

Standard Error Tables for Supplemental Tables





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Past and Projected Elementary and Secondary School Enrollments

Table S1-2. Standard errors for the private elementary and secondary school enrollment (in thousands), by grade level and region: School years 1989–90 through 1999–2000

School year	Total	Northeast	Midwest	South	West
Grades K–12					
1989–90	38	37	15	23	12
1991–92	—	—	—	—	—
1993–94	13	6	4	11	6
1995–96	17	6	6	8	9
1997–98	13	5	10	6	4
1999–2000	25	6	8	23	4
Grades K–8					
1989–90	34	34	12	21	9
1991–92	—	—	—	—	—
1993–94	11	5	3	10	4
1995–96	14	3	5	6	7
1997–98	12	5	10	5	3
1999–2000	18	5	6	16	3
Grades 9–12					
1989–90	13	8	4	7	5
1991–92	—	—	—	—	—
1993–94	3	2	1	3	2
1995–96	5	3	1	2	2
1997–98	2	1	1	2	1
1999–2000	8	1	2	8	2

—Not available.

SOURCE: U.S. Department of Education, NCES, Private School Universe Survey (PSS), 1989–90 through 1999–2000.

Family Characteristics of 5- to 17-Year-Olds

Table S2-1. Standard errors for the percentage distribution of 5- to 17-year-olds, by race/ethnicity and selected family characteristics: Selected years 1976–2001

Selected family characteristics	1976	1979	1984	1989	1992	1995	1999	2001
Total U.S. population								
Parents' education								
High school completion or higher	—	0.44	0.46	0.28	0.25	0.25	0.25	0.25
Bachelor's degree or higher	—	0.40	0.48	0.32	0.30	0.31	0.33	0.36
Family type								
Two-parent household	0.65	0.44	0.51	0.33	0.31	0.33	0.34	0.35
Father-only household	0.18	0.15	0.19	0.12	0.12	0.13	0.14	0.15
Mother-only household	0.59	0.39	0.46	0.30	0.29	0.29	0.31	0.32
Poverty status								
Poor	0.61	0.36	0.45	0.28	0.28	0.29	0.28	0.29
Near-poor	0.76	0.40	0.47	0.29	0.28	0.29	0.29	0.31
Nonpoor	0.85	0.48	0.56	0.35	0.34	0.34	0.35	0.37
Language spoken in the home								
English only	—	0.31	—	0.39	0.24	0.26	0.28	—
Language other than English	—	0.31	—	0.39	0.24	0.26	0.28	—
Total Black population								
Parents' education								
High school completion or higher	—	1.38	1.60	0.81	0.80	0.76	0.76	0.70
Bachelor's degree or higher	—	0.59	0.94	0.68	0.62	0.64	0.73	0.85
Family type								
Two-parent household	2.78	1.34	1.56	0.92	0.87	0.87	0.92	1.01
Father-only household	0.57	0.42	0.60	0.33	0.31	0.34	0.37	0.41
Mother-only household	2.73	1.34	1.54	0.94	0.90	0.92	0.96	1.02
Poverty status								
Poor	2.79	1.33	1.56	0.92	0.89	0.90	0.92	0.93
Near-poor	2.45	1.21	1.36	0.78	0.77	0.80	0.86	0.92
Nonpoor	2.37	1.26	1.40	0.92	0.84	0.86	0.93	1.02
Language spoken in the home								
English only	—	—	—	—	0.36	0.32	0.41	—
Language other than English	—	—	—	—	0.36	0.32	0.41	—

See notes at end of table.

Family Characteristics of 5- to 17-Year-Olds

Table S2-1. Standard errors for the percentage distribution of 5- to 17-year-olds, by race/ethnicity and selected family characteristics: Selected years 1976–2001—Continued

Selected family characteristics	1976	1979	1984	1989	1992	1995	1999	2001
Total White population								
Parents' education								
High school completion or higher	—	0.44	0.44	0.22	0.21	0.19	0.20	0.19
Bachelor's degree or higher	—	0.49	0.58	0.39	0.37	0.40	0.42	0.46
Family type								
Two-parent household	0.67	0.46	0.54	0.33	0.33	0.35	0.37	0.39
Father-only household	0.21	0.17	0.21	0.14	0.14	0.15	0.18	0.19
Mother-only household	0.61	0.39	0.47	0.30	0.30	0.31	0.33	0.34
Poverty status								
Poor	0.57	0.33	0.43	0.25	0.26	0.27	0.27	0.28
Near-poor	0.86	0.42	0.51	0.32	0.32	0.33	0.32	0.33
Nonpoor	0.94	0.50	0.61	0.37	0.37	0.38	0.38	0.40
Language spoken in the home								
English only	—	—	—	—	0.15	0.16	0.17	—
Language other than English	—	—	—	—	0.15	0.16	0.17	—
Total Hispanic population								
Parents' education								
High school completion or higher	—	2.05	2.10	1.36	1.08	1.08	1.01	0.97
Bachelor's degree or higher	—	1.06	1.10	0.74	0.61	0.62	0.67	0.62
Family type								
Two-parent household	1.73	1.79	1.97	1.27	1.01	1.01	0.96	0.91
Father-only household	0.19	0.56	0.70	0.42	0.37	0.40	0.37	0.34
Mother-only household	1.65	1.49	1.80	1.21	0.94	0.92	0.87	0.81
Poverty status								
Poor	2.21	1.77	1.91	1.25	1.02	1.04	0.94	0.86
Near-poor	2.48	1.89	1.95	1.22	1.01	0.99	0.93	0.90
Nonpoor	2.56	1.98	1.87	1.29	0.96	0.96	0.94	0.93
Language spoken in the home								
English only	—	—	—	—	0.91	0.98	0.88	—
Language other than English	—	—	—	—	0.91	0.98	0.88	—

—Not available.

SOURCE: McArthur, E.K. (1993). *Language Characteristics and Schooling in the United States, A Changing Picture: 1979 and 1989* (NCES 93–699), figure 2, and U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), March, October, and November Supplements, various years, previously unpublished tabulation (January 2003).

Language Minority Students

Table S4-1. Standard errors for the number (in thousands) and 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

Year	Total who spoke language other than English at home			Total who spoke English with difficulty		
	Total population	Number (in thousands)	Percent of total population	Number (in thousands)	Percent of total population	Percent of those who spoke a language other than English at home
1979	†	150.7	0.20	74.8	0.42	2.02
1992	†	227.3	0.32	117.5	0.52	1.89
1995	†	165.0	0.22	86.4	0.36	1.25
1999	†	186.0	0.24	96.3	0.35	1.22
Percentage change compared with 1979						
1979	†	†	†	†	†	†
1992	†	0.75	0.78	0.96	16.02	1.13
1995	†	3.43	3.37	5.50	31.21	2.58
1999	†	4.51	4.26	5.60	33.94	4.27

†Not applicable.

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).

Language Minority Students

Table S4-2. Standard errors for the number who spoke English “very well” and who spoke English with difficulty, and number who spoke English with difficulty within each age group, among 5- to 24-year-olds who spoke a language other than English at home, by language spoken at home and nativity: 1999

Language spoken at home and nativity	Total population	Spoke English “very well”	Spoke English with difficulty	Spoke English with difficulty		
				5- to 9-year-olds	10- to 17-year-olds	18- to 24-year-olds
Total	†	96.3	96.3	54.4	52.2	58.0
Language spoken at home						
Spanish	92.2	83.0	83.0	48.2	45.1	51.2
All Asian languages	67.8	31.0	30.9	16.8	16.9	16.4
All other European	47.7	22.0	22.0	10.5	11.5	12.9
All other	61.2	29.1	29.1	15.2	16.1	17.0
Native-born children						
Native-born children	100.7	55.8	55.8	31.3	29.5	18.0
With native-born parents	53.3	19.7	19.7	10.7	10.4	6.7
With foreign-born parents	96.7	51.9	51.9	29.3	27.5	16.7
Year parents came to U.S.						
1990–99	37.2	18.0	18.0	7.0	7.0	†
1980–89	72.1	35.9	35.9	20.3	19.8	6.9
1970–79	65.2	28.3	28.3	15.8	15.5	11.9
Prior to 1970	41.4	15.2	15.2	8.2	7.0	7.6
Foreign-born children						
Foreign-born children	99.0	62.5	62.5	30.8	38.0	43.3
Year came to U.S.						
1995–99	66.1	30.9	30.9	22.8	24.3	29.3
1990–94	73.0	39.6	39.6	20.1	23.3	27.0
1980–89	60.5	29.1	29.1	†	16.8	16.8
Prior to 1980	18.7	5.3	5.0	†	†	†

†Not applicable.

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

Language Minority Students

Table S4-3. Standard errors for the percentage distribution who spoke English “very well” and who spoke English with difficulty, and percentage distribution who spoke English with difficulty within each age group, among 5- to 24-year-olds who spoke a language other than English at home, by language spoken at home and nativity: 1999

Language spoken at home and nativity	Total population	Spoke English “very well”	Spoke English with difficulty	Spoke English with difficulty		
				5- to 9-year-olds	10- to 17-year-olds	18- to 24-year-olds
Total	†	0.70	0.70	1.44	1.01	1.21
Language spoken at home						
Spanish	†	0.84	0.84	1.70	1.22	1.46
All Asian languages	†	1.79	1.79	3.61	2.68	3.17
All other European	†	2.77	2.77	7.33	3.97	4.29
All other	†	2.14	2.14	4.61	3.13	3.66
Native-born children						
Native-born children	†	0.78	0.85	1.56	1.08	1.28
Native-born children	†	0.99	1.08	1.46	0.92	0.88
With native-born parents	†	1.96	1.96	4.91	2.38	3.14
With foreign-born parents	†	1.12	1.12	1.91	1.83	2.52
Year parents came to U.S.						
1990–99	†	3.82	3.82	3.69	2.13	†
1980–89	†	1.80	1.80	2.35	1.88	3.51
1970–79	†	1.80	1.80	3.03	1.79	2.75
Prior to 1970	†	2.59	2.59	4.81	1.64	2.30
Foreign-born children						
Foreign-born children	†	1.22	1.22	3.43	1.93	1.64
Year came to U.S.						
1995–99	†	1.90	1.90	5.03	4.44	2.63
1990–94	†	1.93	1.93	4.32	2.98	2.71
1980–89	†	2.19	2.19	†	2.68	2.76
Prior to 1980	†	4.55	4.34	†	†	3.05

†Not applicable.

