

**Standard error tables for  
Trends in Educational Equity for Girls and Women**

**Standard errors for the text table for *Indicator 1***

Year	Total	3-year-olds	4-year-olds	5-year-olds
		<b>Total</b>		
1991	0.7	1.4	1.0	0.8
1993	0.6	1.2	1.1	0.8
1995	0.8	1.5	1.5	0.7
1996	0.6	1.4	1.4	0.9
		<b>Male</b>		
1991	1.0	1.7	1.4	1.1
1993	0.9	1.7	1.8	1.0
1995	1.2	2.3	1.7	1.0
1996	1.1	2.4	2.2	1.5
		<b>Female</b>		
1991	1.0	1.9	1.5	0.9
1993	1.0	1.9	1.6	1.2
1995	1.2	1.9	2.1	0.9
1996	1.0	2.2	2.2	1.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1991 (Early Childhood Education File), 1993 (School Readiness File), 1995 (Early Childhood Program Participation File) and 1996 (Parents and Family Involvement in Education File).

**Standard errors for the text table for *Indicator 2***

Sex and race-ethnicity	Read to three or more times in the past week				Told a story at least once in the past week				Visited a library in the past month			
	1991	1993	1995	1996	1991	1993	1995	1996	1991	1993	1995	1996
<b>Total</b>	<b>0.7</b>	<b>0.6</b>	<b>0.6</b>	<b>0.7</b>	<b>0.7</b>	<b>0.8</b>	<b>0.7</b>	<b>0.8</b>	<b>0.7</b>	<b>0.9</b>	<b>0.9</b>	<b>0.9</b>
Males	0.8	0.9	0.8	1.0	1.0	1.0	0.9	1.0	1.0	1.3	1.2	1.4
White	1.0	0.9	0.9	1.1	1.1	1.2	1.0	1.3	1.1	1.5	1.5	1.8
Black	2.5	2.7	2.8	3.1	2.8	3.0	2.6	3.0	2.6	2.4	3.1	3.2
Hispanic	3.4	2.8	3.0	3.1	2.3	2.6	2.7	2.7	2.3	2.3	2.2	2.7
Females	0.9	0.9	0.9	1.1	0.9	1.2	1.1	1.1	0.9	1.0	1.4	1.4
White	1.0	0.9	0.8	1.3	1.0	1.3	1.0	1.2	1.1	1.2	1.7	1.9
Black	3.1	2.8	2.7	3.1	2.5	2.8	3.6	3.2	2.4	2.9	3.1	3.4
Hispanic	3.5	2.7	2.8	3.6	3.1	2.4	2.3	3.0	2.8	2.5	2.3	3.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1991 (Early Childhood Education File), 1995 (Early Childhood Program Participation File), and 1996 (Parent and Family Involvement in Education File).

**Standard errors table for the first text table for *Indicator 3***

By sex and race/ethnicity	1984			1997		
	Used a computer at school	Used a computer at home	Used a computer at home or at school	Used a computer at school	Used a computer at home	Used a computer at home or at school
<b>Total</b>	<b>0.5</b>	<b>0.3</b>	<b>0.5</b>	<b>0.4</b>	<b>0.5</b>	<b>0.4</b>
<b>Male</b>	<b>0.7</b>	<b>0.5</b>	<b>0.7</b>	<b>0.6</b>	<b>0.7</b>	<b>0.5</b>
White	0.8	0.6	0.9	0.7	0.9	0.6
Black	1.2	0.8	1.4	1.6	1.3	1.6
Hispanic	1.8	1.0	1.9	1.7	1.3	1.7
<b>Female</b>	<b>0.7</b>	<b>0.5</b>	<b>0.7</b>	<b>0.6</b>	<b>0.7</b>	<b>0.6</b>
White	0.8	0.6	0.9	0.7	0.9	0.6
Black	1.3	0.8	1.5	1.6	1.3	1.6
Hispanic	1.8	0.8	1.9	1.7	1.3	1.7

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys, 1984 and 1997.

**Standard errors table for the second text table for *Indicator 3***

Sex	Used a computer at home for:							
	Word processing	E-mail	Play games	Graphic/design	Internet	School assignment	Learning to use computer	Educational programs
Male	0.9	0.6	0.6	0.8	0.7	1.1	1.0	1.1
Female	1.0	0.6	0.7	0.8	0.7	1.1	1.0	1.1

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys, 1997.

**Standard errors for the first text table for *Indicator 4***

Age	1971	1975	1980	1984	1988	1990	1992	1994	1996
Age 9									
Male	1.1	0.8	1.1	0.8	1.4	1.7	1.3	1.3	1.5
Female	1.0	0.8	1.1	0.8	1.3	1.2	0.9	1.4	1.2
Age 13									
Male	1.0	0.8	1.1	0.6	1.3	1.1	1.7	1.2	1.2
Female	0.9	0.9	0.9	0.6	1.0	1.1	1.2	1.2	1.2
Age 17									
Male	1.2	1.0	1.3	0.6	1.5	1.6	1.6	2.2	1.3
Female	1.3	1.0	1.2	0.8	1.5	1.2	1.1	1.5	1.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, *NAEP 1996 Trends in Academic Progress*, 1997.

**Standard errors for the second text table for *Indicator 4***

Grade	1984	1988	1990	1992	1994	1996
			<b>Grade 4</b>			
Male	2.8	2.3	1.9	1.7	1.7	1.8
Female	1.7	1.0	1.0	0.6	0.9	0.8
			<b>Grade 8</b>			
Male	2.3	1.5	1.5	1.9	1.8	1.1
Female	1.2	1.1	0.9	0.8	0.9	1.0
			<b>Grade 11</b>			
Male	1.4	2.0	1.6	1.2	1.5	1.4
Female	1.6	1.5	0.8	1.1	1.7	0.9

SOURCE: U.S. Department of Education, National Center for Education Statistics, *NAEP 1996 Trends in Academic Progress*, 1997.

