Appendix 3
Standard Error Tables

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 in sections 1 through 6 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 public high school students taught by teachers without certification or a major in the field they teach according to the Schools and Staffing 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 4th-grade students in the mathematics assessment of the 2003 National Assessment of Educational Progress (see supplemental table 11-2). Males had an average scale score of 236; females had an average scale score of 233. Is the difference of 3 scale points between these two different samples statistically significant? The standard errors of these estimates are 0.26 and 0.23, respectively (see standard error table S11-2 on the NCES web site). Using the formula above, the standard error of the difference is 0.35. The ratio or *t*-statistic of the estimated difference of 3 scale points to the standard error of the difference (0.35) is 8.64. This value is greater than 1.96—the critical value of the *t*-distribution for a 5 percent level of significance

Standard Errors

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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 mathematics in 2003 and that, because the estimated score for males is higher than the estimated score for females, males outperformed females.

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Table SA1. Standard errors for table 1: Percentage distribution of full-time, full-year dependent undergraduates by type of institution, by family income: 1989–90 and 1999–2000

Family income	Public 2-year	Public 4-year	Private not-for-profit 4-year	Private for-profit less-than-4-year
			1989–90	
Total	**1.09**	**2.05**	**1.57**	**0.33**
Lowest quarter	1.63	2.31	1.80	0.77
Lower middle quarter	1.81	2.49	1.52	0.44
Upper middle quarter	1.58	2.36	1.73	0.39
Highest quarter	1.40	2.60	2.42	0.18
			1999–2000	
Total	**0.86**	**0.85**	**0.66**	**0.27**
Lowest quarter	1.44	1.65	1.21	0.65
Lower middle quarter	1.50	1.42	1.00	0.38
Upper middle quarter	1.31	1.27	1.04	0.30
Highest quarter	1.01	1.17	1.08	0.17

SOURCE: U.S. Department of Education, NCES, 1989–90 and 1999–2000 National Postsecondary Student Aid Studies (NPSAS:90 and NPSAS:2000).

Table SA2. Standard errors for figure 2: Average tuition and fees (in 1999 constant dollars) for full-time, full-year dependent undergraduates, by type of institution: 1989–90 and 1999–2000

Type of institution	1989–90	1999–2000
Public 2-year	$60	$60
Public 4-year	110	80
Private not-for-profit 4-year	380	250
Private for-profit less-than-4-year	260	360

SOURCE: U.S. Department of Education, NCES, 1989–90 and 1999–2000 National Postsecondary Student Aid Studies (NPSAS:90 and NPSAS:2000).

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Table SA3. Standard errors for figure 3: Percentage distribution of full-time, full-year dependent undergraduates at 4-year institutions by tuition and fees, by sector: 1999–2000

Tuition and fees	All students	Public 4-year	Private not-for-profit 4-year
Less than $2,000	0.7	1.0	0.1
$2,000–3,999	1.0	1.3	1.1
$4,000–5,999	0.8	1.2	0.6
$6,000–7,999	0.5	0.5	1.0
$8,000–9,999	0.5	0.5	1.1
$10,000–11,999	0.5	0.4	1.1
$12,000–13,999	0.5	0.2	1.5
$14,000–15,999	0.7	0.2	1.9
$16,000–17,999	0.5	0.1	1.5
$18,000–19,999	0.4	0.1	1.2
$20,000–21,999	0.3	#	0.9
$22,000–23,999	0.5	#	1.5
$24,000 or more	0.5	#	1.6

#Rounds to zero.

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

Table SA4. Standard errors for table 2: Average price of attendance (in 1999 constant dollars) for full-time, full-year dependent undergraduates, by type of institution: 1989–90 and 1999–2000

Type of institution	1989–90	1999–2000
Public 2-year	$150	$110
Public 4-year	110	100
Private not-for-profit 4-year	480	280
Private for-profit less-than-4-year	330	560

SOURCE: U.S. Department of Education, NCES, 1989–90 and 1999–2000 National Postsecondary Student Aid Studies (NPSAS:90 and NPSAS:2000).

Table SA5. Standard errors for figure 4: Average expected family contribution (EFC) (in constant 1999 dollars) for full-time, full-year dependent undergraduates, by family income: 1989–90 and 1999–2000

Family income	1989–90	1999–2000
Lowest quarter	$80	$60
Lower middle quarter	170	80
Upper middle quarter	240	120
Highest quarter	510	250

SOURCE: U.S. Department of Education, NCES, 1989–90 and 1999–2000 National Postsecondary Student Aid Studies (NPSAS:90 and NPSAS:2000).