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

Foreign-Born Students in Postsecondary Institutions

Table S6-1. Standard errors for the percentage of undergraduate and graduate/first-professional students in the United States who were foreign-born or first-generation students, by selected student characteristics and number of nontraditional traits: 1999–2000

Student characteristic	Percent of the student population	Undergraduate				Graduate/first-professional
		None	Minimal	Moderate	High	Percent of the student population
Total	†	0.47	0.31	0.42	0.52	†
Foreign-born	0.41	0.82	1.15	1.31	1.28	0.60
Citizen status						
U.S. citizens	0.18	1.22	1.13	2.10	2.12	0.30
Non U.S. citizens	0.34	1.16	1.60	1.63	1.60	0.51
Permanent residents/resident aliens	0.28	1.16	1.22	1.83	1.84	0.25
Foreign students with a visa	0.16	2.69	3.39	3.03	2.30	0.42
Year immigrated						
Last 5 years	0.16	2.22	3.06	2.86	2.34	0.37
6–10 years ago	0.14	1.74	1.77	2.28	2.65	0.26
More than 10 years ago	0.25	1.01	1.06	1.78	1.63	0.33
Region						
Europe	0.05	4.06	3.99	5.50	4.82	0.14
North, Central, or South America	0.15	1.98	2.69	3.69	3.74	0.16
Asia	0.16	2.23	3.03	2.21	2.14	0.41
Not specified	0.28	1.02	1.08	1.73	1.58	0.35
U.S.-born with foreign-born parents	0.43	1.27	0.95	1.14	1.29	0.55
Year parents immigrated						
1975 to 2001	0.11	3.19	3.02	2.50	‡	‡
1965 to 1974	0.18	2.69	1.92	2.22	2.11	0.30
Before 1965	0.16	1.78	1.61	2.47	2.44	0.33
Parents' region						
Europe	0.10	3.01	2.64	3.97	3.58	0.22
North, Central, or South America	0.34	1.57	1.64	2.34	2.36	0.25
Asia	0.10	3.49	2.42	2.58	‡	0.22
Not specified	0.23	1.60	1.40	1.58	1.61	0.36

†Not applicable.

‡Reporting standards not met (too few cases).

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 S8-1. Standard errors for the percentage of population age 16 and above participating in adult education activities, by type of activity: 1991, 1995, 1999, and 2001

Type of activity	1991	1995	1999	2001
Age 16 and above				
Overall participation	0.71	0.49	0.75	0.52
College or university credential programs	—	0.17	0.50	0.23
Work-related courses	—	0.33	0.63	0.47
Personal interest courses	—	0.35	0.57	0.54
Other activities	—	0.11	0.33	0.25
Ages 16–24				
Overall participation	1.45	1.13	2.76	2.02
College or university credential programs	—	0.70	1.35	1.32
Work-related courses	—	0.87	1.56	1.67
Personal interest courses	—	0.81	2.36	1.58
Other activities	—	0.63	1.79	1.37
Age 25 and above				
Overall participation	0.73	0.53	0.79	0.53
College or university credential programs	—	0.15	0.52	0.22
Work-related courses	—	0.35	0.68	0.51
Personal interest courses	—	0.39	0.60	0.53
Other activities	—	0.10	0.26	0.22

—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).

Participation in Adult Education

Table S8-2. Standard errors for the percentage of population age 16 and above participating in adult education activities, by type of activity and personal characteristics: 2001

Characteristic	Type of adult education activity				
	Overall participation	College or university credential programs	Work-related courses	Personal interest courses	Other activities
Total	0.52	0.23	0.47	0.54	0.25
Sex					
Male	0.81	0.37	0.73	0.72	0.44
Female	0.75	0.36	0.67	0.71	0.25
Race/ethnicity					
Asian/Pacific Islander	3.77	‡	3.75	2.72	‡
Black	1.49	0.81	1.46	1.51	0.69
White	0.57	0.28	0.54	0.59	0.22
Hispanic	2.28	0.81	1.23	1.59	1.53
Education					
Less than high school	1.51	0.24	0.72	1.28	1.18
High school diploma or equivalent	0.95	0.32	0.85	0.82	0.30
Some college, including vocational/technical	1.05	0.72	1.00	1.04	0.54
Bachelor's degree or higher	1.11	0.55	1.06	1.03	0.25
Age					
16–24	2.02	1.32	1.67	1.58	1.37
25–34	1.58	0.80	1.30	1.27	0.78
35–44	1.19	0.54	1.18	0.77	0.43
45–54	1.35	0.39	1.38	1.20	0.40
55–64	1.48	‡	1.34	1.32	‡
65 and above	1.09	‡	0.40	1.08	‡
Household income					
\$15,000 or less	1.61	0.60	0.99	1.39	0.98
\$15,001–30,000	1.32	0.55	0.99	1.05	0.76
\$30,001–50,000	1.30	0.65	1.10	1.16	0.48
\$50,001–75,000	1.47	0.65	1.28	1.29	0.41
More than \$75,000	1.30	0.60	1.20	0.93	0.36
Employment/occupation					
Employed in past 12 months	0.67	0.29	0.61	0.64	0.34
Professional or managerial	1.12	0.66	1.19	1.03	‡
Services, sales, or support	0.93	0.48	0.85	0.87	0.56
Trades	1.27	0.55	1.05	1.01	0.81
Not employed in past 12 months	0.90	0.33	0.47	0.87	0.39

‡Reporting standards not met (too few cases).

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

Students' Reading and Mathematics Achievement Through 1st Grade

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

Mother's education	Kindergarten			1st grade			Total gain
	Fall	Spring	Gain	Fall	Spring	Gain	
	Reading						
Total	0.2	0.2	0.3	0.4	0.3	0.5	0.4
Less than high school	0.2	0.3	0.4	0.5	0.5	0.7	0.5
High school diploma or equivalent	0.2	0.2	0.3	0.4	0.3	0.5	0.4
Some college, including vocational/technical	0.2	0.2	0.3	0.5	0.3	0.6	0.4
Bachelor's degree or higher	0.2	0.3	0.4	0.7	0.3	0.8	0.4
	Mathematics						
Total	0.1	0.2	0.2	0.4	0.2	0.4	0.2
Less than high school	0.2	0.3	0.4	0.6	0.4	0.7	0.4
High school diploma or equivalent	0.2	0.2	0.3	0.4	0.2	0.4	0.3
Some college, including vocational/technical	0.1	0.2	0.2	0.4	0.2	0.4	0.2
Bachelor's degree or higher	0.2	0.2	0.3	0.4	0.2	0.4	0.3

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 S10-1. Standard errors for the average combined reading literacy scale score of 4th-graders, by reading subscale, sex, and country: 2001

Country	Combined reading literacy	Reading subscale		Sex		Female-male difference
		Literary subscale	Informational subscale	Female	Male	
International average	0.6	0.6	0.7	0.7	0.7	0.7
Argentina	5.9	5.8	5.4	6.2	6.5	4.7
Belize	4.7	4.9	4.9	5.3	5.2	4.8
Bulgaria	3.8	3.9	3.6	3.7	4.7	3.6
Canada	2.4	2.6	2.4	2.6	2.6	2.1
Colombia	4.4	4.2	4.3	5.1	4.7	4.3
Cyprus	3.0	2.5	3.0	3.3	3.6	3.5
Czech Republic	2.3	2.3	2.7	2.8	2.6	2.8
England	3.4	3.9	3.6	3.9	3.7	3.3
France	2.4	2.6	2.5	2.7	3.0	3.3
Germany	1.9	1.9	1.9	2.2	2.5	2.7
Greece	3.5	3.3	3.7	3.8	4.0	3.9
Hong Kong SAR	3.1	3.1	2.9	3.0	3.5	2.9
Hungary	2.2	2.0	2.2	2.4	2.5	2.1
Iceland	1.2	1.3	1.5	1.9	1.5	2.4
Iran, Islamic Republic of	4.2	4.5	4.6	5.7	5.6	8.1
Israel	2.8	2.6	2.9	3.4	3.7	4.3
Italy	2.4	2.7	2.4	2.6	2.7	2.5
Kuwait	4.3	3.8	4.5	—	—	—
Latvia	2.3	2.2	2.3	3.1	2.6	3.4
Lithuania	2.6	3.1	2.7	3.0	2.7	2.7
Macedonia, Republic of	4.6	4.5	5.2	5.1	4.8	3.6
Moldova, Republic of	4.0	3.7	4.7	4.7	4.0	4.0
Morocco	9.6	8.4	10.9	9.6	10.9	6.8
Netherlands	2.5	2.5	2.6	2.7	2.8	2.2
New Zealand	3.6	3.9	3.8	4.7	4.2	5.4
Norway	2.9	2.7	2.8	3.5	3.4	3.9
Romania	4.6	4.7	4.6	4.2	5.7	3.8
Russian Federation	4.4	3.9	4.3	4.3	4.8	2.3
Scotland	3.6	3.5	3.6	3.9	4.2	4.0
Singapore	5.2	5.6	4.8	5.3	5.7	4.1
Slovak Republic	2.8	2.6	2.7	3.0	3.3	3.0
Slovenia	2.0	1.8	1.9	2.5	2.4	2.8
Sweden	2.2	2.4	2.2	2.6	2.5	2.6
Turkey	3.5	3.4	3.8	4.0	3.7	3.1
United States	3.8	3.8	3.7	3.8	4.9	4.1

—Not available.

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*, exhibits 1.1, 1.3, 2.1, and 2.3. Data from the International Association for the Evaluation of Educational Achievement (IEA), Progress in International Reading Literacy Study, 2001.