**Standard errors for the first text table for *Indicator 5***

	1973	1978	1982	1986	1990	1992	1994	1996
Age 9								
Male	0.7	0.7	1.2	1.1	0.9	1.0	1.0	1.2
Female	1.1	1.0	1.2	1.2	1.1	1.0	0.9	0.7
Age 13								
Male	1.3	1.3	1.4	1.1	1.2	1.1	1.3	0.9
Female	1.1	1.1	1.1	1.5	0.9	1.0	1.0	1.0
Age 17								
Male	1.2	1.0	1.0	1.2	1.1	1.1	1.4	1.3
Female	1.1	1.0	1.0	1.0	1.1	1.1	1.1	1.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, *NAEP 1996 Trends in Academic Progress*, 1997.



**Standard errors for the second text table for *Indicator 5***

	1973	1978	1982	1986	1990	1992	1994	1996
Age 9								
Male	1.3	1.3	2.3	1.4	1.1	1.2	1.3	1.8
Female	1.2	1.2	2.0	1.4	1.0	1.0	1.4	1.4
Age 13								
Male	1.3	1.3	1.5	1.6	1.1	1.2	1.2	1.1
Female	1.2	1.2	1.3	1.5	1.1	1.0	1.2	1.3
Age 17								
Male	1.2	1.2	1.4	1.9	1.3	1.7	2.0	1.7
Female	1.1	1.1	1.3	1.5	1.6	1.5	1.7	1.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, *NAEP 1996 Trends in Academic Progress*, 1997.

**Standard errors for the first text table for *Indicator 6***

Class standing	Male				Female			
	All	First grade	Second grade	Third grade	All	First grade	Second grade	Third grade
<b>Total</b>	—	—	—	—	—	—	—	—
Near top of class	1.1	2.0	1.6	1.7	1.2	2.0	2.0	1.9
Above middle of class	0.9	1.5	1.7	1.6	1.0	1.8	1.8	1.3
Middle of class	1.0	1.9	1.7	1.7	1.2	2.0	1.6	1.8
Below middle of class	0.6	1.1	1.0	0.8	0.4	0.5	0.7	0.8
Near bottom of class	0.5	0.7	0.7	0.8	0.3	0.5	0.5	0.5

—Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey, 1995.

**Standard errors for the second text table for *Indicator 6***

Event	Male				Female			
	All	First grade	Second grade	Third grade	All	First grade	Second grade	Third grade
Parent contacted about behavior	1.1	1.8	1.6	1.7	0.8	1.5	1.5	0.9
Parent contacted about schoolwork	1.0	1.7	1.8	1.7	0.9	1.5	1.6	1.5
Child has repeated a grade	0.4	0.8	0.8	0.9	0.4	0.7	0.9	0.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey, 1995.

**Standard errors for the first text table for *Indicator 7***

Mathematics and science courses	1982			1987			1990			1994		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
<b>Mathematics</b>												
Geometry	0.8	0.8	1.2	1.0	1.2	1.0	1.4	1.6	1.4	1.3	1.3	1.3
Algebra II	0.8	1.1	0.9	1.6	1.8	1.7	1.3	1.4	1.5	1.4	1.4	1.5
Trigonometry	0.7	0.9	0.6	1.4	1.5	1.4	1.1	1.1	1.1	1.2	1.1	1.3
Precalculus	0.5	0.5	0.6	0.9	1.0	0.8	0.9	1.1	0.9	0.9	0.9	1.0
Calculus	0.4	0.5	0.4	0.4	0.5	0.4	0.5	0.6	0.4	0.6	0.6	0.6
<b>Science</b>												
Biology	0.8	0.9	1.1	1.0	1.2	0.8	1.0	1.1	0.9	1.0	1.1	0.9
AP/honors biology	0.5	0.5	0.8	0.8	0.8	0.9	1.0	1.0	1.2	0.9	0.9	1.1
Chemistry	0.8	1.2	0.7	1.1	1.3	1.2	1.3	1.4	1.3	1.0	1.1	1.2
Physics	0.5	1.0	0.4	0.9	1.0	0.9	0.8	0.9	0.9	0.9	1.0	0.9
Engineering	0.3	0.4	0.3	0.7	0.8	0.7	1.0	1.0	1.0	0.8	0.8	0.9

SOURCE: U.S. Department of Education, National Center for Education Statistics, "High School and Beyond," First Followup survey; "1990 High School Transcript Study," "National Education Longitudinal Study of 1988," Second Followup survey; "1994 High School Transcript Study;" and "1998 High School Transcript Study."

**Standard error for the second text table for Indicator 7**

Sex	Total	English	History/ social studies	Mathe- matics	Science	Foreign languages	Arts	Vocational education
<b>Total</b>	<b>0.16</b>	<b>0.04</b>	<b>0.04</b>	<b>0.03</b>	<b>0.03</b>	<b>0.04</b>	<b>0.08</b>	<b>0.10</b>
Male	0.16	0.04	0.04	0.03	0.03	0.05	0.07	0.10
Female	0.16	0.04	0.04	0.03	0.03	0.05	0.09	0.11

SOURCE: U.S. Department of Education, National Center for Education Statistics, "1998 High School Transcript Study."

**Standard errors for the first text table for *Indicator 8***

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Sex	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997
<b>Total</b>	<b>1.2</b>	<b>1.4</b>	<b>1.5</b>	<b>1.4</b>	<b>2.0</b>	<b>2.2</b>	<b>2.5</b>	<b>2.6</b>	<b>2.7</b>	<b>2.8</b>	<b>2.4</b>	<b>2.7</b>	<b>2.9</b>	<b>2.8</b>
Sex														
Male	1.6	2.1	2.1	2.1	2.6	3.0	3.8	3.8	3.5	3.7	3.0	3.3	3.7	3.5
Female	1.7	1.9	2.0	1.9	3.1	3.2	3.4	4.5	4.1	4.3	4.0	4.3	4.5	4.3

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SOURCE: The College Board, Advanced Placement Program, *National Summary Reports*, various years (Copyright © 1984-97 by the College Entrance Examination Board. All rights reserved.); U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys, October 1984 through 1997.