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Table SA6. Standard errors for figure 5: Average expected family contribution (EFC) for full-time, full-year dependent undergraduates by family income and average price of attending, by type of institution, and percentage distribution of these students by family income: 1999–2000

Family income	Average EFC	Percentage of full-time, full-year dependent undergraduates in income category
Less than $15,000	$80	0.38
$15,000–19,999	80	0.23
$20,000–24,999	160	0.24
$25,000–29,999	120	0.27
$30,000–34,999	150	0.26
$35,000–39,999	110	0.23
$40,000–44,999	130	0.23
$45,000–49,999	150	0.25
$50,000–54,999	180	0.28
$55,000–59,999	270	0.24
$60,000–64,999	210	0.24
$65,000–69,999	230	0.23
$70,000–74,999	250	0.19
$75,000–79,999	290	0.20
$80,000–84,999	290	0.19
$85,000–89,999	470	0.19
$90,000–94,999	360	0.17
$95,000–99,999	490	0.15

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

Table SA7. Standard errors for figure 6: Average amount of financial need (in constant 1999 dollars) for full-time, full-year dependent undergraduates, by type of institution: 1989–90 and 1999–2000

Type of institution	1989–90	1999–2000
Public 2-year	$160	$130
Public 4-year	110	70
Private not-for-profit 4-year	270	240
Private for-profit less-than-4-year	370	350

SOURCE: U.S. Department of Education, NCES, 1989–90 and 1999–2000 National Postsecondary Student Aid Studies (NPSAS:90 and NPSAS:2000).

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Table SA8. Standard errors for table 3: Percentage of full-time, full-year dependent undergraduates who received financial aid, and among aided students, average amount received (in 1999 constant dollars) and average percentage of price of attendance covered by financial aid, by family income and type of institution: 1989–90 and 1999–2000

Family income and type of institution	Percentage with aid		Average amount		Percentage of price of attendance covered by aid	
	1989–90	1999–2000	1989–90	1999–2000	1989–90	1999–2000
Total	**0.96**	**0.61**	**$130**	**$130**	**0.46**	**0.45**
Family income						
Lowest quarter	1.15	0.94	160	210	0.69	0.81
Lower middle quarter	1.36	1.13	170	220	0.77	0.84
Upper middle quarter	1.37	1.18	190	220	0.73	0.76
Highest quarter	1.13	1.03	170	190	0.77	0.68
Type of institution						
Public 2-year	2.57	1.95	120	120	1.58	1.28
Public 4-year	1.38	0.66	90	90	0.71	0.52
Private not-for-profit 4-year	1.43	0.88	250	280	0.65	0.82
Private for-profit less-than-4-year	2.03	1.40	180	500	1.00	2.11

SOURCE: U.S. Department of Education, NCES, 1989–90 and 1999–2000 National Postsecondary Student Aid Studies (NPSAS:90 and NPSAS:2000).

Table SA9. Standard errors for table 4: Percentage of full-time, full-year dependent undergraduates who received grants, and among those with grants, average amount received (in 1999 constant dollars), by family income and type of institution: 1989–90 and 1999–2000

Family income and type of institution	Percentage with grants		Average amount	
	1989–90	1999–2000	1989–90	1999–2000
Total	**0.93**	**0.73**	**$100**	**$110**
Family income				
Lowest quarter	1.21	1.01	110	140
Lower middle quarter	1.31	1.20	140	180
Upper middle quarter	1.41	1.27	150	210
Highest quarter	0.94	1.04	170	160
Type of institution				
Public 2-year	2.47	2.14	90	90
Public 4-year	1.16	0.86	70	70
Private not-for-profit 4-year	1.51	1.29	190	220
Private for-profit less-than-4-year	2.37	2.67	140	180

SOURCE: U.S. Department of Education, NCES, 1989–90 and 1999–2000 National Postsecondary Student Aid Studies (NPSAS:90 and NPSAS:2000).

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Table SA10. Standard errors for figure 7: Percentage of full-time, full-year dependent undergraduates who received grants, by family income: 1989–90 and 1999–2000

Family income	1989–90	1999–2000
Lowest quarter	1.2	1.0
Lower middle quarter	1.3	1.2
Upper middle quarter	1.4	1.3
Highest quarter	0.9	1.0

SOURCE: U.S. Department of Education, NCES, 1989–90 and 1999–2000 National Postsecondary Student Aid Studies (NPSAS:90 and NPSAS:2000).

Table SA11. Standard errors for figure 8: Percentage of full-time, full-year dependent undergraduates who received grants, and for those with grants, average amount received (in 1999 constant dollars), by source of grant and type of institution: 1989–90 and 1999–2000

	Percentage		Average amount received	
Source of grant	1989–90	1999–2000	1989–90	1999–2000
Pell grant				
Public 2-year	1.9	1.6	$60	$50
Public 4-year	1.0	0.9	40	30
Private not-for-profit 4-year	1.5	1.2	50	50
Private for-profit less-than-4-year	2.5	4.2	60	90
State grant				
Public 2-year	2.1	1.7	80	70
Public 4-year	0.9	0.7	60	40
Private not-for-profit 4-year	1.5	1.3	90	130
Private for-profit less-than-4-year	1.6	3.5	190	410
Institutional grant				
Public 2-year	1.6	1.6	80	70
Public 4-year	0.8	0.7	140	90
Private not-for-profit 4-year	1.6	1.8	210	200
Private for-profit less-than-4-year	1.6	2.7	260	280

SOURCE: U.S. Department of Education, NCES, 1989–90 and 1999–2000 National Postsecondary Student Aid Studies (NPSAS:90 and NPSAS:2000).