International Comparisons of Reading Literacy in Grade 4

Table S10-2. Standard errors for the percentage of students reaching PIRLS international benchmarks in combined reading literacy, by country: 2001

Country	Top 10 percent	Upper quarter	Median	Lower quarter
Argentina	0.4	0.8	1.6	2.5
Belize	0.2	0.4	0.6	1.3
Bulgaria	1.3	1.9	1.9	1.1
Canada	1.0	1.3	1.3	0.6
Colombia	0.4	0.8	1.5	2.4
Cyprus	0.8	1.3	1.6	1.4
Czech Republic	0.9	1.5	1.5	0.7
England	1.6	1.9	1.6	1.0
France	0.9	1.2	1.4	0.9
Germany	0.8	1.3	1.2	0.6
Greece	0.8	2.0	2.2	1.2
Hong Kong SAR	0.7	1.7	1.9	1.1
Hungary	0.9	1.5	1.2	0.6
Iceland	0.6	1.0	1.0	0.8
Iran, Islamic Republic of	0.2	0.5	1.4	1.9
Israel	0.8	1.2	1.4	1.1
Italy	1.0	1.3	1.5	0.8
Kuwait	0.1	0.4	1.1	2.0
Latvia	1.1	1.6	1.5	0.6
Lithuania	1.4	1.7	1.7	0.6
Macedonia, Republic of	0.4	0.9	1.5	2.1
Moldova, Republic of	0.9	1.8	2.5	1.7
Morocco	0.9	1.4	2.1	3.0
Netherlands	1.0	1.7	1.5	0.5
New Zealand	1.4	1.7	1.9	1.3
Norway	0.9	1.2	1.4	1.4
Romania	1.3	2.0	2.1	1.7
Russian Federation	1.0	2.1	2.3	1.6
Scotland	1.1	1.8	1.8	1.1
Singapore	1.5	2.3	2.3	1.6
Slovak Republic	1.0	1.4	1.7	1.1
Slovenia	0.5	1.0	1.2	0.9
Sweden	1.1	1.4	1.3	0.5
Turkey	0.3	0.9	1.6	1.7
United States	1.3	2.0	2.0	1.2

SOURCE: Mullis, I.V.S., Martin, M.O., Gonzalez, E.J., and Kennedy, A.M. (2003). *PIRLS 2001 International Report: IEA's Study of Reading Literacy Achievement in Primary Schools in 35 Countries*, exhibit 3.1. 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 S11-1. Standard errors for the average mathematics scale score and percentage of students at or above each mathematics achievement level, by grade: 1990, 1992, 1996, and 2000

Grade and achievement level	1990	1992	1996	2000
	Average scale score			
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
	Percentage at achievement level			
Grade 4				
Below Basic	1.4	1.0	1.2	1.1
At or above Basic	1.4	1.0	1.2	1.1
At or above Proficient	1.2	1.0	0.9	1.1
At Advanced	0.4	0.3	0.3	0.3
Grade 8				
Below Basic	1.4	1.1	1.1	0.8
At or above Basic	1.4	1.1	1.1	0.8
At or above Proficient	1.1	1.0	1.1	0.9
At Advanced	0.3	0.4	0.5	0.5
Grade 12				
Below Basic	1.6	1.1	1.3	1.1
At or above Basic	1.6	1.1	1.3	1.1
At or above Proficient	0.9	0.8	1.1	0.9
At Advanced	0.3	0.3	0.3	0.3

SOURCE: U.S. Department of Education, NCES. (2001). *The Nation's Report Card: Mathematics 2000* (NCES 2001-517), tables B.1 and B.2. Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 1990, 1992, 1996, and 2000 Mathematics Assessment.

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

Table S11-2. Standard errors for the average mathematics scale score for 4th-, 8th-, and 12th-graders, by selected student and school characteristics: 2000

Student and school characteristics	Average scale score		
	Grade 4	Grade 8	Grade 12
Total	0.9	0.8	0.9
Sex			
Male	1.0	0.9	1.1
Female	0.9	0.9	0.9
Race/ethnicity			
American Indian	2.1	8.3	4.4
Asian/Pacific Islander	†	3.4	2.8
Black	1.6	1.4	1.9
White	1.0	0.8	1.0
Hispanic	1.5	1.5	2.1
Parents' education			
High school diploma or less	—	1.0	1.0
Bachelor's degree or higher	—	1.0	1.1
Current mathematics class in 8th grade			
Group 1	—	0.9	—
Group 2	—	1.1	—
Mathematics courses taken by 12th grade			
Low-level	—	—	1.4
Middle-level	—	—	0.9
High-level	—	—	1.0
Control			
Public	1.0	0.8	1.1
Private	0.8	1.2	1.2
Location			
Central city	1.6	1.8	1.8
Urban fringe/large town	1.5	1.4	1.4
Rural/small town	1.7	1.9	1.9
Enrollment			
Less than 300	2.5	1.9	2.7
300–999	1.0	1.1	2.0
1,000 or more	3.8	2.5	1.5
Percent of students in school eligible for free or reduced-price lunch			
0–10	1.3	1.4	2.0
11–25	1.6	1.6	1.7
26–50	1.7	1.2	1.6
51–75	1.6	2.5	2.5
76–100	1.6	2.8	3.2

—Not available.

†Not applicable.

SOURCE: U.S. Department of Education, NCES. (2001). *The Nation's Report Card: Mathematics 2000* (NCES 2001–517), tables B.1, B.12, B.14, B.20, and B.22, and previously unpublished tabulations (September 2001) from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 2000 Mathematics Assessment.

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

Table S11-3. Standard errors for the average mathematics scale score for public school 4th- and 8th-graders in 2000 and change in score since 1992 in grade 4 and since 1990 in grade 8, by state and jurisdiction: 2000

State and jurisdiction	Grade 4		Grade 8	
	Average scale score in 2000	Change from 1992 average scale score	Average scale score in 2000	Change from 1990 average scale score
Nation	1.0	1.3	0.8	1.6
Alabama	1.4	2.1	1.8	2.1
Arizona	1.4	1.8	1.5	2.0
Arkansas	1.1	1.4	1.4	1.6
California	1.8	2.4	2.0	2.4
Connecticut	1.2	1.6	1.4	1.7
Georgia	1.1	1.6	1.3	1.8
Hawaii	1.1	1.7	1.3	1.6
Idaho	1.2	1.5	1.3	1.5
Illinois	1.9	—	1.6	2.4
Indiana	1.1	1.5	1.4	1.9
Iowa	1.3	1.6	—	—
Kansas	1.5	—	1.4	—
Kentucky	1.2	1.5	1.4	1.8
Louisiana	1.4	2.0	1.5	1.9
Maine	0.9	1.4	1.2	—
Maryland	1.3	1.8	1.4	2.0
Massachusetts	1.1	1.6	1.3	—
Michigan	1.4	2.2	1.6	2.0
Minnesota	1.3	1.6	1.4	1.7
Mississippi	1.1	1.5	1.3	—
Missouri	1.2	1.7	1.5	—
Montana	1.8	—	1.2	1.5
Nebraska	1.7	2.1	1.1	1.5
Nevada	1.2	—	0.9	—
New Mexico	1.5	2.1	1.7	1.9
New York	1.3	1.8	2.1	2.5
North Carolina	1.0	1.5	1.1	1.5
North Dakota	0.9	1.2	1.1	1.6
Ohio	1.3	1.8	1.5	1.8
Oklahoma	1.3	1.6	1.5	2.0
Oregon	1.6	—	1.6	1.9
Rhode Island	1.2	2.0	1.1	1.3
South Carolina	1.4	1.8	1.4	—
Tennessee	1.5	2.0	1.7	—

See notes at end of table.

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

Table S11-3. Standard errors for the average mathematics scale score for public school 4th- and 8th-graders in 2000 and change in score since 1992 in grade 4 and since 1990 in grade 8, by state and jurisdiction: 2000—Continued

State and jurisdiction	Grade 4		Grade 8	
	Average scale score in 2000	Change from 1992 average scale score	Average scale score in 2000	Change from 1990 average scale score
Texas	1.2	1.7	1.5	2.0
Utah	1.2	1.6	1.2	—
Vermont	1.6	—	1.1	—
Virginia	1.3	1.8	1.5	2.1
West Virginia	1.2	1.6	1.0	1.4
Wyoming	1.3	1.6	1.2	1.4
Other jurisdictions				
American Samoa	3.9	—	4.5	—
District of Columbia	1.2	1.3	2.2	2.4
DDESS	1.2	—	2.3	—
DoDDS	0.7	—	1.0	—
Guam	2.3	2.5	2.2	2.3
Virgin Islands	2.8	—	—	—

—Indicates the jurisdiction did not participate in 2000, 1992, or 1990.

SOURCE: U.S. Department of Education, NCES. (2001). *The Nation's Report Card: Mathematics 2000* (NCES 2001–517), tables B.6 and B.7, and previously unpublished tabulations (October 2001) from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 2000 Mathematics Assessment.

Poverty and Student Mathematics Achievement

Table S12-1. Standard errors for the average mathematics scale score and percentage of public school students in 4th-grade mathematics, by percentage of students in the school eligible for free or reduced-priced lunch and selected student characteristics: 2000

Student characteristic	10 percent or less		11–25 percent		26–50 percent		51–75 percent		More than 75 percent		Total population	
	Score	Percent	Score	Percent	Score	Percent	Score	Percent	Score	Percent	Score	Percent
Total	1.8	†	1.7	†	1.7	†	1.6	†	1.6	†	1.0	†
Language other than English spoken in the home												
Never	1.7	2.7	1.8	2.3	1.8	1.8	1.9	1.9	2.0	3.3	1.0	1.0
Sometimes	3.2	2.1	2.0	1.9	2.9	1.8	2.4	1.5	2.2	2.3	1.4	0.9
Always	10.4	1.1	8.4	1.0	3.3	0.8	3.2	1.1	3.0	1.7	2.3	0.5
Race/ethnicity												
Black	†	0.8	7.3	1.5	2.4	2.2	2.5	2.4	1.6	3.4	1.7	0.2
White	1.7	1.7	1.3	2.1	1.9	2.5	2.0	3.1	3.8	3.7	1.1	0.4
Hispanic	5.4	0.9	5.2	1.1	3.4	1.4	2.8	2.1	2.4	2.1	1.6	0.3
Student is eligible for free or reduced-price lunch												
Eligible	†	1.3	4.7	1.8	2.0	2.2	1.8	2.1	1.4	2.3	1.0	1.5
Not eligible	2.2	1.3	1.4	1.8	2.1	2.2	1.8	2.1	5.4	2.3	1.3	1.5

†Not applicable.

‡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).

Poverty and Student Mathematics Achievement

Table S12-2. Standard errors for the percentage of 4th-grade students in the school eligible for free or reduced-priced lunch, by selected school and teacher characteristics of public schools: 2000

School and teacher characteristics	Students in school eligible to receive free or reduced-price lunch					Total population
	10 percent or less	11–25 percent	26–50 percent	51–75 percent	More than 75 percent	
Academic orientation						
Average student attitude in school toward achievement						
Very positive	5.8	7.3	5.9	5.0	5.6	3.0
Somewhat positive	5.8	7.3	5.9	5.7	5.7	3.1
Somewhat/very negative	†	†	†	4.4	1.9	1.0
Teacher characteristics						
Teacher is certified in elementary mathematics						
Yes	4.8	6.3	5.9	5.4	3.8	2.6
No	4.5	7.3	5.1	4.5	5.0	2.7
Number of years spent teaching mathematics						
2 years or less	3.5	3.2	2.3	2.8	2.2	1.3
3–5	3.5	3.0	2.5	3.9	2.6	1.3
6–10	3.1	2.9	5.2	3.2	3.1	1.7
11 or more	5.6	4.6	4.3	5.0	4.0	2.3
School climate and discipline						
Physical conflicts in school among students						
Serious/moderate	‡	5.3	4.5	5.5	4.5	1.9
Minor	6.4	7.4	6.5	6.0	5.9	2.9
Not a problem	6.8	7.8	6.3	5.7	3.8	2.8
Percentage of students absent on a given day						
0–2	6.6	7.2	5.0	5.5	3.2	2.9
3–5	6.6	7.4	6.5	5.8	5.9	3.0
More than 5	†	2.5	5.9	4.0	5.6	1.6
Percentage of teachers who left before the end of the school year						
0	3.5	4.3	6.6	5.1	6.1	2.2
1–2	3.5	4.1	5.8	4.7	6.1	2.3
More than 2	†	‡	4.3	2.1	2.3	1.1
Enrollment						
Less than 300	5.0	4.1	3.3	3.9	4.5	1.8
300–1,000	5.0	4.6	3.6	4.4	5.0	2.1
More than 1,000	‡	2.7	1.5	2.0	3.0	0.9
Location						
Central city	3.2	6.2	4.1	4.8	4.8	1.8
Urban fringe/large town	5.6	6.8	6.2	5.2	5.3	2.4
Rural/small town	4.9	5.1	5.9	5.1	4.5	2.1

See notes at end of table.