**Standard errors for the second text table for *Indicator 8***

Sex	Number of AP examinations taken						Number of examinations with scores of 3 or higher					
	Social studies	English	Foreign language	Calculus	Computer science	Science	Social studies	English	Foreign language	Calculus	Computer science	Science
<b>Total</b>	<b>1.2</b>	<b>1.2</b>	<b>0.4</b>	<b>0.7</b>	<b>0.1</b>	<b>0.8</b>	<b>0.7</b>	<b>0.8</b>	<b>0.3</b>	<b>0.4</b>	<b>*0.0</b>	<b>0.5</b>
Sex												
Male	1.9	1.3	0.4	1.1	0.1	1.2	1.2	0.9	0.3	0.7	0.1	0.9
Female	2.1	2.1	0.7	0.9	*0.0	1.0	1.2	1.4	0.5	0.5	*0.0	0.6

\*Standard errors less than 0.05 rounded to 0.0.

SOURCE: The College Board, Advanced Placement Program, *National Summary Reports*, various years (Copyright © 1984–97 by the College Entrance Examination Board. All rights reserved.). U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys, October 1997.

**Standard errors for the text table for *Indicator 9***

Activity	Total	Males				Females					
		Grade				Grade					
		Total	9	10	11	12	Total	9	10	11	12
Could write a letter to a government official	0.5	0.7	1.9	1.5	1.1	1.3	0.6	1.1	1.3	1.0	1.1
Could make a statement at a public meeting	0.7	1.2	2.3	2.5	2.0	2.4	1.0	2.1	2.4	1.8	1.8
Watch/Listen to national news:											
Almost daily	0.9	1.3	2.9	2.2	2.5	2.8	1.2	2.3	2.5	2.6	3.0
At least once a week	0.9	1.2	2.3	2.3	2.5	2.9	1.3	2.3	2.3	2.6	2.7
At least once a month	0.6	0.9	1.9	1.4	1.7	1.9	0.9	1.2	1.6	1.8	2.4
Hardly ever	0.8	1.0	1.8	2.0	1.7	2.4	1.2	2.1	2.7	2.2	2.0
Read national news:											
Almost daily	0.6	0.9	1.6	1.9	1.9	2.0	0.6	1.4	1.3	1.4	1.9
At least once a week	0.8	1.1	2.5	2.5	2.5	2.6	1.3	2.2	2.5	2.5	3.0
At least once a month	0.8	1.2	2.1	1.8	2.1	2.8	1.1	2.1	1.9	2.5	2.2
Hardly ever	0.8	1.3	2.6	2.5	2.5	3.0	1.3	2.4	3.1	2.8	3.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey, 1996



**Standard errors for the text table for *Indicator 10***

Political knowledge questions	Total	Male		Female			
		Total	Grade		Total	Grade	
			9-10	11-12		9-10	11-12
Party with the most members in U.S. Senate	1.4	1.9	2.7	3.0	2.1	2.6	2.9
First 10 amendments to the U.S. Constitution	1.5	2.1	2.8	2.5	2.0	2.5	2.6
Party in favor of the larger defense budget	1.0	1.5	2.2	2.1	1.5	1.8	2.5
Party with the most members in U.S. House	1.5	2.2	2.7	2.9	1.8	2.2	2.8
Majority needed to override a presidential veto	1.3	1.8	2.3	2.7	1.6	1.9	2.4
Branch of the government determining a law constitutional	1.4	2.3	2.6	3.4	1.9	2.7	2.7
Party considered conservative	1.2	1.8	1.8	2.9	1.7	2.4	2.7
Job or political office is now held by Al Gore	1.3	1.6	2.3	2.5	1.8	2.5	2.8
Job or political office that is now held by Newt Gingrich	1.1	1.5	2.3	2.3	1.7	1.9	2.5
Whose responsibility is it to nominate judges to the federal courts	1.1	1.8	2.2	2.8	1.5	1.6	2.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey, 1996 (Youth Civic Involvement Component).

**Standard errors for the first text table for *Indicator 11***

Type of disability	1995		
	Total	Male	Female
Disability status			
<b>Any disability</b>	<b>0.2</b>	<b>0.3</b>	<b>0.3</b>
Blindness	0.0	0.0	0.0
Other vision impairment	0.1	0.1	0.2
Deafness	0.0	0.0	0.0
Other hearing impairment	0.1	0.1	0.1
Emotional disturbance	0.1	0.1	0.1
Learning disability	0.1	0.2	0.2
Orthopedic impairment	0.1	0.1	0.1
Mental retardation	0.1	0.1	0.1
Speech impediment	0.1	0.1	0.1

NOTE: Standard errors less than .05 are rounded to 0.0.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys, 1995.

**Standard errors for second text table for *Indicator 11***

Sex	Service provider			Not receiving services
	School	Doctor	Other source	
<b>Total</b>	<b>2.2</b>	<b>2.2</b>	<b>1.3</b>	<b>2.0</b>
Male	1.7	1.7	1.1	1.5
Female	2.2	2.2	1.1	2.1

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys, 1995.

**Standard errors for the text table for *Indicator 12***

Year	Male				Female			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic
1972	0.5	0.4	1.6	3.2	0.4	0.4	1.4	3.1
1974	0.4	0.4	1.5	3.0	0.4	0.4	1.5	2.9
1976	0.4	0.4	1.5	2.9	0.4	0.4	1.4	2.8
1978	0.4	0.4	1.5	2.9	0.4	0.4	1.3	2.8
1980	0.4	0.4	1.5	2.7	0.4	0.4	1.3	2.6
1982	0.4	0.4	1.5	2.7	0.4	0.4	1.3	2.7
1984	0.4	0.4	1.4	2.8	0.4	0.4	1.2	2.6
1986	0.4	0.4	1.3	2.7	0.4	0.4	1.2	2.6
1988	0.4	0.5	1.5	3.2	0.4	0.4	1.4	3.3
1990	0.4	0.5	1.3	2.7	0.4	0.4	1.3	2.7
1991	0.4	0.4	1.4	2.7	0.4	0.4	1.3	2.7
1992	0.4	0.4	1.3	2.7	0.4	0.4	1.4	2.6
1993	0.4	0.4	1.3	2.5	0.4	0.4	1.3	2.5
1994	0.4	0.4	1.1	1.6	0.4	0.4	1.0	1.7
1995	0.4	0.4	1.0	1.6	0.4	0.4	1.1	1.7
1996	0.4	0.4	1.2	1.7	0.4	0.4	1.1	1.7
1997	0.4	0.4	1.2	1.6	0.4	0.4	1.1	1.6

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Surveys, October, various years.