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Table SA12. Standard errors for table 5: Average net price and average net tuition and fees (in 1999 constant dollars) after grants (if any), by type of institution and family income: 1989–90 and 1999–2000

	Average net price		Average net tuition	
Family income	**1989–90**	**1999–2000**	**1989–90**	**1999–2000**
			Public 2-year	
Total	**$160**	**$130**	**$50**	**$60**
Lowest quarter	270	220	50	80
Lower middle quarter	210	170	70	80
Upper middle quarter	200	170	70	80
Highest quarter	230	180	130	100
			Public 4-year	
Total	**$90**	**$110**	**$90**	**$70**
Lowest quarter	90	160	70	90
Lower middle quarter	90	120	100	90
Upper middle quarter	100	120	100	100
Highest quarter	110	130	130	110
			Private not-for-profit 4-year	
Total	**$350**	**$270**	**$330**	**$250**
Lowest quarter	280	420	280	330
Lower middle quarter	250	380	220	350
Upper middle quarter	250	340	240	300
Highest quarter	560	310	480	300
			Private for-profit less-than-4-year	
Total	**$280**	**$680**	**$250**	**$420**
Lowest quarter	310	830	290	460
Lower middle quarter	410	980	370	520
Upper middle quarter	480	670	360	290
Highest quarter	910	590	650	470

SOURCE: U.S. Department of Education, NCES, 1989–90 and 1999–2000 National Postsecondary Student Aid Studies (NPSAS:90 and NPSAS:2000).

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Table SA13. Standard errors for table 6: Percentage of full-time, full-year dependent undergraduates who took out loans, and among those who borrowed, average amount, by family income and type of institution: 1989–90 and 1999–2000

Family income and type of institution	Percentage with loans		Average amount	
	1989–90	1999–2000	1989–90	1999–2000
Total	**0.78**	**0.69**	**$50**	**$80**
Family income				
Lowest quarter	1.33	1.62	60	130
Lower middle quarter	1.27	1.28	70	110
Upper middle quarter	1.12	1.11	90	130
Highest quarter	0.71	0.92	130	170
Type of institution				
Public 2-year	1.47	1.52	210	270
Public 4-year	1.19	0.85	60	90
Private not-for-profit 4-year	1.25	1.20	70	120
Private for-profit less-than-4-year	2.48	4.53	140	390

SOURCE: U.S. Department of Education, NCES, 1989–90 and 1999–2000 National Postsecondary Student Aid Studies (NPSAS:90 and NPSAS:2000).

Table SA14. Standard errors for figure 9: Percentage of full-time, full-year dependent undergraduates who received loans, by family income: 1989–90 and 1999–2000

Family income	1989–90	1999–2000
Lowest quarter	1.3	1.6
Lower middle quarter	1.3	1.3
Upper middle quarter	1.1	1.1
Highest quarter	0.7	0.9

SOURCE: U.S. Department of Education, NCES, 1989–90 and 1999–2000 National Postsecondary Student Aid Studies (NPSAS:90 and NPSAS:2000).

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Table SA15. Standard errors for table 7: Average net price (in 1999 constant dollars) after grants and loans, by type of institution and family income: 1989–90 and 1999–2000

Family income	1989–90	1999–2000
		Public 2-year
Total	**$160**	**$140**
Lowest quarter	250	230
Lower middle quarter	260	180
Upper middle quarter	210	200
Highest quarter	230	200
		Public 4-year
Total	**$110**	**$100**
Lowest quarter	130	150
Lower middle quarter	130	140
Upper middle quarter	100	130
Highest quarter	120	130
		Private not-for-profit 4-year
Total	**$440**	**$300**
Lowest quarter	320	330
Lower middle quarter	290	460
Upper middle quarter	270	380
Highest quarter	660	380
		Private for-profit less-than-4-year
Total	**$280**	**$430**
Lowest quarter	360	320
Lower middle quarter	440	730
Upper middle quarter	510	880
Highest quarter	710	1,130

SOURCE: U.S. Department of Education, NCES, 1989–90 and 1999–2000 National Postsecondary Student Aid Studies (NPSAS:90 and NPSAS:2000).