Poverty and Student Mathematics Achievement

Table S12-2. Standard errors for the percentage of 4th-grade students in the school eligible for free or reduced-priced lunch, by selected school and teacher characteristics of public schools: 2000—Continued

School and teacher characteristics	Students in school eligible to receive free or reduced-price lunch					Total population
	10 percent or less	11–25 percent	26–50 percent	51–75 percent	More than 75 percent	
School resources and social support						
Percentage of parents who participate in open house or back-to-school night						
0–50	3.1	5.7	4.3	4.9	4.5	1.7
51–75	4.7	4.6	5.4	5.8	5.1	2.2
More than 75	5.4	7.0	5.2	5.5	5.4	2.8
Percentage of parents who participate in parent-teacher organizations						
0–25	7.1	9.2	5.5	4.7	6.3	3.0
26–50	5.8	9.8	3.7	3.9	6.1	2.9
More than 50	6.6	8.0	4.7	3.2	2.5	2.5
Percentage of parents who participate in parent-teacher conferences						
0–50	‡	‡	4.1	5.0	4.2	1.5
51–75	‡	5.7	4.7	4.1	4.9	2.0
More than 75	1.9	5.9	5.5	5.7	5.6	2.4
Percentage of students who received Title I funds						
0–10	4.1	7.2	6.0	4.4	‡	3.0
11–25	4.1	6.8	5.7	3.5	2.8	2.3
26–50	†	‡	4.6	4.2	3.5	1.4
51–75	†	†	†	2.7	‡	0.6
More than 75	†	†	3.8	5.6	4.6	2.5

†Not applicable.
‡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 S13-1. Standard errors for the average geography scale score by percentile and percentage of students at or above each geography achievement level, by grade: 1994 and 2001

Percentile and achievement level	Grade 4		Grade 8		Grade 12	
	1994	2001	1994	2001	1994	2001
	Average scale score					
Total	1.2	1.0	0.7	0.9	0.7	0.8
Percentile						
10th	1.9	1.7	1.3	1.0	0.9	1.7
25th	1.5	1.9	1.0	0.9	1.1	1.2
50th	1.1	1.1	1.1	1.1	0.9	0.9
75th	1.3	1.0	0.9	0.9	1.0	0.9
90th	2.0	0.9	1.9	1.2	1.0	1.0
	Percentage at achievement level					
Below Basic	1.1	1.2	1.0	0.9	0.9	0.9
At or above Basic	1.1	1.2	1.0	0.9	0.9	0.9
At or above Proficient	1.2	1.0	1.0	1.2	1.2	1.1
At 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), tables B.1, B.2, and B.3. Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 1994 and 2001 Geography Assessments.

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

Table S13-2. Standard errors for the average geography scale score of 4th-, 8th-, and 12th-graders, by selected student and school characteristics: 2001

Student and school characteristics	Average scale score		
	Grade 4	Grade 8	Grade 12
Total	1.0	0.9	0.8
Sex			
Male	1.1	1.0	0.9
Female	1.2	1.1	0.8
Race/ethnicity			
American Indian	3.6	5.8	3.6
Asian/Pacific Islander	2.7	2.5	2.9
Black	1.8	1.7	1.4
White	1.0	1.0	0.9
Hispanic	2.8	1.7	1.5
Parents' education			
Less than high school	—	1.7	1.7
High school diploma or equivalent	—	1.2	0.9
Some college, including vocational/technical	—	1.0	0.9
Bachelor's degree or higher	—	0.9	1.1
Control			
Public	1.1	1.0	0.8
Private	2.2	2.5	2.3
Location			
Central city	2.3	2.0	1.6
Urban fringe/large town	2.1	1.6	1.6
Rural/small town	2.0	2.0	1.0
Percentage of students in school eligible for free or reduced-price lunch			
0–10	2.4	1.9	2.0
11–25	2.0	1.8	1.4
26–50	1.9	1.7	1.2
51–75	2.4	2.3	2.6
76–100	2.7	2.5	3.8

—Not available.

SOURCE: U.S. Department of Education, NCES. (2002). *The Nation's Report Card: Geography 2001* (NCES 2002–484), tables B.1, B.4, B.7, B.12, B.14, and B.16, and previously unpublished tabulation (October 2002). Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 2001 Geography Assessment.

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

Table S14-1. Standard errors for the average U.S. history scale score by percentile and percentage of students at or above each U.S. history achievement level, by grade: 1994 and 2001

Percentile and achievement level	Grade 4		Grade 8		Grade 12	
	1994	2001	1994	2001	1994	2001
	Average scale score					
Total	1.0	1.0	0.6	0.8	0.8	1.0
Percentile						
10th	2.1	1.6	1.1	1.3	1.2	1.1
25th	1.5	1.9	0.9	0.9	1.2	0.9
50th	0.9	1.3	1.1	0.8	0.8	1.0
75th	1.2	0.9	0.7	0.7	0.9	1.2
90th	1.4	1.4	0.6	1.1	1.0	1.5
	Percentage at achievement level					
Below Basic	1.1	1.1	0.9	0.9	1.1	1.2
At or above Basic	1.1	1.1	0.9	0.9	1.1	1.2
At or above Proficient	1.0	1.0	0.6	0.8	0.7	0.9
At 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), tables B.1, B.2, and B.3. Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 1994 and 2001 U.S. History Assessments.

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

Table S14-2. Standard errors for the average U.S. history scale score of 4th-, 8th-, and 12th-graders, by selected student and school characteristics: 2001

Student and school characteristics	Average scale score		
	Grade 4	Grade 8	Grade 12
Total	1.0	0.8	1.0
Sex			
Male	1.1	0.9	1.3
Female	1.2	0.9	0.9
Race/ethnicity			
American Indian	6.9	4.5	5.5
Asian/Pacific Islander	2.7	3.4	4.6
Black	1.8	1.8	1.5
White	1.1	0.8	1.0
Hispanic	2.5	1.5	1.7
Parents' education			
Less than high school	—	2.3	1.5
High school diploma or equivalent	—	1.1	1.0
Some college, including vocational/technical	—	1.0	0.8
Bachelor's degree or higher	—	0.8	1.3
Control			
Public	1.2	0.8	1.1
Private	1.9	2.4	2.0
Location			
Central city	2.4	1.8	1.7
Urban fringe/large town	2.1	1.4	2.0
Rural/small town	1.7	1.4	1.0
Percent of students in school eligible for free or reduced-price lunch			
0–10	2.3	1.8	2.9
11–25	2.1	1.7	1.3
26–50	2.4	1.3	1.5
51–75	2.0	1.6	2.8
76–100	3.1	2.0	2.6

SOURCE: U.S. Department of Education, NCES. (2002). *The Nation's Report Card: U.S. History 2001* (NCES 2002–483), tables B.1, B.4, B.7, B.12, B.14, and B.16, and previously unpublished tabulation (October 2002). Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 2001 U.S. History Assessment.

Voting Participation

Table S15-1. Standard errors for the percentage of U.S. citizens ages 18 and older who reported being registered to vote and voting, by educational attainment and selected characteristics: November 2000

Characteristic	Less than high school		High school diploma or equivalent		Some college, including vocational/technical		Bachelor's degree or higher		Total	
	Registered	Voted	Registered	Voted	Registered	Voted	Registered	Voted	Registered	Voted
Total	0.52	0.50	0.32	0.34	0.33	0.36	0.30	0.33	0.18	0.19
Sex										
Male	0.75	0.72	0.49	0.50	0.50	0.54	0.43	0.47	0.27	0.28
Female	0.71	0.69	0.43	0.45	0.44	0.48	0.41	0.46	0.24	0.26
Age										
18–24	1.27	1.05	0.98	0.89	0.87	0.88	1.69	1.93	0.57	0.55
25–34	1.62	1.37	0.88	0.85	0.83	0.87	0.71	0.80	0.46	0.48
35–44	1.41	1.27	0.70	0.72	0.67	0.73	0.59	0.65	0.38	0.41
45–54	1.51	1.44	0.74	0.77	0.68	0.75	0.56	0.62	0.39	0.42
55–64	1.34	1.36	0.78	0.85	0.86	0.95	0.73	0.81	0.46	0.50
65 and above	0.79	0.84	0.63	0.70	0.73	0.83	0.73	0.81	0.38	0.42
Race/ethnicity										
American Indian	4.35	4.09	3.30	3.31	3.78	3.84	5.50	5.76	2.02	2.06
Asian/Pacific Islander	3.69	3.53	2.44	2.35	2.41	2.30	1.86	1.93	1.22	1.21
Black	1.28	1.28	0.99	1.02	1.01	1.11	1.21	1.35	0.57	0.60
White	0.63	0.61	0.36	0.38	0.36	0.39	0.31	0.35	0.20	0.21
Hispanic	1.35	1.28	1.30	1.29	1.46	1.53	1.83	2.03	0.75	0.75
Family income										
Less than \$15,000	1.25	1.19	1.25	1.25	1.77	1.82	3.49	3.71	0.78	0.77
\$15,000–29,999	1.18	1.17	0.86	0.89	1.05	1.16	1.83	2.07	0.56	0.59
\$30,000–49,999	1.42	1.38	0.73	0.77	0.75	0.85	0.93	1.03	0.45	0.49
\$50,000–74,999	2.17	2.09	0.81	0.88	0.71	0.81	0.61	0.72	0.43	0.48
\$75,000 or more	2.60	2.50	0.96	1.02	0.70	0.79	0.39	0.47	0.36	0.40
Length of residence										
Less than 1 month	4.08	3.38	2.81	2.46	3.20	3.15	3.28	3.77	1.71	1.65
1–6 months	1.87	1.53	1.25	1.17	1.24	1.29	1.11	1.31	0.70	0.70
7–11 months	2.85	2.44	1.78	1.66	1.73	1.88	1.55	1.82	1.00	1.03
1–2 years	1.57	1.40	0.99	1.00	0.86	0.95	0.65	0.81	0.49	0.53
3–4 years	1.56	1.49	0.94	1.00	0.82	0.95	0.61	0.76	0.48	0.53
5 years or longer	0.65	0.68	0.37	0.42	0.37	0.44	0.26	0.34	0.21	0.24
Employment status										
Employed	0.85	0.79	0.41	0.42	0.39	0.42	0.33	0.38	0.22	0.24
Unemployed	2.65	2.23	2.08	1.95	2.55	2.62	3.02	3.40	1.32	1.28
Not in labor force	0.66	0.66	0.53	0.56	0.64	0.68	0.66	0.72	0.32	0.34

See notes at end of table.

