Attainment of Students With Pell Grants

**Table S23.** Standard errors for the percentage of 1995–96 low- and middle-income beginning postsecondary students who attained a certificate or degree or were still enrolled in 2001, by receipt of Pell Grant and type of institution first attended

Receipt of Pell Grant	Bachelor's degree	Associate's degree or certificate	No degree or certificate, still enrolled
		Public 2-year	
Pell Grant recipient	1.8	3.1	2.2
Nonrecipient	1.5	2.4	2.2
		Private for-profit less-than-4-year	
Pell Grant recipient	0.3	2.6	0.9
Nonrecipient	0.3	4.7	1.2
		Public 4-year	
Pell Grant recipient	2.0	1.1	1.6
Nonrecipient	1.7	1.0	1.3
		Private not-for-profit 4-year	
Pell Grant recipient	2.6	1.2	1.5
Nonrecipient	2.8	0.8	1.1

SOURCE: U.S. Department of Education, NCES, 1996/01 Beginning Postsecondary Students Longitudinal Study (BPS:96/01).

## Trends in English and Foreign Language Coursetaking

**Table S24.** Standard errors for the percentage of high school graduates who completed regular and advanced levels of English and low level and advanced foreign language courses, by highest level of coursetaking completed: Selected years 1982–2000

Level of courses	1982	1987	1990	1992	1994	1998	2000
English							
75–100 percent honors courses	0.4	0.8	0.8	0.7	0.9	1.0	1.2
50–74 percent honors courses	0.4	0.4	0.3	0.4	0.4	0.7	0.5
Less than 50 percent honors courses	0.5	0.6	0.7	0.5	0.6	0.7	0.9
Regular English (no low level or honors) courses	1.0	1.5	1.6	1.1	1.5	1.7	2.0
Foreign language							
AP	0.2	0.4	0.5	0.3	0.4	0.5	0.8
Year 4	0.3	0.4	0.4	0.7	0.8	0.6	0.5
Year 3	0.5	0.9	0.7	0.8	0.8	1.1	1.0
Year 2 or lower	0.8	1.1	1.0	1.1	1.0	1.2	1.3

SOURCE: U.S. Department of Education, NCES, High School and Beyond Longitudinal Study of 1980 Sophomores, "First Follow-up" (HS&B-So:80/82); National Education Longitudinal Study of 1988 (NELS:88/92); "Second Follow-up, High School Transcript Survey, 1992"; and National Assessment of Education Progress (NAEP), 1987, 1990, 1994, 1998, and 2000 High School Transcript Studies (HSTS).

## Student Characteristics in English and Foreign Language Coursetaking

**Table S25.** Standard errors for the percentage of 2000 high school graduates who had completed advanced academic courses in English and in a foreign language, by selected characteristics: 1999–2000

Selected characteristic	Completed some honors English courses	Completed year 3 or higher of a foreign language
Sex		
Male	1.8	1.4
Female	1.8	1.6
Control of school		
Public	1.7	1.4
Private	5.5	5.5
Race/ethnicity		
American Indian	6.0	3.7
Asian/Pacific Islander	2.6	2.2
Black	2.9	2.6
White	1.9	1.6
Hispanic	2.3	1.8

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

## Instructional Activities for 8th-Grade Mathematics

**Table S26.** Standard errors for the average percentage of 8th-grade mathematics lessons spent studying new content and reviewing previously studied content, by country: 1999

Instructional activity	Australia	Czech Republic	Hong Kong SAR	Japan	Netherlands	Switzerland	United States
Practicing new content	#	#	#	#	#	#	#
Introducing new content	#	#	#	#	#	#	#
Reviewing previously studied content	#	#	#	#	#	#	#

#Rounds to zero.

SOURCE: U.S. Department of Education, NCES. (2003). *Teaching Mathematics in Seven Countries: Results From the TIMSS 1999 Video Study* (NCES 2003–013), appendix C. Data from U.S. Department of Education, NCES, Third International Mathematics and Science Study (TIMSS), Video Study, 1999.

## Public Alternative Schools for At-Risk Students

**Table S27.** Standard errors for the percentage of school districts with public alternative schools and/or programs for at-risk students, by selected district characteristics: 2000–01

District characteristic	Districts with alternative schools and programs for at-risk students
Enrollment	
Less than 2,500	1.8
2,500 to 9,999	2.1
10,000 or more	1.4
Community type	
Urban	5.4
Suburban	2.1
Rural	1.7
Region	
Northeast	2.4
Southeast	3.6
Central	2.2
West	2.4

SOURCE: Kleiner, B., Porch, R., and Farris, E. (2002). *Public Alternative Schools and Programs for Students At Risk of Education Failure: 2000–01* (NCES 2002–004), table B-1. Data from U.S. Department of Education, NCES, Fast Response Survey System (FRSS), "District Survey of Alternative Schools and Programs," FRSS 76, 2001.