Table SA16. Standard errors for figure 10: Average net price, grants, loans, and total price (in 1999 constant dollars) for full-time, full-year dependent undergraduates, by type of institution: 1989–90 and 1999–2000

	Public 2-year		Public 4-year		Private not-for-profit 4-year		Private for-profit less-than-4-year	
	1989–90	1999–2000	1989–90	1999–2000	1989–90	1999–2000	1989–90	1999–2000
Total price	**$150**	**$110**	**$110**	**$100**	**$480**	**$280**	**$330**	**$560**
Loans	30	70	50	60	70	120	150	480
Grants	60	70	50	40	120	220	120	140
Net price	160	140	110	100	440	300	280	430

SOURCE: U.S. Department of Education, NCES, 1989–90 and 1999–2000 National Postsecondary Student Aid Studies (NPSAS:90 and NPSAS:2000).

Table SA17. Standard errors for figure 11: Average expected family contribution (EFC) and net price (both in 1999 constant dollars) after grants and loans, by type of institution and family income: 1989–90 and 1999–2000

Family income	1989–90 Average expected family contribution	1989–90 Average net price	1999–2000 Average expected family contribution	1999–2000 Average net price
			Public 2-year	
Total	**$560**	**$160**	**$330**	**$140**
Lowest quarter	270	250	80	230
Lower middle quarter	480	260	190	180
Upper middle quarter	950	210	300	200
Highest quarter	1,620	230	840	200
			Public 4-year	
Total	**$380**	**$110**	**$170**	**$100**
Lowest quarter	100	130	100	150
Lower middle quarter	230	130	100	140
Upper middle quarter	320	100	140	130
Highest quarter	770	120	320	130
			Private not-for-profit 4-year	
Total	**$490**	**$440**	**$290**	**$300**
Lowest quarter	140	320	130	330
Lower middle quarter	260	290	170	460
Upper middle quarter	270	270	250	380
Highest quarter	660	660	450	380
			Private for-profit less-than-4-year	
Total	**$340**	**$280**	**$660**	**$430**
Lowest quarter	120	360	130	320
Lower middle quarter	440	440	610	730
Upper middle quarter	670	510	780	880
Highest quarter	1,540	710	2,350	1,130

SOURCE: U.S. Department of Education, NCES, 1989–90 and 1999–2000 National Postsecondary Student Aid Studies (NPSAS:90 and NPSAS:2000).

Enrollment Trends, by Age

Table S1. Standard errors for the percentage of the population ages 3–34 enrolled in school, by age group: October 1970–2002

October	Ages 3–4	Ages 5–6	Ages 7–13	Ages 14–17	Ages 18–19	Ages 20–24	Ages 25–29	Ages 30–34
1970	0.73	0.53	0.08	0.27	0.85	0.47	0.33	0.27
1971	0.75	0.49	0.08	0.26	0.84	0.46	0.33	0.29
1972	0.80	0.50	0.08	0.28	0.82	0.45	0.33	0.27
1973	0.78	0.49	0.08	0.28	0.81	0.44	0.32	0.26
1974	0.83	0.43	0.08	0.28	0.80	0.44	0.33	0.29
1975	0.87	0.41	0.08	0.27	0.80	0.44	0.33	0.30
1976	0.90	0.38	0.09	0.27	0.79	0.44	0.33	0.28
1977	0.93	0.38	0.07	0.27	0.80	0.44	0.34	0.30
1978	0.94	0.41	0.09	0.27	0.80	0.43	0.31	0.28
1979	0.95	0.40	0.09	0.28	0.79	0.42	0.31	0.28
1980	0.95	0.40	0.09	0.29	0.80	0.43	0.30	0.27
1981	0.92	0.46	0.09	0.27	0.80	0.42	0.29	0.27
1982	0.96	0.44	0.10	0.29	0.85	0.45	0.31	0.27
1983	0.94	0.42	0.09	0.27	0.86	0.44	0.31	0.27
1984	0.92	0.45	0.09	0.28	0.88	0.45	0.30	0.27
1985	0.94	0.38	0.09	0.27	0.89	0.46	0.30	0.26
1986	0.93	0.40	0.10	0.28	0.90	0.46	0.29	0.25
1987	0.93	0.41	0.07	0.28	0.89	0.48	0.30	0.25
1988	1.01	0.41	0.07	0.30	0.96	0.53	0.31	0.27
1989	1.00	0.44	0.09	0.29	0.95	0.55	0.33	0.26
1990	0.99	0.37	0.06	0.28	0.94	0.54	0.33	0.25
1991	0.96	0.41	0.06	0.27	0.96	0.55	0.34	0.26
1992	0.95	0.41	0.08	0.25	0.96	0.56	0.34	0.26
1993	0.93	0.41	0.07	0.25	0.95	0.56	0.35	0.25
1994	0.87	0.32	0.08	0.22	0.87	0.51	0.33	0.25
1995	0.87	0.34	0.10	0.23	0.85	0.52	0.34	0.24
1996	0.91	0.43	0.15	0.26	0.87	0.55	0.36	0.25
1997	0.92	0.33	0.09	0.22	0.86	0.55	0.36	0.25
1998	0.92	0.37	0.10	0.24	0.84	0.55	0.37	0.27
1999	0.93	0.36	0.11	0.24	0.84	0.54	0.36	0.27
2000	0.93	0.38	0.13	0.25	0.84	0.53	0.37	0.28
2001	0.93	0.39	0.12	0.24	0.83	0.53	0.38	0.28
2002	0.94	0.40	0.13	0.23	0.83	0.52	0.37	0.27