Voting Participation

Table S15-1. Standard errors for the percentage of U.S. citizens ages 18 and older who reported being registered to vote and voting, by educational attainment and selected characteristics: November 2000—Continued

Characteristic	Less than high school		High school diploma or equivalent		Some college, including vocational/technical		Bachelor's degree or higher		Total	
	Registered	Voted	Registered	Voted	Registered	Voted	Registered	Voted	Registered	Voted
Citizenship										
U.S. born	0.54	0.52	0.33	0.34	0.33	0.36	0.30	0.34	0.18	0.20
Naturalized	1.70	1.68	1.55	1.54	1.79	1.82	1.43	1.49	0.81	0.82
Region										
Northeast	1.09	1.08	0.66	0.69	0.76	0.81	0.59	0.66	0.38	0.40
Midwest	1.11	1.11	0.62	0.65	0.61	0.68	0.56	0.64	0.35	0.38
South	0.81	0.77	0.56	0.58	0.58	0.64	0.53	0.60	0.31	0.34
West	1.28	1.22	0.79	0.80	0.70	0.74	0.68	0.73	0.41	0.43

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).

Table S15-2. Standard errors for the percentage of U.S. citizens ages 18 and older who reported being registered to vote and voting, by educational attainment and type of election and year: 1994–2000

Type of election and year	Less than high school	High school diploma or equivalent	Some college, including vocational/technical	Bachelor's degree or higher	Total
Reported being registered to vote					
Presidential election					
2000	0.52	0.32	0.33	0.30	0.18
1996	0.48	0.31	0.32	0.29	0.18
Congressional election					
1998	0.49	0.32	0.34	0.32	0.18
1994	0.45	0.31	0.32	0.31	0.17
Reported voting					
Presidential election					
2000	0.50	0.34	0.36	0.33	0.19
1996	0.46	0.33	0.36	0.34	0.19
Congressional election					
1998	0.44	0.32	0.37	0.39	0.19
1994	0.41	0.31	0.36	0.38	0.18

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

Voting Participation

Table S15-3. Standard errors for the percentage of U.S. citizens ages 18–24 who reported being registered to vote and voting, by sex, race/ethnicity, and enrollment status: November 2000

Enrollment status	Total	Sex		Race/ethnicity		
		Male	Female	Black	White	Hispanic
Reported being registered to vote						
Total	0.57	0.83	0.79	1.58	0.67	1.69
Enrolled in high school	2.01	2.68	3.03	‡	2.59	‡
Enrolled in college	0.91	1.36	1.21	2.65	1.03	3.20
Full time	0.98	1.48	1.31	2.93	1.11	3.57
Part time	2.40	3.47	3.29	6.10	2.85	7.12
Not enrolled in school	0.63	0.92	0.87	1.77	0.74	1.85
18–20 years old	1.00	1.43	1.39	2.80	1.18	2.77
21–24 years old	0.81	1.19	1.09	2.25	0.94	2.46
Less than a bachelor's degree	0.66	0.95	0.92	1.83	0.78	1.88
Bachelor's degree or higher	1.78	2.89	2.25	6.41	1.86	‡
Reported voting						
Total	0.55	0.78	0.77	1.52	0.65	1.51
Enrolled in high school	1.87	2.55	2.69	‡	2.47	‡
Enrolled in college	0.94	1.39	1.26	2.75	1.08	3.10
Full time	1.01	1.52	1.36	3.00	1.17	3.47
Part time	2.42	3.42	3.39	6.80	2.86	‡
Not enrolled in school	0.60	0.87	0.84	1.70	0.71	1.68
18–20 years old	0.91	1.32	1.27	2.52	1.09	2.48
21–24 years old	0.79	1.14	1.10	2.25	0.93	2.26
Less than a bachelor's degree	0.62	0.88	0.87	1.73	0.74	1.69
Bachelor's degree or higher	2.03	3.28	2.59	7.21	2.20	‡

‡Reporting standards not met (too few cases).

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

International Civic Participation

Table S16-1. Standard errors for the percentage of 9th-grade students who reported participating in various civic-related organizations, by country: 1999

Country	Student government	Youth organization affiliated with a political party or union	Environmental organization	Human rights organization	Group conducting voluntary activities to help the community	Charity collecting money for social cause
International average	0.2	0.1	0.2	0.1	0.2	0.2
Australia	1.4	0.4	1.0	0.6	1.3	1.4
Belgium-French	1.5	0.7	1.3	1.0	1.0	1.5
Bulgaria	1.0	0.6	0.9	0.8	0.8	1.0
Chile	1.0	0.4	1.1	0.5	1.4	1.0
Colombia	1.4	0.5	1.6	1.3	1.1	1.4
Cyprus	1.1	1.0	0.9	1.2	0.9	1.3
Czech Republic	0.9	0.2	1.3	0.3	1.0	1.4
Denmark	1.3	0.4	0.6	0.5	1.0	1.2
England	0.9	0.5	0.8	0.6	1.0	1.4
Estonia	1.2	0.4	0.7	0.4	0.6	0.9
Finland	1.2	0.3	0.7	0.4	0.6	1.0
Germany	0.8	0.5	0.9	0.3	0.9	1.2
Greece	1.0	0.6	1.2	0.7	1.0	1.1
Hong Kong SAR	1.1	0.5	0.7	0.4	1.1	1.2
Hungary	1.5	0.4	1.4	0.4	1.0	1.1
Italy	0.7	0.3	0.6	0.3	0.6	0.5
Latvia	1.0	0.6	1.0	0.9	1.0	0.9
Lithuania	1.0	0.3	1.4	0.4	0.5	1.0
Norway	1.2	0.5	0.9	0.5	0.9	0.8
Poland	0.9	0.3	1.6	0.5	0.6	0.8
Portugal	1.1	0.3	1.1	1.0	0.7	1.0
Romania	2.2	0.3	0.9	0.8	1.0	0.9
Russian Federation	1.9	0.4	1.6	0.8	1.5	1.1
Slovak Republic	0.4	0.2	0.7	0.2	0.7	0.9
Slovenia	0.9	0.2	0.8	0.5	0.8	1.5
Sweden	1.8	0.6	1.2	0.7	1.0	1.7
Switzerland	0.7	0.5	0.8	0.3	0.7	1.2
United States	1.5	0.9	1.2	0.6	1.4	1.5

SOURCE: Torney-Purta, J., Lehmann, R., Oswald, H., and Schulz, W. (2001). *Citizenship and Education in Twenty-Eight Countries: Civic Knowledge and Engagement at Age Fourteen*, table 7.2. Data from the International Association for the Evaluation of Educational Achievement (IEA) Civic Education Study, 1999.

Status Dropout Rates, by Race/Ethnicity

Table S17-1. Standard errors for the status dropout rates of 16- to 24-year-olds, by race/ethnicity: October 1972–2001

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

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

Status Dropout Rates, by Race/Ethnicity

Table S17-2. Standard errors for the status dropout rates and number and percentage distribution of dropouts ages 16–24, by selected characteristics: October 2001

Characteristic	Status dropout rate (percent)	Number of status dropouts (thousands)	Percent of all dropouts	Percent of population
Total	0.25	89	†	†
Sex				
Male	0.38	67	1.24	0.41
Female	0.34	59	1.24	0.41
Race/ethnicity				
Asian/Pacific Islander	0.84	13	0.29	0.10
Black	0.71	36	0.89	0.29
White	0.26	61	1.24	0.41
Hispanic	1.06	57	1.22	0.40
Age				
16	0.49	20	0.52	0.17
17	0.56	49	1.24	0.41
18	0.82	48	1.24	0.41
19	0.78	33	0.87	0.28
20–24	0.37	70	1.22	0.40
Immigration status				
Born outside the 50 states and the District of Columbia				
Hispanic	1.82	41	1.25	0.41
Non-Hispanic	0.83	17	0.45	0.15
First generation				
Hispanic	1.51	26	0.73	0.24
Non-Hispanic	0.75	14	0.39	0.13
Second generation or more				
Hispanic	1.67	23	0.63	0.21
Non-Hispanic	0.26	68	1.24	0.41
Region				
Northeast	0.56	34	0.88	0.29
Midwest	0.48	39	0.98	0.32
South	0.46	58	1.24	0.41
West	0.52	43	1.06	0.35

†Not applicable.

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

Immediate Transition to College

Table S18-1. Standard errors for the percentage of high school completers who were enrolled in college the October after completing high school, by family income and race/ethnicity: October 1972–2001

October	Family income					Race/ethnicity				
	Total	Low	Middle	High	White	Black	Hispanic	3-year average	3-year average	
		3-year average	Annual	Annual	Annual	Annual	Annual			Annual
1972	1.31	3.45	†	1.75	2.19	1.42	4.62	†	9.74	†
1973	1.29	3.18	†	1.70	2.13	1.40	4.30	2.62	9.01	5.33
1974	1.28	—	—	—	—	1.39	4.58	2.63	8.94	5.09
1975	1.26	3.59	†	1.69	2.09	1.37	4.69	2.71	8.44	4.88
1976	1.31	4.20	2.17	1.76	2.06	1.43	4.82	2.72	7.97	4.68
1977	1.29	3.54	2.22	1.76	2.01	1.41	4.65	2.70	7.96	4.72
1978	1.28	3.74	2.13	1.74	2.05	1.41	4.51	2.67	8.44	4.69
1979	1.28	3.78	2.11	1.74	2.04	1.41	4.69	2.62	7.92	4.83
1980	1.30	3.47	2.14	1.78	2.08	1.43	4.44	2.61	8.70	4.78
1981	1.30	3.90	2.11	1.75	2.09	1.44	4.44	2.50	8.19	4.68
1982	1.36	3.81	2.29	1.81	2.13	1.52	4.33	2.57	7.96	4.94
1983	1.39	4.02	2.20	1.88	2.17	1.55	4.34	2.47	8.96	4.72
1984	1.37	3.62	2.26	1.89	2.09	1.54	4.15	2.54	7.67	4.89
1985	1.45	4.14	2.18	2.02	2.16	1.62	4.78	2.55	9.76	5.18
1986	1.43	3.59	2.23	1.97	2.28	1.62	4.38	2.71	8.85	5.20
1987	1.46	3.88	2.21	2.07	2.16	1.65	4.82	2.65	8.25	5.04
1988	1.57	4.39	2.54	2.14	2.52	1.79	4.91	2.98	10.14	5.99
1989	1.64	4.56	2.66	2.28	2.61	1.85	5.27	2.98	10.51	6.33
1990	1.60	4.76	2.63	2.14	2.54	1.80	5.08	2.97	10.82	5.70
1991	1.62	4.50	2.62	2.25	2.39	1.82	5.25	2.93	9.58	5.52
1992	1.58	4.37	2.60	2.18	2.35	1.84	4.92	2.98	8.50	5.04
1993	1.59	4.56	2.56	2.15	2.46	1.85	5.28	2.97	8.22	4.97
1994	1.43	4.01	2.28	1.93	2.19	1.61	4.42	2.52	6.28	3.23
1995	1.41	3.56	2.16	1.99	1.87	1.64	4.20	2.40	4.92	3.18
1996	1.42	3.78	2.18	1.95	2.27	1.67	4.03	2.41	5.79	2.96
1997	1.38	3.66	2.14	1.97	1.98	1.64	4.12	2.35	4.53	2.93
1998	1.38	3.62	2.11	1.89	2.22	1.61	4.05	2.31	4.92	2.79
1999	1.38	3.66	2.11	1.90	2.23	1.64	3.86	2.31	4.76	2.84
2000	1.41	3.67	2.14	1.97	2.22	1.66	4.11	2.34	5.03	2.96
2001	1.48	3.81	†	2.07	2.21	1.72	4.19	†	5.63	†

—Not available.