## Out-of-Field Teaching in Middle and High School Grades

**Table S28.** Standard errors for the percentage of public school students in middle and high school grades taught by teachers without a major or certification in the field they teach, by subject area: 1999–2000

Course subject area	Middle school	High school
English	1.4	0.4
Foreign language	3.5	1.2
Mathematics	2.3	0.6
Science	1.9	0.5
Social science	1.8	0.5
Arts and music	1.4	0.6
Physical education	0.6	0.6

SOURCE: Seastrom, M.M., Gruber, K.J., Henke, R.R., McGrath, D.J., and Cohen, B.A. (2002). *Qualifications of the Public School Teacher Workforce: Prevalence of Out-of-Field Teaching 1987–88 to 1999–2000* (NCES 2002–603), tables C-9 and C-10. Data from U.S. Department of Education, NCES, Schools and Staffing Survey (SASS), "Public Teacher Questionnaire," 1999–2000 and "Charter Teacher Questionnaire," 1999–2000.

## Beginning Teachers

**Table S29.** Standard errors for the percentage of full-time school teachers with 3 or fewer years of teaching experience, by control of school and by schools with the lowest and highest minority enrollments: 1999–2000

School characteristics	3 or fewer years
Public school total	0.3
Private school total	0.6
Percent minority in public schools	
Less than 10	0.3
More than 75	0.8
Percent minority in private schools	
Less than 10	0.7
More than 75	1.9

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

## Size of High Schools

**Table S30.** Standard errors for the percentage distributions of all secondary schools according to enrollment, by location: 1999–2000

School characteristic	Enrollment			
	Less than 300	300–599	600–899	900 or more
Central city	1.9	1.4	1.0	1.7
Urban fringe/large town	1.3	1.0	0.9	1.1
Rural/small town	1.2	1.1	0.8	0.5

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



## Student Victimization

**Table S31.** Standard errors for the percentage of students ages 12–18 who reported criminal victimization at school according to type of victimization, by their perception of conditions at school: 1999

Perception of conditions at school	Response rate	Victimization		
		Any	Violent	Property
<b>Total</b>		<b>0.4</b>	<b>0.2</b>	<b>0.4</b>
Street gangs at school				
Yes	0.6	1.2	0.7	1.0
No	0.9	0.5	0.2	0.4
Knew a student who brought a gun to school				
Yes	0.4	1.8	1.2	1.4
No	0.4	0.4	0.2	0.4
Saw a student with a gun at school				
Yes	0.2	3.0	1.9	2.4
No	0.2	0.4	0.2	0.4

SOURCE: Addington, L.A., Ruddy, S.A., Miller, A.K., and DeVoe, J.F. (2002). *Are America's Schools Safe? Students Speak Out: 1999 School Crime Supplement* (NCES 2002–331), tables S1, S8, and S10. Data from U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, January–June 1999.

## Undergraduate Diversity

**Table S32.** Standard errors for the percentage of undergraduates with selected student characteristics: 1999–2000

Student characteristics	
Sex	
Male	0.4
Female	0.4
Race/ethnicity	
American Indian	0.1
Asian/Pacific Islander	0.2
Black	0.6
White	0.8
Hispanic	0.6
Age	
18 and under	0.2
19–23	0.5
24–29	0.3
30–39	0.3
40 and above	0.3

SOURCE: U.S. Department of Education, NCES, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

## Services and Accommodations for Students With Disabilities

**Table S34.** Standard errors for the percentage and percentage distribution of students reporting disabilities, and among students reporting disabilities, their service receipt status, by type of institution: 1999–2000

Students reporting disabilities	Total	Private		Public 2-year	Private for-profit
		Public 4-year	not-for-profit 4-year		
Percentage of students with disabilities	0.2	0.3	0.4	0.5	1.0
Among students with disabilities, percentage who					
Received services	1.2	1.7	2.1	2.2	2.0
Needed services, but did not receive them	1.1	1.7	1.9	2.0	1.3
Percentage distribution of students with disabilities	†	1.1	0.7	1.5	0.8
Percentage distribution of all students	†	0.6	0.3	0.7	0.5

†Not applicable.