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

Prekindergarten in U.S. Public Schools

Table S2. Standard errors for the percentage of public elementary schools with prekindergarten classes, by type of program and region: 2000–01

Type of prekindergarten class	Total	Region			
		Northeast	Southeast	Central	West
Total	**1.0**	**2.6**	**2.3**	**2.0**	**2.0**
Full-day only	0.5	1.3	2.1	0.9	0.8
Half-day only	0.7	2.3	1.2	1.8	1.7
Both	0.4	0.9	0.8	0.7	0.6

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

Trends in Full- and Half-Day Kindergarten

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

Kindergarten type	1977	1980	1983	1986	1989	1992	1995	1998	2001
Full-day	0.12	0.11	0.11	0.06	0.07	0.04	0.01	0.10	0.12
Half-day	0.40	0.32	0.26	0.11	0.11	0.06	0.01	0.07	0.07

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

Concentration of Enrollment by Race/Ethnicity and Poverty

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

Race/ethnicity	School concentration of students eligible for a free or reduced-price lunch				
	10 percent or less	11–25 percent	26–50 percent	51–75 percent	More than 75 percent
Total	**0.7**	**0.7**	**0.7**	**0.7**	**0.6**
Black	0.6	0.5	0.9	1.2	1.4
White	0.8	0.9	0.8	0.6	0.3
Hispanic	0.6	1.0	1.1	1.7	1.7

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

Adult Participation in Work-Related Learning

Table S7. Standard errors for the percentage of persons ages 16 and above participating in work-related adult education in the past 12 months, by type of activity and educational attainment: 2002–03

Educational attainment	Total	College or university degree/certificate program	Vocational or technical diploma program	Apprenticeship program	Work-related courses
Less than high school	1.1	#	#	0.4	1.1
High school diploma or equivalent	0.9	0.4	0.3	0.2	0.9
Some college, including vocational/technical	1.1	0.8	0.3	0.2	1.1
Bachelor's degree	1.2	0.6	0.4	#	1.3
Graduate or professional degree	1.6	1.0	0.3	#	1.6

Rounds to zero.

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

Students' Reading and Mathematics Achievement Through 3rd Grade

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

Number of family risk factors	Fall kindergarten	Spring kindergarten	Spring 1st grade	Spring 3rd grade
Reading				
0 factors	0.4	0.5	0.8	0.7
1 factor	0.3	0.5	1.0	0.9
2 or more factors	0.3	0.7	0.9	1.2
Mathematics				
0 factors	0.3	0.4	0.5	0.7
1 factor	0.3	0.5	0.7	0.9
2 or more factors	0.2	0.6	0.6	0.9

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

Reading Performance of Students in Grades 4 and 8

Table S9. Standard errors for the average reading scale scores for 4th- and 8th-graders: Selected years 1992–2003

Average scale score	1992[1]	1994[1]	1998[1]	1998	2000[1]	2000	2002	2003
Grade 4	0.94	1.02	0.78	1.14	0.81	1.27	0.42	0.27
Grade 8	0.92	0.83	0.77	0.76	—	—	0.42	0.26

—Not available.

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

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

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

Table S10. Standard errors for the percentage distribution of students performing at each writing achievement level, by grade: 1998 and 2002

			Grade 8		Grade 12	
Achievement level	1998	Grade 4 2002	1998	2002	1998	2002
Below Basic	0.44	0.38	0.50	0.40	0.65	0.68
Basic	0.56	0.44	0.51	0.47	0.70	0.73
Proficient	0.73	0.39	0.68	0.54	0.68	0.74
Advanced	0.15	0.11	0.10	0.14	0.14	0.22

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

Mathematics Performance of Students in Grades 4 and 8

Table S11. Standard errors for the average mathematics scale scores for 4th- and 8th-graders: Selected years 1990–2003

Average scale score	1990[1]	1992[1]	1996[1]	1996	2000[1]	2000	2003
Grade 4	0.93	0.72	0.90	1.01	0.86	0.88	0.22
Grade 8	1.28	0.89	1.06	0.94	0.78	0.83	0.26

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

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

Education and Health

Table S12. Standard errors for the percentage of the population age 25 and above who reported being in excellent or very good health, by educational attainment and family income: 2001

Family income	Less than high school	High school diploma or equivalent	Some college, including vocational/ technical	Bachelor's degree or higher
Less than $20,000	0.87	1.01	1.34	1.98
$20,000–34,999	1.38	1.11	1.24	1.53
$35,000–54,999	1.76	1.07	1.10	1.23
$55,000–74,999	2.69	1.30	1.06	1.08
$75,000 or more	2.67	1.33	0.90	0.63