†Not applicable.

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

Immediate Transition to College

Table S18-2. Standard errors for the percentage distribution of high school completers who were enrolled in college the October after completing high school according to sex and type of institution: October 1972–2001

October	Male			Female		
	Total	2-year	4-year	Total	2-year	4-year
1972	1.89	—	—	1.81	—	—
1973	1.87	1.32	1.79	1.77	1.28	1.61
1974	1.85	1.37	1.74	1.77	1.23	1.66
1975	1.83	1.44	1.73	1.75	1.32	1.62
1976	1.87	1.32	1.76	1.82	1.35	1.72
1977	1.87	1.41	1.79	1.77	1.36	1.65
1978	1.87	1.36	1.79	1.76	1.36	1.63
1979	1.88	1.41	1.78	1.76	1.35	1.62
1980	1.86	1.40	1.70	1.81	1.49	1.66
1981	1.86	1.52	1.77	1.82	1.46	1.72
1982	1.95	1.48	1.81	1.90	1.54	1.76
1983	2.03	1.63	1.89	1.91	1.48	1.82
1984	1.99	1.53	1.95	1.90	1.55	1.80
1985	2.08	1.69	2.06	2.02	1.61	1.97
1986	2.06	1.70	1.97	1.99	1.50	1.89
1987	2.09	1.60	2.09	2.04	1.65	1.95
1988	2.24	1.85	2.17	2.20	1.88	2.19
1989	2.35	1.84	2.32	2.27	1.97	2.28
1990	2.29	1.85	2.26	2.24	1.87	2.28
1991	2.33	1.98	2.25	2.22	2.09	2.32
1992	2.24	1.89	2.21	2.23	1.98	2.27
1993	2.32	1.96	2.27	2.17	1.88	2.22
1994	2.05	1.76	2.03	1.99	1.63	2.05
1995	2.03	1.82	2.03	1.95	1.54	1.98
1996	2.09	1.76	2.08	1.92	1.80	2.07
1997	2.01	1.71	2.07	1.87	1.75	2.04
1998	1.96	1.74	1.96	1.93	1.79	2.08
1999	1.95	1.63	1.97	1.95	1.67	2.02
2000	2.13	1.83	2.10	1.88	1.59	1.98
2001	2.11	1.68	2.12	2.08	1.75	2.14

—Not available.

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

Immediate Transition to College

Table S18-3. Standard errors for the percentage of high school completers who were enrolled in college the October after completing high school, by parents' highest level of education: October 1990–2001

Parents' education	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001
Total	1.60	1.62	1.58	1.59	1.43	1.41	1.42	1.38	1.38	1.38	1.41	1.48
Less than high school	4.86	4.93	4.99	6.00	5.00	4.44	5.63	5.51	5.61	5.00	5.49	5.58
High school diploma or equivalent	2.84	2.95	2.97	2.90	2.96	2.95	2.84	2.97	2.83	3.00	2.98	3.17
Some college, including vocational/technical	3.37	3.30	3.03	3.28	2.77	2.46	2.73	2.74	2.56	2.67	2.76	2.75
Bachelor's degree or higher	2.36	2.18	2.44	2.09	2.06	1.79	2.01	1.86	2.12	1.99	2.06	2.18
Not available	5.75	5.73	5.36	5.00	4.22	4.20	4.42	3.95	4.17	4.11	4.28	4.59

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 S19-1. Standard errors for the percentage distribution of students beginning at public 2-year institutions in 1995–96 by initial degree goal and student characteristics, percentage who transferred to a 4-year institution, percentage of transfers who completed an associate's degree first, and percentage of transfers who persisted through June 2001

Student characteristics	Percentage distribution of beginning students	Percentage who transferred to a 4-year institution	Percentage of transfers to 4-year institutions who completed an associate's degree first	Percentage of transfers to 4-year institutions who persisted to a bachelor's degree		
				Total	Persistence status	
					Completed degree	Still enrolled
Total	†	1.75	3.17	2.58	3.07	3.19
All beginning students						
Initial degree goal in 1995–96						
Bachelor's degree	1.84	3.86	3.77	3.47	4.82	4.76
Associate's degree	2.08	2.27	4.71	4.16	4.31	4.55
Certificate	1.36	0.71	‡	‡	‡	‡
No degree	1.23	4.12	9.24	10.10	9.24	10.03
Total	†	2.13	3.38	2.77	3.49	3.48
Beginning students with associate's or bachelor's degree goals						
Initial degree goal in 1995–96						
Bachelor's degree	2.23	3.95	3.83	3.46	4.93	4.88
Associate's degree	2.23	2.26	4.64	4.23	4.35	4.64
Enrollment after high school graduation						
Started college the same year	2.16	2.81	3.72	3.24	3.78	3.47
Delayed starting college	2.16	2.89	7.45	5.06	6.93	7.29
Attendance pattern through 2001						
Always attended full time	2.17	4.18	6.29	4.84	6.05	5.21
Did not always attend full time	2.17	2.27	4.04	3.73	4.30	4.66
Parents' education						
Bachelor's degree or higher	2.10	4.05	5.64	4.94	5.99	5.96
No bachelor's degree	2.10	2.48	4.09	3.69	4.12	4.88
Sex						
Male	2.20	3.49	4.43	4.40	4.74	5.12
Female	2.20	2.59	4.81	3.23	4.81	5.29
Dependency						
Independent	2.14	3.16	6.80	5.67	7.60	8.14
Dependent	2.14	2.68	3.81	3.19	3.84	3.58
Family income of dependent students						
Low quartile	2.46	4.50	7.59	5.85	6.96	7.91
Middle quartiles	2.34	3.88	5.43	4.39	4.95	4.32
High quartile	2.00	5.14	7.35	6.23	7.11	6.85

†Not applicable.

‡Reporting standards not met (too few cases).

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 S20-1. Standard errors for the percentage distribution of 1995–96 first-time beginning students at 4-year institutions according to highest degree attained and 6-year retention and transfer status at the first and at all institutions attended as of June 2001, by first institution type

Enrollment status or degree attainment	All 4-year beginners	First 4-year institution type and highest offering					
		Public 4-year institution			Private not-for-profit 4-year institution		
		Total	Nondoctorate granting	Doctorate granting	Total	Nondoctorate granting	Doctorate granting
Retention and attainment at the first institution attended							
Total	†	†	†	†	†	†	†
Attained bachelor's degree	1.17	1.42	2.02	1.87	1.81	2.74	1.70
Attained associate's degree or certificate	0.21	0.29	0.62	0.30	0.21	0.32	‡
No degree, still enrolled at first institution	0.46	0.65	1.12	0.82	0.54	0.71	0.78
Left postsecondary education from first institution	0.65	0.85	1.34	1.10	0.92	1.38	0.75
Transferred from first institution	0.75	0.94	1.41	1.19	1.24	1.84	1.25
Persistence and attainment anywhere							
Total	†	†	†	†	†	†	†
Attained bachelor's degree	1.15	1.39	2.06	1.83	1.75	2.67	1.56
Attained associate's degree or certificate	0.39	0.52	0.93	0.60	0.46	0.65	‡
No degree, enrolled at a 4-year institution	0.56	0.76	1.17	1.00	0.74	1.02	0.95
No degree, enrolled at a less-than-4-year institution	0.28	0.40	0.55	0.53	0.36	0.53	0.38
Left postsecondary education	0.74	0.95	1.52	1.20	1.13	1.74	0.93
†Not applicable.							
‡Reporting standards not met (too few cases).							
SOURCE: U.S. Department of Education, NCES, 1996/01 Beginning Postsecondary Students Longitudinal Study (BPS:96/01).							

Time to Bachelor's Degree Completion

Table S21-1. 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 selected characteristics

Characteristic	Percent in category	Control of degree-granting institution		
		Total	Public	Private not-for-profit
Total	†	0.45	0.58	0.65
Number of institutions attended				
One	0.86	0.35	0.52	0.27
Two	0.74	0.92	1.14	1.60
Three or more	0.49	1.85	2.17	2.92
Type of first institution				
Public 2-year	0.56	1.63	1.85	3.06
Public 4-year	0.88	0.54	0.54	4.93
Private not-for-profit 4-year	0.85	0.68	5.21	0.51
Parents' educational attainment				
High school or less	0.70	1.41	1.67	2.23
Some college, including vocational/technical	0.65	0.87	1.19	1.07
Bachelor's degree	0.70	0.76	0.83	1.58
Master's degree or equivalent	0.60	0.52	0.62	0.93
Doctoral/professional degree	0.50	0.57	0.71	0.48
Age as of 12/31/99				
22 or younger	0.85	0.11	0.16	0.12
23–24	0.78	0.31	0.33	0.77
25–29	0.38	1.55	1.73	3.87
30 or older	0.33	7.69	10.63	11.51
Time between high school graduation and postsecondary entry				
Less than 12 months	0.51	0.44	0.58	0.62
12–23 months	0.37	1.79	1.99	2.43
24–59 months	0.28	5.67	7.48	7.97
60 months or more	0.30	3.21	3.59	6.63
Cumulative undergraduate GPA				
Less than 2.50	0.51	1.28	1.58	2.10
2.50–2.99	0.69	0.89	1.12	1.24
3.00–3.49	0.73	0.74	1.04	0.62
3.50 or higher	0.69	0.79	0.79	1.47

†Not applicable.