**Standard errors for the text table for *Indicator 13***

Socioeconomic status and race-ethnicity	Total	No children by 1994	First child		
			By 1994	By June 1992	Between June 1992 and 1994
<b>Total</b>	<b>0.6</b>	<b>0.6</b>	<b>2.0</b>	<b>3.1</b>	<b>2.3</b>
Socioeconomic status					
Low	1.6	1.6	2.6	3.7	3.4
Middle	0.8	0.7	2.7	4.6	3.4
High	0.7	0.7	3.1	—	5.4
Race-ethnicity					
White, non-Hispanic	3.2	3.0	12.9	—	—
Black, non-Hispanic	2.5	1.9	5.0	5.5	5.8
Hispanic	2.1	2.5	4.0	5.7	5.2
Asian/Pacific Islander	0.7	0.6	2.6	4.6	3.0

—Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics,  
*The Relationship Between the Parental and Marital Experiences of 1988 Eighth-Grade  
Girls and High School Completion as of 1994, 1998.*

**Standard errors for text table for *Indicator 14***

	Total		Male		Female	
	1989	1995	1989	1995	1989	1995
Criminal victimization	0.4	0.5	0.6	0.7	0.6	0.6
Any victimization	0.2	0.2	0.4	0.4	0.2	0.3
Violent victimization	0.4	0.4	0.5	0.6	0.6	0.6
Property victimization						
Feared attack or harm						
at school	0.3	0.3	0.4	0.5	0.4	0.5
on the way to or from school	0.2	0.3	0.3	0.3	0.4	0.5
Avoided one or more places						
in school	0.3	0.3	0.4	0.4	0.4	0.5
Availability of drugs	0.6	0.4	0.8	1.0	0.8	1.0
Presence of street gangs	0.4	0.7	0.6	0.9	0.6	0.9

SOURCE: U.S. Department of Education, Office of Educational Research and Improvement, and U.S. Department of Justice, Office of Justice Programs, *1989 and 1995 School Crime Supplement to the National Crime Victimization Survey: Students' Reports of Crime: 1989 and 1995*, 1998, and *Indicators of School Crime and Safety*, 1988.

**Standard errors table for the text table for *Indicator 15***

Selected student characteristics	Male			Female		
	Grade repeated			Grade repeated		
	Total	Kindergarten/ first grade	Grades 2-6	Total	Kindergarten/ first grade	Grades 2-6
				<b>1992</b>		
<b>Total</b>	<b>0.4</b>	<b>0.3</b>	<b>0.2</b>		<b>0.3</b>	<b>0.3</b>
				<b>1995</b>		
<b>Total</b>	<b>0.4</b>	<b>0.3</b>	<b>0.2</b>		<b>0.3</b>	<b>0.3</b>
Family income						
Low	1.2	0.9	0.7		1.0	0.8
Middle	0.5	0.4	0.3		0.4	0.3
High	0.5	0.4	0.2		0.4	0.3
Parents' highest education level						
Less than high school	1.3	1.0	0.8		1.1	0.9
High school	0.8	0.6	0.4		0.6	0.5
Some college	0.6	0.6	0.3		0.5	0.4
Bachelor's degree or higher	0.5	0.4	0.2		0.5	0.4

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys, 1992 and 1995.

**Standard errors for the text table for *Indicator 16***

College plans for seniors	1980			1990			1995		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Attend a technical/vocational school									
Definitely will	0.4	0.5	0.5	0.4	0.5	0.5	0.4	0.5	0.5
Probably will	0.6	0.7	0.6	0.5	0.6	0.6	0.5	0.7	0.6
Definitely/probably won't	0.7	0.8	0.7	0.6	0.8	0.7	0.6	0.8	0.7
Graduate from a 2-year college program									
Definitely will	0.5	0.5	0.6	0.5	0.6	0.7	0.6	0.6	0.7
Probably will	0.6	0.7	0.7	0.6	0.7	0.8	0.6	0.8	0.7
Definitely/probably won't	0.7	0.8	0.8	0.7	0.8	0.9	0.7	0.9	0.9
Graduate from college (4-year program)									
Definitely will	0.7	0.8	0.8	0.7	0.9	0.9	0.7	0.9	0.9
Probably will	0.6	0.7	0.7	0.6	0.7	0.7	0.6	0.8	0.7
Definitely/probably won't	0.7	0.9	0.9	0.7	0.8	0.8	0.6	0.8	0.7
Attend graduate or professional school after college									
Definitely will	0.5	0.6	0.5	0.5	0.6	0.7	0.6	0.7	0.7
Probably will	0.6	0.8	0.7	0.7	0.8	0.8	0.7	0.8	0.8
Definitely/probably won't	0.7	0.8	0.8	0.7	0.9	0.9	0.7	0.9	0.9

SOURCE: University of Michigan, Institute for Social Research, *Monitoring the Future*, various years.



**Standard errors table for the text table for *Indicator 17***

October	Male			Female		
	Total	2-year	4-year	Total	2-year	4-year
1972	1.9	—	—	1.8	—	—
1973	1.9	1.3	1.8	1.8	1.3	1.6
1974	1.8	1.4	1.7	1.8	1.2	1.7
1975	1.8	1.4	1.7	1.7	1.3	1.6
1976	1.9	1.3	1.8	1.8	1.4	1.7
1977	1.9	1.4	1.8	1.8	1.4	1.6
1978	1.9	1.4	1.8	1.8	1.4	1.6
1979	1.9	1.4	1.8	1.8	1.4	1.6
1980	1.9	1.4	1.7	1.8	1.5	1.7
1981	1.9	1.5	1.8	1.8	1.5	1.7
1982	2.0	1.5	1.8	1.9	1.5	1.8
1983	2.0	1.6	1.9	1.9	1.5	1.8
1984	2.0	1.5	2.0	1.9	1.6	1.8
1985	2.1	1.7	2.1	2.0	1.6	2.0
1986	2.1	1.7	2.0	2.0	1.5	1.9
1987	2.1	1.6	2.1	2.0	1.6	2.0
1988	2.2	1.9	2.2	2.2	1.9	2.2
1989	2.4	1.8	2.3	2.3	2.0	2.3
1990	2.3	1.8	2.3	2.2	1.9	2.3
1991	2.3	2.0	2.2	2.2	2.1	2.3
1992	2.2	1.9	2.2	2.2	2.0	2.3
1993	2.3	2.0	2.3	2.2	1.9	2.2
1994	2.0	1.8	2.0	2.0	1.6	2.1
1995	2.0	1.8	2.0	1.9	1.5	2.0
1996	2.1	1.8	2.1	1.9	1.8	2.1
1997	2.0	1.7	2.1	1.9	1.7	2.0