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

Youth Neither Enrolled nor Working

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

Race/ethnicity	1986	1988	1990	1992	1994	1996	1998	2000	2002	2003
Total	**0.29**	**0.29**	**0.29**	**0.31**	**0.33**	**0.33**	**0.32**	**0.30**	**0.28**	**0.27**
American Indian	†	4.38	4.31	3.96	3.89	3.71	3.90	3.37	2.91	3.75
Asian/Pacific Islander	†	1.26	1.13	1.38	1.35	1.17	1.18	1.18	1.01	1.17
Black	0.99	1.00	1.00	1.05	1.07	1.06	1.03	1.05	0.91	0.88
White	0.30	0.30	0.31	0.33	0.34	0.35	0.33	0.32	0.30	0.29
Hispanic	1.16	1.16	1.06	1.08	1.14	1.10	1.04	0.93	0.84	0.76

†Not applicable.

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

Annual Earnings of Young Adults

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

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

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

Postsecondary Expectations of 10th-Graders

Table S15. Standard errors for the percentage of 10th-graders who expected to attain bachelor's or higher degrees, by socioeconomic status (SES): 1980, 1990, and 2002

	Bachelor's degree			Graduate/professional degree		
Socioeconomic status	**1980**	**1990**	**2002**	**1980**	**1990**	**2002**
Total	**0.4**	**0.6**	**0.5**	**0.4**	**0.6**	**0.6**
Low SES	0.5	1.0	1.0	0.4	1.0	0.9
Middle SES	0.5	0.8	0.8	0.4	0.8	0.8
High SES	0.7	1.2	0.9	0.8	1.3	1.0

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

Event Dropout Rates by Family Income, 1972–2001

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

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

—Not available.

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

Remediation and Degree Completion

Table S18. Standard errors for the percentage who earned a specific degree or certificate among 1992 12th-graders who enrolled in postsecondary education, by type and intensity of postsecondary remedial coursework: 2000

Type of remedial coursework	Any	Highest degree earned			Percentage of students in remediation category
		Certificate	Associate's degree	Bachelor's degree or higher	
Any remedial reading	2.61	1.34	0.99	2.01	0.68
Two or fewer courses of remedial mathematics only	2.91	1.19	1.43	2.81	0.60
Two or more other remedial courses, but no remedial reading	2.67	1.52	1.91	1.98	0.69
One remedial course, not mathematics or reading	2.85	1.61	1.29	2.75	0.36
No remedial courses	1.22	0.48	0.61	1.31	1.04

SOURCE: Adelman, C. (2004). *Principal Indicators of Student Academic Histories in Postsecondary Education, 1972–2000*, table 7.3. Available at: *http://preview.ed.gov/rschstat/research/pubs/prinindicat/index.html*. Data from U.S. Department of Education, NCES, National Education Longitudinal Study of 1988 (NELS:88/2000), "Fourth Follow-up, 2000."

Trends in Undergraduate Persistence and Completion

Table S19. Standard errors for the percentage of 1989–90 and 1995–96 beginning postsecondary students who had completed a bachelor's degree or were still enrolled in a 4-year institution at the end of 5 years, by type of first institution and year first enrolled

Year first enrolled and type of first institution	Still enrolled at 4-year institution	Completed bachelor's degree
Total		
1989–90	**0.54**	**1.04**
1995–96	**0.56**	**0.86**
All 4-year		
1989–90	0.77	1.35
1995–96	0.69	1.25
Public 4-year		
1989–90	1.03	1.64
1995–96	0.95	1.40
Private not-for-profit 4-year		
1989–90	0.70	1.91
1995–96	0.87	2.09
Public 2-year		
1989–90	0.87	1.01
1995–96	1.06	0.90

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

Trends in Science and Mathematics Coursetaking

Table S21. Standard errors for the percentage of high school graduates who completed regular and advanced levels of science and middle and advanced levels of mathematics, by highest level of coursetaking completed: Selected years 1982–2000

Level of course	1982	1987	1990	1992	1994	1998	2000
				Science			
Regular							
General biology	1.03	1.38	1.39	1.02	1.13	1.12	1.46
Advanced							
Chemistry I or physics I	0.55	1.01	0.87	0.97	0.95	1.26	1.05
Chemistry I and physics I	0.42	0.80	0.63	0.59	0.67	1.08	1.11
Chemistry II or physics II or advanced biology	0.74	0.88	0.95	0.80	0.80	1.25	1.43
				Mathematics			
Middle academic							
Level I	0.78	0.88	0.71	0.78	0.79	1.00	0.83
Level II	0.65	0.94	0.82	0.95	0.84	1.12	1.01
Advanced academic							
Level I	0.65	1.16	0.90	0.77	1.02	1.16	0.96
Level II	0.38	0.52	0.71	0.59	0.69	1.09	0.99
Level III	0.47	0.63	0.54	0.76	0.61	0.89	0.74