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

Postsecondary Attainment of 1988 8th-Graders

TableS22-1. Standard errors for the percentage distribution of 1988 8th-graders according to their educational attainment, by selected student characteristics: 2000

Selected student characteristics	No postsecondary education	Some postsecondary education, but no bachelor's degree	Bachelor's or higher degree
Total	1.08	1.08	0.97
Student characteristics in 8th grade			
Sex			
Male	1.57	1.67	1.26
Female	1.43	1.34	1.22
Race/ethnicity			
American Indian	6.00	6.18	2.87
Asian or Pacific Islander	1.04	5.56	5.49
Black	3.39	4.46	2.67
White	1.28	1.09	1.10
More than one race	4.75	5.48	4.36
Hispanic	3.38	3.24	1.60
Family socioeconomic status			
Lowest quartile	2.26	2.18	0.79
Middle two quartiles	1.52	1.60	1.10
Highest quartile	0.65	1.60	1.65
Mother's attainment preference for student			
High school diploma or less	5.81	5.85	0.66
Some college, including vocational/technical	2.22	2.30	1.25
Bachelor's degree	1.32	1.28	1.23
Graduate school	1.77	2.63	2.26
Risk factors for dropping out of school			
None	1.32	1.25	1.27
One	2.14	2.51	1.61
Two	3.01	2.90	1.38
Three or more	4.93	5.12	0.96

See notes at end of table.

Postsecondary Attainment of 1988 8th-Graders

Table S22-1. Standard errors for the percentage distribution of 1988 8th-graders according to their educational attainment, by their selected student characteristics: 2000—Continued

Selected student characteristics	No postsecondary education	Some postsecondary education, but no bachelor's degree	Bachelor's or higher degree
School experiences, 8th to 12th grades			
Mathematics achievement in 8th grade			
Lowest quartile	2.90	3.04	1.14
Middle two quartiles	1.56	1.41	1.08
Highest quartile	0.91	1.58	1.61
Studied algebra in 8th grade			
Yes	1.46	1.49	1.60
No	1.49	1.36	1.04
Studied precalculus by 12th grade			
Yes	0.97	1.80	1.91
No	1.17	1.22	0.99
Studied calculus by 12th grade			
Yes	0.42	2.26	2.34
No	1.12	1.17	0.95
School sector in 8th grade			
Public	1.20	1.18	1.01
Private	1.22	2.42	2.51
Extracurricular participant, 12th grade			
Yes	0.72	1.21	1.16
No	2.13	2.02	1.34
High school completion status by 2000			
High school diploma	0.95	1.13	1.09
GED certificate	3.89	3.96	1.70
No diploma or equivalent	4.97	4.97	#

#Rounds to zero.

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

Postsecondary Attainment of 1988 8th-Graders

Table S22-2. Standard errors for the percentage of 1988 8th-graders with selected characteristics who had completed a bachelor's or higher degree by 2000

Selected student characteristics in 8th grade	Studied algebra in 8th grade		8th-grade mathematics achievement ¹		Sector of 8th-grade school	
	Yes	No	High quartile	Low quartile	Public	Private
Total	1.60	1.04	1.61	1.14	1.01	2.51
Family socioeconomic status						
Lowest quartile	2.89	0.74	5.51	0.86	0.79	4.54
Middle two quartiles	1.95	1.15	2.28	1.58	1.16	2.92
Highest quartile	2.03	2.74	1.95	6.75	1.87	3.22
Mother's attainment preference for student						
Less than bachelor's degree	2.02	1.29	3.94	2.01	0.82	6.48
Bachelor's degree or higher	1.73	1.33	1.60	1.80	1.27	2.71
Risk factors for dropping out of school						
None	1.75	1.61	1.86	2.48	1.39	2.75
One	3.46	1.41	3.76	1.75	1.62	4.71
Two or more	3.54	1.04	4.21	1.39	1.01	6.39
Selected student characteristics in 8th grade	Studied precalculus by 12th grade		Studied calculus by 12th grade		Extracurricular participant in 12th grade	
	Yes	No	Yes	No	Public	Private
Total	1.91	0.99	2.34	0.95	1.16	1.34
Family socioeconomic status						
Lowest quartile	4.75	0.61	6.94	0.60	1.28	0.96
Middle two quartiles	3.37	1.06	4.85	1.06	1.44	1.76
Highest quartile	1.88	2.52	1.86	2.34	1.48	4.35
Mother's attainment preference for student						
Less than bachelor's degree	8.56	0.83	10.35	0.86	1.28	1.32
Bachelor's degree or higher	2.01	1.32	2.43	1.25	1.46	1.95
Risk factors for dropping out of school						
None	1.65	1.41	1.85	1.31	1.18	2.19
One	5.71	1.46	8.57	1.46	2.50	2.35
Two or more	5.74	1.01	7.87	0.95	1.49	1.37

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 S23-1. Standard errors for the percentage distribution of 1995–96 low- and middle-income beginning postsecondary students according to their academic preparation, by receipt of Pell Grant and type of institution

Characteristics of academic preparation	Total	Pell recipients	Nonrecipients
Total	†	†	†
Less-than-4-year institutions			
High school graduation status			
High school diploma	1.44	2.58	1.65
GED or certificate	1.30	2.36	1.50
Did not graduate from high school	0.73	1.38	0.82
4-year institutions			
SAT/ACT composite score			
Low quartile (400–700)	0.84	1.65	0.82
Middle quartiles (710–1020)	1.12	1.86	1.36
High quartile (1030–1600)	1.07	1.50	1.34
High school curriculum			
Core or lower	1.11	1.97	1.33
Mid-level	1.18	2.04	1.46
Rigorous	0.85	1.21	1.11

†Not applicable.

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

Persistence and Attainment of Students With Pell Grants

Table S23-2. Standard errors for the percentage of 1995–96 low- and middle-income beginning postsecondary students with each risk factor, by receipt of Pell Grant and type of institution

Receipt of Pell Grant	No high school diploma	Delayed enrollment	Financially independent	Dependents other than a spouse	Single parent	Enrolled part time	Worked more than 35 hours per week
	Total						
Total	0.89	1.34	1.23	1.02	0.89	1.38	1.19
Pell recipients	1.58	1.92	1.99	1.88	1.82	1.67	1.58
Nonrecipients	1.05	1.79	1.52	1.12	0.81	1.89	1.63
	Public 2-year						
Total	1.68	2.51	2.36	1.98	1.71	2.52	2.30
Pell recipients	3.58	4.00	4.41	4.24	4.18	3.93	3.83
Nonrecipients	1.81	3.05	2.66	1.98	1.41	3.03	2.81
	Public 4-year						
Total	0.43	1.26	0.67	0.45	0.37	0.87	0.83
Pell recipients	0.64	2.00	1.24	1.05	0.96	1.40	1.25
Nonrecipients	0.56	1.63	0.78	0.36	0.17	1.07	1.11
	Private not-for-profit 4-year						
Total	0.78	1.58	1.14	0.68	0.53	1.03	1.20
Pell recipients	1.70	2.49	2.06	1.24	1.08	1.68	1.75
Nonrecipients	0.57	1.93	1.29	0.78	0.52	1.31	1.55

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

Persistence and Attainment of Students With Pell Grants

Table S23-3. Standard errors for the percentage distribution of 1995–96 low- and middle-income beginning postsecondary students according to persistence and attainment by 2001, by receipt of Pell Grant and type of institution first attended

Receipt of Pell Grant	Total	Attained or still enrolled				No degree, not enrolled
		Total	Bachelor's degree	Associate's degree or certificate	No degree, still enrolled in 2001	
				Total		
Total	†	1.03	0.88	1.02	0.88	1.03
Pell recipients	†	1.46	1.12	1.47	1.00	1.46
Nonrecipients	†	1.45	1.20	1.47	1.29	1.45
				Public 2-year		
Total	†	1.91	1.19	1.87	1.73	1.91
Pell recipients	†	3.30	1.80	3.13	2.24	3.30
Nonrecipients	†	2.42	1.49	2.42	2.21	2.42
				Private for-profit less-than-4-year		
Total	†	2.06	0.24	2.09	0.80	2.06
Pell recipients	†	2.68	0.33	2.55	0.94	2.68
Nonrecipients	†	4.43	0.32	4.74	1.24	4.43
				Public 4-year		
Total	†	1.06	1.43	0.80	0.90	1.06
Pell recipients	†	1.54	1.95	1.14	1.64	1.54
Nonrecipients	†	1.43	1.66	0.95	1.28	1.43
				Private not-for-profit 4-year		
Total	†	1.63	2.36	0.81	0.99	1.63
Pell recipients	†	1.80	2.59	1.15	1.50	1.80
Nonrecipients	†	2.15	2.80	0.84	1.14	2.15

†Not applicable.

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 S24-1. Standard errors for the percentage distribution of high school graduates according to the type of English courses completed: Selected years 1982–2000

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

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).

Table S24-2. Standard errors for the percentage distribution of high school graduates according to the highest level of foreign language courses completed: Selected years 1982–2000

Year	Highest level of foreign language coursework completed						Total
	None	Low academic level	Advanced academic level				
			Year 3	Year 4	AP		
1982	1.04	0.82	0.51	0.34	0.19	0.78	
1987	1.27	1.12	0.87	0.40	0.43	1.34	
1990	1.13	1.04	0.73	0.44	0.51	1.17	
1992	0.90	1.10	0.78	0.68	0.31	1.13	
1994	0.89	1.04	0.82	0.76	0.39	1.17	
1998	0.89	1.20	1.06	0.58	0.50	1.40	
2000	0.90	1.28	0.95	0.46	0.77	1.33	

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 S25-1. Standard errors for the percentage distribution of 2000 high school graduates according to the type of English courses completed, by student and school characteristics: 1999–2000

Student and school characteristic	No English	Low academic level			Regular English (no low level or honors) courses	Advanced academic level			Total
		50 percent or more of courses	Less than 50 percent of courses	Total		Less than 50 percent of courses	50–74 percent of courses	75–100 percent of courses	
Total	0.11	0.45	0.88	1.09	1.96	0.89	0.53	1.20	1.70
Sex									
Male	0.18	0.60	0.94	1.27	2.01	1.01	0.47	1.12	1.76
Female	0.06	0.35	0.90	1.00	2.00	0.85	0.66	1.39	1.78
Race/ethnicity									
American Indian	0.47	0.51	2.83	2.92	6.33	4.11	1.43	3.75	6.01
Asian/Pacific Islander	0.31	0.56	1.42	1.68	2.87	1.23	1.09	2.15	2.61
Black	0.23	0.49	1.43	1.60	2.82	1.74	0.63	1.35	2.86
White	0.13	0.53	0.89	1.19	2.12	1.02	0.62	1.47	1.93
Hispanic	0.31	0.79	3.77	3.67	4.53	1.34	0.81	1.10	2.34
Curriculum									
Core or higher	0.12	0.28	1.06	1.12	2.09	0.84	0.69	1.80	2.08
Less than Core	0.19	0.82	0.99	1.52	2.18	1.24	0.61	0.63	1.65
Control of school									
Public	0.12	0.49	0.95	1.17	1.98	0.96	0.56	1.24	1.72
Private	#	#	0.58	0.58	5.63	3.24	1.19	4.58	5.54
Enrollment									
Less than 300	0.13	0.09	1.34	1.38	5.20	5.07	1.43	1.13	5.05
300–999	0.24	0.79	1.11	1.78	3.05	1.38	1.04	1.65	2.78
1,000 or more	0.12	0.60	1.23	1.45	2.48	1.24	0.52	1.79	2.28

#Rounds to zero.