SOURCE: U.S. Department of Education, NCES, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

## Changes in Faculty Tenure Policy and Hiring

**Table S35.** Standard errors for the percentage of research and doctoral institutions that had taken actions related to tenure during the previous 5 years, by type and control of institution: Fall 1998

Type and control of institution	Actions related to tenure			
	Took at least one action related to tenure	Offered early or phased retirement to tenured faculty	Made standards more stringent for granting tenure	Downsized tenured faculty
Public research	1.5	1.9	1.4	1.4
Private not-for-profit research	2.7	2.9	2.1	1.5
Public doctoral	2.1	2.2	1.8	0.4
Private not-for-profit doctoral	2.8	2.7	1.9	1.5

SOURCE: U.S. Department of Education, NCES, 1999 National Study of Postsecondary Faculty (NSOPF:99).

## Home Literacy Environment and Kindergartners' Reading Achievement

Table S36. Standard errors for the mean fall kindergarten reading scale score according to home literacy index, by children's poverty status: 1998–99

Home literacy index	Nonpoor	Poor
0	0.3	0.3
1	0.2	0.3
2	0.2	0.3
3	0.2	0.3
4	0.2	0.3
5	0.3	0.5

SOURCE: U.S. Department of Education, NCES, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), Base Year Public-Use Data File, 1998–99, February 2001.

## Early Literacy Activities

Table S37. Standard errors for the percentage of children ages 3–5 not yet enrolled in kindergarten who participated in home literacy activities with a family member three or more times in the week before the survey, by poverty status: 1993 and 2001

Poverty status	Read to		Told a story		Taught letters, words, or numbers		Taught songs or music	
	1993	2001	1993	2001	1993	2001	1993	2001
Below poverty threshold (poor)	1.6	2.3	1.8	2.7	2.0	2.4	2.1	2.3
At or above poverty threshold (nonpoor)	0.7	0.8	0.9	0.9	0.8	1.1	0.9	1.2

SOURCE: U.S. Department of Education, NCES, School Readiness and Early Childhood Education Program Participation Surveys of the National Household Education Surveys Program (SR-NHES:1993 and ECPP-NHES:2001).

## Care Arrangements for Children After School

**Table S38.** Standard errors for the percentage of children in kindergarten through 8th grade who participated in parental and nonparental care arrangements after school, by race/ethnicity: 2001

Child characteristic	Parental care	Nonparental care
Total	0.6	0.6
Black	1.6	1.6
White	0.8	0.8
Hispanic	1.5	1.5

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

## Federal Grants and Loans

**Table S42.** Standard errors for the percentage of all undergraduates and low-income dependent undergraduates, among full-time, full-year undergraduates, who received federal loans and grants, and the average percentage of federal aid received as loans: 1992–93 and 1999–2000

Financial aid status	1992–93	1999–2000
All undergraduates		
Percent with federal loans	0.8	0.7
Percent with federal grants	0.8	0.6
Loans as percent of federal aid	1.1	0.8
Low-income dependent undergraduates		
Percent with federal loans	1.8	1.6
Percent with federal grants	1.5	1.2
Loans as percent of federal aid	1.4	1.2

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

## Changes in the Net Price of College Attendance

**Table S43. Standard errors for the average net price among full-time, full-year undergraduates, in 1999 constant dollars, by type of institution: 1992–93 and 1999–2000**

Type of institution and income quartile	1992–93	1999–2000
		Public 2-year
<b>Total</b>	<b>150</b>	<b>130</b>
Income quartile		
Low quartile	230	160
Middle quartiles	180	150
High quartile	190	160
		Public comprehensive and baccalaureate
<b>Total</b>	<b>180</b>	<b>170</b>
Income quartile		
Low quartile	220	200
Middle quartiles	160	150
High quartile	260	190
		Public research and doctoral
<b>Total</b>	<b>170</b>	<b>80</b>
Income quartile		
Low quartile	120	140
Middle quartiles	110	90
High quartile	190	140
		Private not-for-profit comprehensive and baccalaureate
<b>Total</b>	<b>530</b>	<b>350</b>
Income quartile		
Low quartile	490	460
Middle quartiles	410	310
High quartile	690	440
		Private not-for-profit research and doctoral
<b>Total</b>	<b>310</b>	<b>450</b>
Income quartile		
Low quartile	410	550
Middle quartiles	410	700
High quartile	390	450

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

## Employer Support for Adult Education

**Table S44.** Standard errors for the percentage of employed adults ages 25–64 participating in adult education according to receipt of employer financial support, by type of adult education: 2001

Type of adult education	Among those who took a course and were employed	
	Percent receiving no employer support	Percent receiving some employer support
Work-related education		
For credit	2.2	2.2
Noncredit	0.7	0.7
Nonwork-related education		
For credit	3.4	3.4
Noncredit	1.2	1.2

SOURCE: U.S. Department of Education, NCES, Adult Education and Lifelong Learning Survey of the National Household Education Surveys Program (AELL–NHES:2001).