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

Student Characteristics in Science and Mathematics Coursetaking

Table S22. Standard errors for the percentage of spring 2000 high school graduates who had completed advanced academic courses in science and mathematics, by selected student and school characteristics

Student or school characteristic	Advanced academic science	Advanced academic mathematics
Sex		
Male	1.53	1.45
Female	1.77	1.55
Control of school		
Public	1.53	1.31
Private	8.41	7.80
Race/ethnicity		
American Indian	3.34	4.01
Asian/Pacific Islander	2.00	2.76
Black	2.88	2.16
White	1.69	1.47
Hispanic	4.81	2.50

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

Instructional Approaches to 8th-Grade Science

Table S23. Standard errors for the percentage of 8th-grade science lessons with student-conducted experiments or other practical activities, by the percentage of lessons in which students collected and recorded data as part of those activities, by country: 1999

Country	Lessons with student-conducted experiments or other practical activities in which: Students collected and recorded data	Lessons with student-conducted experiments or other practical activities in which: Students did not collect and record data
Australia	5.5	4.4
Czech Republic	3.2	3.7
Japan	5.7	3.1
Netherlands	5.6	‡
United States	5.1	4.3

‡Reporting standards not met (too few cases).

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

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

Table S24. Standard errors for the percentage of public high school students taught selected subjects by teachers without certification or a major in the field they teach, by minority concentration and school poverty: 1999–2000

Minority or poverty characteristic	Mathematics	English	Science	Social studies
Low-minority	0.8	0.5	0.6	0.8
High-minority	1.9	1.6	1.9	1.3
Low-poverty	0.9	0.6	1.1	0.7
High-poverty	2.7	2.0	3.1	1.9

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

Parental Choice of Schools

Table S25. Standard errors for the percentage distribution of students in grades 1–12, by type of school: 1993 and 2003

Type of school	1993	2003	Percentage point difference	Percent change
Public, assigned	0.40	0.55	0.68	0.01
Public, chosen	0.35	0.43	0.56	0.03
Private, church-related	0.30	0.34	0.45	0.05
Private, not church-related	0.11	0.16	0.20	0.07

SOURCE: U.S. Department of Education, NCES, School Readiness Survey of the 1993 National Household Education Surveys Program (NHES) (SR-NHES: 1993), School Safety and Discipline Survey of the 1993 NHES (SS&D-NHES: 1993), and Parent and Family Involvement in Education Survey of the 2003 NHES (PFI-NHES: 2003).

Characteristics of School Principals

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

School governance function	Setting performance standards for students	Establishing curriculum	Setting disciplinary policy	Deciding how to spend school budget
Elementary				
Public	0.94	0.83	0.89	0.89
Private	1.33	1.27	1.02	1.64
Secondary				
Public	0.97	0.88	0.79	0.88
Private	2.79	2.97	1.77	2.96

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

High School Guidance Counseling

Table S27. Standard errors for the percentage of public high schools reporting that their guidance programs emphasized helping students with postsecondary schooling plans and with academic achievement in high school, by school size: 2002

Enrollment	Help students plan and prepare for postsecondary schooling	Help students with their academic achievement in high school
Less than 400	3.5	3.3
400–799	3.7	3.6
800–1,199	4.1	4.3
1,200–1,999	2.9	2.9
2,000 or more	3.1	4.1

SOURCE: U.S. Department of Education, NCES, Fast Response Survey System (FRSS), "Survey on High School Guidance Counseling," FRSS 80, 2002 and previously unpublished tabulation (October 2003).

Student Support Staff in Public Schools

Table S28. Standard errors for the percentage of regular public schools with various student support staff, by school level: 1999–2000

School level	School counselors	Nurses	Social workers	Pyscho-logists	Speech therapists	Special education aides	Regular Title I aides	Bilingual aides	Other teacher aides
Elementary	0.9	0.8	1.0	0.9	0.4	0.8	1.0	1.0	1.0
Secondary	0.4	0.9	1.0	1.0	0.8	0.8	0.8	0.9	0.8

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

Employees Who Study

Table S29. Standard errors for the percentage of undergraduates age 24 and above with various characteristics, by student/employee role: 1999–2000

Student/employee role	Married	One or more dependents	Parents' education: high school or less	Enrolled in bachelor's degree program	Work full time and enrolled part time
Students who work	1.08	1.06	1.06	1.23	1.00
Employees who study	0.99	0.90	0.98	0.84	0.89

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

Remedial Coursetaking

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

Type of institution	Any	Reading	Writing	Mathematics
All institutions	**0.4**	**0.3**	**0.3**	**0.4**
Public 2-year	0.9	0.7	0.6	0.8
Private 2-year	5.4	2.2	4.0	3.5
Public 4-year	0.5	0.3	0.3	0.5
Private 4-year	0.9	0.5	0.7	0.7