— Not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

**Standard errors table for the text table for *Indicator 18***

Student characteristics	Participated in community service						Will participate before the end of the school year		Plan to do community service next year	
	Any participation		Regular participation		One or two times		Male	Female	Male	Female
	Male	Female	Male	Female	Male	Female				
<b>Total</b>	<b>0.9</b>	<b>1.1</b>	<b>0.7</b>	<b>0.9</b>	<b>0.8</b>	<b>0.8</b>	<b>0.8</b>	<b>1.0</b>	<b>0.9</b>	<b>0.8</b>
Grade level										
6-8	1.4	1.6	1.2	1.4	1.2	1.4	1.4	1.5	1.3	1.1
9-10	1.6	1.7	1.4	1.7	1.6	1.3	1.8	1.9	1.5	1.2
11-12	1.8	2.1	1.5	2.0	1.8	1.8	1.4	1.8	1.8	1.5
Household income										
Less than \$10,000	3.2	3.7	2.4	3.2	2.8	2.5	3.6	3.5	3.1	2.6
10,001-20,000	2.8	2.7	2.4	2.4	2.7	2.4	2.7	2.7	2.6	2.1
20,001-30,000	2.4	2.8	2.0	2.7	1.9	2.7	2.4	2.5	2.7	2.1
30,001-40,000	2.3	2.3	2.0	2.1	2.0	2.0	2.2	2.3	1.9	1.7
40,001-50,000	2.8	2.9	2.1	2.4	2.4	2.6	2.5	2.3	2.9	1.8
50,001 or more	1.4	1.5	1.3	1.6	1.3	1.3	1.3	1.4	1.1	1.1
Parents' highest education level										
Less than high school diploma	3.9	2.9	2.8	2.7	3.2	2.6	3.9	3.0	2.8	2.6
High school diploma or GED	1.7	1.9	1.4	1.5	1.4	1.6	1.7	2.0	1.8	1.7
Some college/vocational/technical	1.6	1.8	1.3	1.7	1.3	1.6	1.6	1.7	1.7	1.3
Bachelor's degree	2.3	2.0	2.1	2.5	2.1	2.2	2.1	1.9	2.1	1.5
Graduate/professional school	2.3	2.5	2.1	2.1	2.0	2.3	2.1	2.0	1.4	1.3
Any adult in the household who performs community service										
Yes	1.3	1.4	1.0	1.3	1.0	1.2	1.3	1.2	1.1	0.9
No	1.4	1.5	0.9	1.2	1.2	1.2	1.3	1.5	1.5	1.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1996 (Youth Civic Involvement Component).

**Standard errors table for the first text table for *Indicator 19***

Year	Frequency of use									
	Never		Less than once a week		Once a week		2 or 3 times a week		Everyday	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
<b>8<sup>th</sup>- grade</b>										
1984	5.0	6.8	5.0	4.3	2.6	4.8	2.6	—	2.2	1.6
1996	3.4	3.2	3.2	3.3	2.1	2.3	2.3	2.3	2.7	1.8
<b>11<sup>th</sup>- grade</b>										
1984	3.7	3.9	3.5	3.6	1.7	1.9	2.1	1.8	3.0	3.1
1996	2.1	2.7	2.9	2.3	2.7	2.1	2.7	2.5	2.8	2.5

— Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *NAEP 1996 Long-Term Writing Results—Data Almanacs for Grades 8 and 11*.

**Standard errors for the second text table for Indicator 19**

Grade and year	Where they use a computer						Purpose of use					
	Home		Library		Friend's house		Play games		Learn things		Write stories or papers	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
	<b>8<sup>th</sup>-grade</b>											
1984	7.3	4.8	5.4	6.0	6.5	6.8	4.6	6.5	5.8	7.0	5.2	4.0
1996	3.0	3.6	3.5	3.4	3.2	2.7	2.2	2.1	3.0	2.2	1.7	1.5
	<b>11<sup>th</sup>-grade</b>											
1984	3.9	4.0	3.3	4.8	4.4	4.0	3.6	4.7	4.4	3.7	3.1	3.6
1996	4.0	3.8	3.0	3.1	3.0	4.3	2.3	1.6	2.2	2.0	1.4	1.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *NAEP 1996 Long-Term Writing Results—Data Almanacs for Grades 8 and 11*.

**Standard errors table for the text table for *Indicator 20***

Activity	1989		1990		1993		1995	
	Male	Female	Male	Female	Male	Female	Male	Female
School newspaper or yearbook	1.4	1.5	1.4	1.6	1.3	1.4	1.4	1.5
Music or other performing arts	1.6	1.6	1.6	1.8	1.6	1.6	1.7	1.7
Athletic teams	1.6	1.6	1.6	1.8	1.6	1.6	1.7	1.7
Academic clubs	1.6	1.6	1.5	1.7	1.5	1.6	1.6	1.6
Student council or government	1.4	1.5	1.4	1.6	1.4	1.4	1.4	1.5

SOURCE: University of Michigan, Institute for Social Research, *Monitoring the Future*, various years.

**Standard errors for the text table for *Indicator 21***

Attitude	1980			1990			1995		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
How do you feel about school?									
Like very much/quite a lot	1.2	1.7	1.6	1.2	1.7	1.6	1.1	1.7	1.6
Like school some	1.2	1.7	1.6	1.2	1.7	1.6	1.2	1.7	1.6
Don't like very much/not at all	0.8	1.2	1.1	0.9	1.3	1.2	0.9	1.4	1.3
How often do you feel that the schoolwork you are assigned is meaningful and important?									
Almost always/often	1.2	1.7	1.6	1.1	1.6	1.6	1.1	1.6	1.6
Sometimes	1.2	1.7	1.6	1.2	1.7	1.6	1.2	1.7	1.6
Seldom/never	0.9	1.4	1.2	1.0	1.5	1.3	1.0	1.6	1.3
How interesting are most of your courses to you?									
Very exciting and stimulating/ quite interesting	1.1	1.6	1.6	1.1	1.6	1.5	1.0	1.5	1.4
Fairly interesting	1.2	1.7	1.6	1.2	1.7	1.6	1.2	1.7	1.6
Slightly dull/very dull	0.9	1.4	1.3	1.0	1.5	1.4	1.0	1.5	1.4
How important do you think the things you are learning in school are going to be for you later in life?									
Very important/quite important	1.2	1.7	1.6	1.2	1.7	1.6	1.2	1.7	1.6
Fairly important	1.1	1.6	1.5	1.1	1.6	1.5	1.1	1.6	1.6
Slightly important/not at all important	0.9	1.3	1.2	0.9	1.3	1.2	1.0	1.5	1.4

SOURCE: University of Michigan, Institute for Social Research, *Monitoring the Future*, various years.

**Standard errors for the first text table for *Indicator 22***

Statement	4 <sup>th</sup> grade		8 <sup>th</sup> grade		12 <sup>th</sup> grade	
	Male	Female	Male	Female	Male	Female
I like math	1.2	1.1	1.2	1.5	1.1	1.0
I am good at math	1.1	1.0	1.1	1.3	1.2	0.9
I understand most of math class	0.8	1.1	1.0	1.1	1.3	1.0
Math is mostly memorizing facts	0.9	1.1	0.9	1.1	0.9	1.3
Math is useful in everyday problems	1.1	1.1	0.9	0.8	1.1	0.9
With choice, I would not study more math	0.8	0.7	0.8	0.8	1.0	1.1
All can do well in math if they try	0.8	0.7	0.9	1.0	1.0	1.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, Data Almanac, 1996.

**Standard errors for the second text table for *Indicator 22***

Statement	4 <sup>th</sup> grade		8 <sup>th</sup> grade		12 <sup>th</sup> grade	
	Male	Female	Male	Female	Male	Female
I like science	1.3	1.4	1.4	1.6	1.2	1.0
I am good at science	1.3	1.2	1.4	1.3	0.9	1.0
Science is mostly memorization	1.0	0.9	1.3	1.0	1.2	1.0
Science is useful for everyday problems	1.0	0.9	1.1	1.4	1.2	0.9
With choice, I would not study more science	0.9	0.8	0.9	1.1	1.0	1.1
Science is boring	0.9	1.0	1.0	1.4	0.8	1.1
Science is a hard subject	0.9	0.9	1.4	1.3	1.1	1.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Data Almanac*, 1996.



**Standard Errors for the first text table for Indicator 23**

Sex	Teachers				Principals			
	Total	Elementary	Secondary	Combined	Total	Elementary	Secondary	Combined
	<b>Public</b>							
<b>Total</b>	—	—	—	—	—	—	—	—
Male	0.4	0.5	0.4	0.8	0.7	1.0	0.7	1.9
Female	0.4	0.5	0.4	0.8	0.7	1.0	0.7	1.9
	<b>Private</b>							
<b>Total</b>	—	—	—	—	—	—	—	—
Male	0.4	0.5	1.2	1.0	1.1	1.8	2.9	2.6
Female	0.4	0.5	1.2	1.0	1.1	1.8	2.9	2.6

— Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94.



**Standard errors table for the text table for *Indicator 26***

Selected characteristics	Highest degree completed			Still enrolled for bachelor's	No degree, not enrolled for bachelor's degree
	Bachelor's	Associate's	Certificate		
<b>Total</b>	<b>1.4</b>	<b>0.9</b>	<b>0.5</b>	<b>1.0</b>	<b>1.2</b>
Sex					
Male	1.6	1.0	0.7	1.5	1.7
Female	1.8	1.3	0.8	1.2	1.6
Race-ethnicity within sex					
Male					
White	1.9	1.1	0.7	1.6	1.9
Black	5.6	6.3	2.1	4.7	7.1
Hispanic	5.8	4.4	5.7	7.0	9.3
Asian/Pacific Islander	7.9	3.9	0.0	7.1	6.5
Female					
White	2.1	1.4	0.9	1.3	1.8
Black	4.4	3.3	1.5	3.8	4.9
Hispanic	6.7	1.1	3.6	5.9	5.3
Asian/Pacific Islander	8.3	4.7	1.2	6.4	10.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1990 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:90/94).

**Standard errors for the text table for *Indicator 27***

October	Male			Female		
	Total	20 or more hours	35 or more hours	Total	20 or more hours	35 or more hours
	<b>Full-time college students</b>					
1980	1.2	1.0	0.5	1.2	0.9	0.4
1985	1.3	1.1	0.6	1.3	1.0	0.5
1990	1.4	1.2	0.6	1.3	1.1	0.5
1991	1.4	1.2	0.7	1.3	1.1	0.5
1992	1.4	1.2	0.7	1.2	1.1	0.5
1993	1.4	1.2	0.6	1.3	1.1	0.6
1994	1.3	1.2	0.7	1.3	1.1	0.6
1995	1.3	1.2	0.7	1.3	1.1	0.6
1996	1.4	1.3	0.8	1.3	1.1	0.6
	<b>Part-time college students</b>					
1980	2.1	2.5	3.1	1.9	2.3	2.6
1985	2.3	2.6	3.3	1.9	2.3	2.8
1990	2.2	2.4	3.2	2.2	2.5	2.9
1991	2.2	2.7	3.3	2.1	2.6	2.9
1992	2.5	2.9	3.4	2.0	2.3	2.7
1993	2.1	2.5	3.1	2.1	2.5	2.7
1994	2.2	2.6	3.1	1.7	2.2	2.5
1995	2.1	2.7	3.1	2.2	2.4	2.6
1996	2.4	2.9	3.4	2.0	2.4	2.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education 1997* and unpublished tabulations.