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

Distance Education at Postsecondary Institutions

Table S32. Standard errors for the percentage of 2-year and 4-year postsecondary institutions offering distance education courses or planning to offer them within the next 3 years of the survey and total course enrollments, by type of institution: 1997–98 and 2000–01

Type of institution	Offered distance education	Planned to offer distance education within the next 3 years of the survey	Total course enrollments in distance education
		1997–98	
All institutions	**1.0**	**1.5**	**92,400**
Public 2-year	2.5	1.7	33,700
Public 4-year	1.8	1.5	71,500
Private 4-year	1.5	2.7	33,500
		2000–01	
All institutions	**1.2**	**0.7**	**60,200**
Public 2-year	2.0	1.2	32,600
Public 4-year	1.9	0.9	25,000
Private 4-year	2.2	1.7	46,400

SOURCE: Lewis, L., Snow, K., Farris, E., and Levin, D. (1999). *Distance Education at Postsecondary Education Institutions: 1997–98* (NCES 2000–013), tables 2a and 5a; and Waits, T., and Lewis, L. (2003). *Distance Education at Degree-Granting Postsecondary Institutions: 2000–2001* (NCES 2003–017), tables 1a and 4a. Data from U.S. Department of Education, NCES, Postsecondary Education Quick Information System (PEQIS), "Survey on Distance Education at Postsecondary Education Institutions," 1998–99 and "Survey on Distance Education at Higher Education Institutions," 2000–01.

Care Arrangements for Children After School

Table S33. Standard errors for the percentage distribution of children in kindergarten through 8th grade who participated in parental and nonparental care arrangements after school, by grade level and race/ethnicity: 2001

Child characteristic	Parental care only	Any nonparental care
Total	**0.6**	**0.6**
Grade		
K–2	1.3	1.3
3–5	1.0	1.0
6–8	0.8	0.8
Race/ethnicity		
Black	1.6	1.6
White	0.8	0.8
Hispanic	1.5	1.5

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

Children's Activities After School

Table S34. Standard errors for the percentage of children enrolled in kindergarten through 8th grade who participated in after-school activities on a weekly basis, by type of activity: 2001

Type of activity	Total
Total	**0.64**
Arts	0.44
Sports	0.65
Clubs	0.24
Academic activities	0.26
Community services	0.27
Religious activities	0.50
Scouts	0.39
Other	0.19

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

Institutional Aid at 4-Year Colleges and Universities

Table S37a. Standard errors for the percentage of full-time undergraduates enrolled in 4-year institutions who received institutional aid, and among recipients, the average amounts received (in constant 1999 dollars), by control of institution: 1992–93, 1995–96, and 1999–2000

	1992–93		1995–96		1999–2000	
Control of institution	Percent	Average amount	Percent	Average amount	Percent	Average amount
Public	0.73	$80	0.82	$100	0.61	$60
Private not-for-profit	1.93	210	1.88	270	1.74	180

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

Table S37b. Standard errors for the percentage of full-time undergraduates enrolled in 4-year institutions who received institutional aid, and among recipients, the average amounts received (in constant 1999 dollars), by control of institution and family income: 1992–93, 1995–96, and 1999–2000

	1992–93		1995–96		1999–2000	
Family income	Percent	Average amount	Percent	Average amount	Percent	Average amount
			Public			
Lowest quarter	1.35	$120	1.37	$150	1.19	$100
Middle two quarters	0.80	110	0.99	120	0.73	90
Highest quarter	0.89	150	1.06	210	0.85	150
			Private not-for-profit			
Lowest quarter	5.21	$310	2.94	$380	3.19	$260
Middle two quarters	2.05	260	2.12	290	1.93	220
Highest quarter	1.71	240	2.06	240	1.76	220

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

Debt Burden of College Students

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

Type of degree-granting institution	All graduates	Borrowers	Borrowers in repayment		
	Percent who had borrowed	Average amount borrowed	Average monthly salary	Average monthly loan payment	Median debt burden
	1992–93		1994		
Total	**0.78**	**$180**	**$100**	**$3**	**0.18**
Public 4-year	0.84	210	130	3	0.24
Nondoctoral	1.64	410	130	5	0.35
Doctoral	1.03	270	190	4	0.27
Private not-for-profit 4-year	1.37	330	70	7	0.32
Nondoctoral	1.94	550	100	7	0.39
Doctoral	1.65	640	100	16	0.58
	1999–2000		2001		
Total	**0.54**	**$260**	**$40**	**$3**	**0.14**
Public 4-year	0.75	300	30	3	0.20
Nondoctoral	1.63	450	60	6	0.34
Doctoral	0.85	360	40	4	0.23
Private not-for-profit 4-year	1.16	510	90	7	0.25
Nondoctoral	1.54	570	130	10	0.29
Doctoral	1.50	970	90	10	0.40

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

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