**Standard errors for the first text table for *Indicator 33***

Type of Crime	1995			1996			1997		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
<b>Total</b>	<b>0.3</b>	<b>0.4</b>	<b>0.3</b>	<b>0.3</b>	<b>0.4</b>	<b>0.3</b>	<b>0.3</b>	<b>0.4</b>	<b>0.3</b>
Rape/sexual assault	0.1	0.0	0.1	0.1	0.0	0.1	0.1	0.0	0.1
Robbery	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Aggravated assault	0.2	0.2	0.1	0.2	0.2	0.1	0.2	0.2	0.1
Simple assault	0.3	0.3	0.3	0.3	0.3	0.2	0.3	0.3	0.2

NOTE: The standard errors presented in this table can be used to make comparisons of 1995 and 1996 data to 1997 data only. Comparisons of other years (e.g., 1995 and 1996) or within-year comparisons should not be made using these standard errors.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, The National Crime Victimization Survey: 1995, 1996, and 1997.

**Standard errors for the second text table for *Indicator 33***

Type of crime and location of crime by student residence	Total	Male	Female
<b>Total</b>	<b>0.2</b>	<b>0.4</b>	<b>0.3</b>
Rape/sexual assault	0.0	0.0	0.1
Robbery	0.1	0.1	0.1
Aggravated assault	0.1	0.1	0.1
Simple assault	0.2	0.3	0.2
<b>Location of crime by place of student residence</b>			
<b>Reside on campus</b>	<b>0.3</b>	<b>0.4</b>	<b>0.3</b>
Crime on campus	0.2	0.2	0.1
Crime off campus	0.3	0.3	0.2
<b>Reside off campus</b>	<b>0.3</b>	<b>0.4</b>	<b>0.3</b>
Crime on campus	0.1	0.1	0.1
Crime off campus	0.3	0.3	0.2

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, The National Crime Victimization Survey: 1995, 1996, and 1997.

**Standard errors for the text table for *Indicator 35***

Age and race- ethnicity	Less than high school completion	High school completion	Associate degree/some college	Bachelor's degree	Master's degree or higher
<b>Male</b>					
<b>Age 25 and older</b>	0.2	0.3	0.2	0.2	0.2
25-29	0.5	0.7	0.7	0.6	0.3
White	0.6	0.8	0.8	0.7	0.4
Black	1.7	2.3	2.2	1.4	0.7
Hispanic	1.7	1.6	1.4	1.0	0.4
30-39	0.4	0.5	0.5	0.4	0.3
40-59	0.3	0.4	0.4	0.3	0.3
60 and older	0.5	0.5	0.4	0.4	0.3
<b>Female</b>					
<b>Age 25 and older</b>	0.2	0.2	0.2	0.2	0.1
25-29	0.5	0.7	0.7	0.7	0.3
White	0.5	0.8	0.8	0.8	0.4
Black	1.5	2.1	2.0	1.5	0.6
Hispanic	1.8	1.7	1.6	1.1	0.6
30-39	0.3	0.5	0.5	0.4	0.3
40-59	0.3	0.4	0.4	0.3	0.2
60 and older	0.5	0.5	0.4	0.3	0.2

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey Report, *Educational Attainment in the United States*, March 1997.

**Standard errors for the text table for *Indicator 36***

	Male				Female			
	Grades 9-11	High school diploma or GED	Some college	Bachelor's degree or higher	Grades 9-11	High school diploma or GED	Some college	Bachelor's degree or higher
March								
1971	1.2	0.5	1.0	0.8	1.5	0.9	1.7	1.8
1973	1.1	0.5	1.0	0.7	1.5	0.9	1.6	1.6
1975	1.5	0.6	0.9	0.6	1.5	0.9	1.5	1.3
1977	1.5	0.6	0.8	0.6	1.6	0.9	1.3	1.2
1979	1.5	0.6	0.7	0.5	1.7	0.9	1.2	1.1
1981	1.5	0.6	0.7	0.5	1.7	0.8	1.1	1.0
1983	1.8	0.8	0.9	0.6	1.7	0.8	1.1	1.0
1985	1.6	0.6	0.7	0.6	1.8	0.8	1.1	0.9
1987	1.5	0.6	0.8	0.6	1.8	0.8	1.0	0.9
1989	1.6	0.6	0.8	0.6	2.0	0.8	1.1	0.9
1990	1.5	0.6	0.8	0.6	1.9	0.8	1.0	0.9
1991	1.7	0.6	0.8	0.6	1.8	0.8	1.1	0.9
1992	1.7	0.7	0.8	0.7	1.8	0.9	1.0	0.9
1993	1.7	0.7	0.8	0.6	1.9	0.9	0.9	0.9
1994	1.6	0.7	0.7	0.6	1.9	0.9	0.9	0.9
1995	1.7	0.7	0.7	0.6	2.0	0.9	0.9	0.9
1996	1.7	0.7	0.8	0.6	2.1	1.0	0.9	0.9
1997	1.7	0.8	0.7	0.6	2.1	1.0	1.0	0.9

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Surveys, March, various years.



**Standard errors for the text table for *Indicator 37***

Major field of study	All graduates	Male		Female		Female/male ratio
		Percentage in field	Median starting salary	Percentage in field	Median starting salary	
<b>Total</b>	<b>\$249</b>	—	<b>\$390</b>	—	<b>\$233</b>	0.02
Humanities	500	0.8	703	0.8	522	0.03
Social and behavioral sciences	350	0.8	697	0.8	444	0.03
Natural sciences	517	0.6	940	0.6	720	0.04
Computer sciences and engineering	636	1.2	662	0.4	1,640	0.05
Education	362	0.6	725	1.8	398	0.03
Business and management	539	1.6	671	1.2	582	0.03
Other professional or technical	581	1.2	1,009	1.1	764	0.04

— Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study, First Follow-up (B&B:93/94).

**Standard errors for the text table for *Indicator 38***

Year	High school			Bachelor's degree		
	Annual median earnings		Female's earnings as proportion of male's	Annual median earnings		Female's earnings as proportion of male's
	Male	Female		Male	Female	
1970	\$354	\$446	0.01	\$855	\$1,027	0.03
1971	399	453	0.01	779	1330	0.03
1972	355	416	0.01	843	890	0.03
1973	372	385	0.01	683	801	0.02
1974	349	361	0.01	702	682	0.02
1975	365	384	0.01	462	575	0.02
1976	350	366	0.01	360	451	0.01
1977	388	355	0.01	659	491	0.02
1978	569	303	0.01	570	489	0.02
1979	456	331	0.01	496	464	0.02
1980	324	298	0.01	433	368	0.01
1981	335	276	0.01	573	425	0.02
1982	327	297	0.01	651	235	0.01
1983	330	292	0.01	464	481	0.02
1984	791	258	0.02	537	456	0.02
1985	318	236	0.01	849	397	0.02
1986	344	221	0.01	403	423	0.01
1987	401	224	0.01	489	482	0.02
1988	357	225	0.01	596	525	0.02
1989	256	224	0.01	619	452	0.02
1990	314	205	0.01	738	343	0.02
1991	294	226	0.01	642	409	0.02
1992	341	316	0.02	613	447	0.02
1993	257	335	0.02	427	477	0.02
1994	267	327	0.02	457	478	0.02
1995	271	390	0.02	542	505	0.02
1996	318	333	0.02	365	411	0.02
1997	402	319	0.02	651	312	0.02

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

**Standard errors for the text table for *Indicator 39***

Year	Male				Female			
	Grades 9-11	High school completion	Some college	Bachelor's degree or higher	Grades 9-11	High school completion	Some college	Bachelor's degree or higher
1970	0.02	0.01	0.02	0.02	0.03	0.02	0.03	0.04
1975	0.02	0.01	0.02	0.02	0.04	0.02	0.03	0.03
1980	0.03	0.01	0.02	0.02	0.04	0.02	0.02	0.03
1985	0.02	0.01	0.02	0.02	0.03	0.02	0.02	0.03
1990	0.02	0.01	0.02	0.02	0.04	0.02	0.02	0.03
1991	0.03	0.01	0.01	0.03	0.02	0.02	0.02	0.03
1992	0.03	0.02	0.01	0.02	0.04	0.03	0.03	0.04
1993	0.03	0.01	0.01	0.02	0.04	0.03	0.03	0.04
1994	0.03	0.01	0.01	0.02	0.04	0.03	0.03	0.04
1995	0.03	0.02	0.01	0.03	0.04	0.03	0.03	0.04
1996	0.03	0.01	0.02	0.05	0.04	0.03	0.03	0.04
1997	0.02	0.02	0.03	0.03	0.04	0.02	0.02	0.01

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

**Standard errors for the text table for *Indicator 40***

Educational attainment	Total	Type of adult education activity			
		Basic skills	Credential	Work-related	Personal development
		<b>Male</b>			
<b>Total</b>	<b>0.7</b>	<b>0.1</b>	<b>0.2</b>	<b>0.5</b>	<b>0.4</b>
Educational attainment					
Grades 9-12	2.0	0.8	0.4	1.3	1.3
High school diploma	1.2	0.2	0.3	0.8	0.6
Vocational/technical school	3.9	0.7	1.7	2.8	3.0
Some college	1.4	0.1	0.8	1.1	1.2
Associate's degree	3.0	0.2	1.5	2.0	2.1
Bachelor's degree or higher	1.2	—	0.5	1.3	1.0
Labor force status					
Employed	0.8	0.1	0.3	0.7	0.6
Unemployed	2.7	1.0	0.9	1.8	2.3
Not in labor force	0.9	0.2	0.3	0.4	0.7
Race/ethnicity					
White	0.8	0.1	0.3	0.6	0.6
Black	2.2	0.3	1.1	1.4	1.9
Hispanic	2.0	0.8	0.5	1.4	1.2
Age					
17-24	1.7	0.6	1.0	1.3	1.2
25-34	1.5	0.2	0.6	1.4	0.9
35-44	1.4	0.3	0.5	1.2	0.9
45-54	1.4	0.2	0.5	1.4	1.0
55-64	1.2	0.0	0.4	1.2	1.1
65 and older	1.2	0.0	0.1	0.4	1.2
			<b>Female</b>		
<b>Total</b>	<b>0.6</b>	<b>0.1</b>	<b>0.2</b>	<b>0.5</b>	<b>0.4</b>
Educational attainment					
Grades 9-12	1.6	0.7	0.3	0.7	1.2
High school diploma	1.0	0.1	0.3	0.7	0.8
Vocational/technical school	3.0	0.2	1.0	2.3	2.6
Some college	1.2	0.1	0.8	12.0	1.3
Associate's degree	2.1	0.2	1.2	2.1	2.1
Bachelor's degree or higher	1.6	—	0.6	1.2	1.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education 1998*.

**Standard errors for the text table for *Indicator 44***

Country	4 <sup>th</sup> grade		8 <sup>th</sup> grade		End of secondary	
	Mathematics	Science	Mathematics	Science	Mathematics	Science
Japan	3.3	2.9	3.3	3.1	—	—
France	—	—	4.9	4.3	7.7	8.3
Germany	—	—	7.1	7.6	12.4	11.6
Korea	3.6	3.3	4.7	3.6	—	—
Canada	5.2	4.9	4.2	4.8	5.2	5.2
Australia	5.1	4.6	6.9	6.6	13.9	14.8
Singapore	8.4	8.3	8.3	9.7	—	—
England	5.5	5.3	6.2	7.1	—	—
United States	4.5	4.6	6.9	7.2	5.5	5.9

— Not applicable.

SOURCE: International Association for the Evaluation of Educational Achievement, TIMSS International Study Center, *Mathematics Achievement in the Primary School Years, Science Achievement in the Middle School Years, IEA's Third International Mathematics and Science Study*, 1996; U.S. Department of Education, National Center for Education Statistics, *Pursuing Excellence: A Study of U.S. Eighth-Grade Mathematics and Science Teaching, Learning, Curriculum, and Achievement in International Context: Initial Findings from the Third International Mathematics and Science Study*, 1996; and *Pursuing Excellence: A Study of U.S. Twelfth-Grade Mathematics and Science Achievement in International Context*, 1998.