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

Student Characteristics in English and Foreign Language Coursetaking

Table S25-2. Standard errors for the percentage distribution of 2000 high school graduates according to the highest level of foreign language completed, by student and school characteristics: 1999–2000

Student and school characteristic	Highest level of foreign language completed							
	None	Low academic level			Advanced academic level			
		Year 1 or less	Year 2	Total	Year 3	Year 4	AP	Total
Total	0.90	0.79	1.15	1.28	0.95	0.46	0.77	1.33
Sex								
Male	1.21	0.97	1.25	1.40	1.01	0.45	0.64	1.39
Female	0.79	0.84	1.34	1.46	1.06	0.65	0.94	1.56
Race/ethnicity								
American Indian	4.41	4.88	3.79	5.61	3.60	1.01	0.35	3.67
Asian/Pacific Islander	2.26	1.35	2.19	2.59	1.60	1.41	1.35	2.23
Black	1.72	2.09	2.29	2.14	2.17	0.60	0.48	2.62
White	1.11	0.92	1.32	1.52	0.99	0.62	0.97	1.59
Hispanic	2.50	1.89	3.46	2.02	1.28	0.83	1.03	1.84
Curriculum								
Core or higher	0.86	0.89	1.55	1.75	1.32	0.61	0.92	1.83
Less than Core	1.42	0.96	1.16	1.41	0.82	0.50	0.68	1.12
Control of school								
Public	0.99	0.87	1.20	1.35	0.96	0.47	0.75	1.42
Private	1.98	1.19	5.16	5.89	3.85	2.53	3.97	5.47
Enrollment								
Less than 300	4.50	2.84	4.86	4.97	2.90	1.62	1.57	4.99
300–999	1.97	1.73	2.57	2.81	1.74	1.01	1.03	2.09
1,000 or more	0.89	0.89	1.54	1.88	1.23	0.67	1.06	2.07

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 S26-1. Standard errors for the average percentage of 8th-grade mathematics lesson time devoted to various purposes, by country: 1999

Instructional activity	Australia	Czech Republic	Hong Kong SAR	Japan	Netherlands	Switzerland	United States
Lesson purpose							
Reviewing previously studied content	0.04	0.03	0.03	0.04	0.05	0.03	0.05
Studying new content							
Introducing new content	0.03	0.02	0.03	0.04	0.04	0.03	0.03
Practicing new content	0.03	0.02	0.03	0.03	0.04	0.02	0.04

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.

Table S26-2. Standard errors for the average percentage of problems per 8th-grade mathematics lesson solved by explicitly using processes of each type, by country: 1999

Lesson characteristic	Australia	Czech Republic	Hong Kong SAR	Japan	Netherlands	United States
Process used to solve mathematics problem						
Making connections	0.01	0.01	0.02	0.03	0.05	0.01
Stating conceptions	0.20	0.19	0.24	0.33	0.32	0.08
Using procedures	0.41	0.38	0.48	0.27	0.36	0.55
Giving results only	0.36	0.33	0.15	0.03	0.11	0.36

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 S27-1. Standard errors for the percentage of school districts with alternative schools and/or programs for at-risk students and percentage of such districts with selected services or practices, by district characteristics: 2000–01

District characteristic	Districts that supported an alternative school and/or program for at-risk students	Districts with an alternative school and/or program for at-risk students that provided							
		Curricula for regular high school diploma	Academic counseling	Smaller class size	Remedial instruction	Crisis or behavioral intervention	Career counseling	Vocational or skills training	Preparation for the GED exam
Total	1.3	1.2	1.2	1.4	1.4	1.6	1.5	2.2	2.0
Community type									
Urban	5.4	1.3	2.5	2.5	2.9	3.3	3.8	5.0	5.1
Suburban	2.1	1.5	1.8	2.0	2.4	2.3	2.8	3.2	3.1
Rural	1.7	2.0	1.9	2.6	2.4	2.4	2.2	2.9	3.1
Enrollment									
Less than 2,500	1.8	2.0	2.3	2.8	2.8	2.7	2.4	3.6	3.3
2,500 to 9,999	2.1	1.5	1.6	1.9	1.9	1.8	2.5	2.8	2.8
10,000 or more	1.4	1.1	2.1	1.3	2.4	2.2	2.0	2.8	3.7
Region									
Northeast	2.4	2.3	2.5	2.6	3.7	4.2	3.8	4.9	3.7
Southeast	3.6	2.8	2.9	1.9	3.2	3.4	3.7	4.1	4.0
Central	2.2	2.7	2.3	3.2	3.2	3.6	3.1	4.6	4.0
West	2.4	1.9	2.9	3.3	2.8	3.4	2.8	4.2	3.8
Percent minority									
5 or less	1.9	2.3	2.3	3.1	3.2	3.6	3.7	4.9	4.3
6 to 20	2.8	2.3	2.6	2.5	3.1	3.2	3.9	4.5	3.8
21 to 50	3.1	2.1	3.1	2.9	3.0	3.3	3.4	4.9	3.7
More than 50	4.1	3.1	3.5	3.3	3.3	3.8	3.4	4.5	4.8
Poverty concentration									
10 percent or less	2.2	2.1	2.5	2.8	3.2	3.3	3.5	3.6	4.0
11 to 20 percent	2.2	1.8	1.9	1.9	2.0	3.1	2.5	3.4	3.4
More than 20 percent	2.2	2.3	3.1	2.7	2.4	3.0	3.0	4.1	3.7

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), tables B-1 and B-13, and unpublished tabulations. Data from U.S. Department of Education, NCES, Fast Response Survey System (FRSS), "District Survey of Alternative Schools and Programs," FRSS 76, 2001.

Public Alternative Schools for At-Risk Students

Table S27-2. Standard errors for the number of students enrolled in alternative schools and programs for at-risk students and the percentage distribution of districts with such students enrolled, grouped by the percentage that such students constitute of the total district enrollment, by district characteristics: 2000–01

District characteristic	Students enrolled in alternative schools and programs for at-risk students	Districts where students enrolled in alternative schools and programs for at-risk students constitute			
		Less than 1 percent of total district enrollment	1 to 1.99 percent of total district enrollment	2 to 2.99 percent of total district enrollment	3 or more percent of total district enrollment
Total	36,100	1.6	1.9	1.6	1.5
Community type					
Urban	31,100	4.5	3.6	3.1	3.0
Suburban	16,800	2.8	2.7	2.4	1.7
Rural	7,000	2.9	2.7	2.3	2.8
Enrollment					
Less than 2,500	5,900	3.2	3.3	2.9	3.0
2,500 to 9,999	10,300	2.1	2.3	1.6	1.5
10,000 or more	35,600	2.8	2.7	2.5	2.0
Region					
Northeast	6,170	4.7	4.6	2.4	3.1
Southeast	5,700	4.1	3.8	2.3	2.0
Central	9,000	3.6	4.0	2.7	3.6
West	32,700	3.2	2.9	2.9	2.7
Percent minority					
5 or less	6,200	3.5	3.7	2.3	3.2
6 to 20	8,700	4.0	3.4	2.8	2.6
21 to 50	14,300	3.4	3.5	3.6	2.6
More than 50	32,100	3.8	3.8	3.5	4.0
Poverty concentration					
10 percent or less	11,600	3.9	3.4	2.4	2.7
11 to 20 percent	15,200	2.6	2.9	2.6	2.3
More than 20 percent	31,500	3.3	3.2	2.5	2.8

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), tables B-2 and B-4, and unpublished tabulations. Data from U.S. Department of Education, NCES, Fast Response Survey System (FRSS), "District Survey of Alternative Schools and Programs," FRSS 76, 2001.

Public Alternative Schools for At-Risk Students

Table S27-3. Standard errors for the number of public alternative schools and programs for at-risk students, number of such schools and programs housed in a separate facility, and percentage distribution of districts with such schools and programs according to the number per district, by district characteristics: 2000–01

District characteristic	Number of public alternative schools and programs		Districts where number of public alternative schools and programs for at-risk students per district is		
	Total	Public alternative schools and programs housed in a separate facility	One	Two	Three or more
Total	310	240	2.0	1.6	1.1
Community type					
Urban	160	110	5.2	3.0	5.6
Suburban	210	150	2.6	2.1	2.0
Rural	200	130	2.9	2.5	1.4
Enrollment					
Less than 2,500	270	140	2.9	2.3	1.5
2,500 to 9,999	220	130	2.5	2.4	1.9
10,000 or more	230	140	3.2	2.6	2.7
Region					
Northeast	150	80	4.7	3.2	3.3
Southeast	110	90	3.3	2.4	2.3
Central	190	120	4.4	3.7	2.1
West	200	140	3.0	2.5	1.8
Percent minority					
5 percent or less	200	120	3.9	3.0	2.1
6 to 20 percent	180	140	3.7	3.0	2.3
21 to 50 percent	210	140	3.6	2.6	3.1
More than 50 percent	190	140	4.3	3.5	2.8
Poverty concentration					
10 percent or less	190	120	3.5	2.5	2.3
11 to 20 percent	240	160	3.4	2.8	2.2
More than 20 percent	200	160	3.2	2.3	1.9

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), tables B-2 and B-3, and unpublished tabulations. 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 S28-1. Standard errors for the percentage distribution of public school students according to their teachers' qualifications, by school level and course subject area: 1999–2000

Course subject area	Teacher qualifications			
	Certification and major in field	Major in field without certification	Certification without major in field	Neither major in field nor certification
Middle grades				
English	1.96	0.61	2.00	1.43
Foreign language	4.69	2.96	5.57	3.53
Mathematics	2.43	0.79	2.75	2.34
Science	2.56	1.30	2.37	1.87
Biology/life science	5.21	2.28	4.06	4.78
Physical science	1.40	0.41	3.81	3.57
Social science	3.03	1.73	2.81	1.78
History	4.06	0.82	4.85	3.52
ESL/bilingual education	5.78	5.49	4.78	7.44
Arts and music	1.61	0.83	1.19	1.35
Physical education	3.01	1.58	2.66	0.56
High school grades				
English	0.94	0.70	0.79	0.43
Foreign language	1.79	0.83	1.43	1.21
Mathematics	0.91	0.57	0.76	0.56
Science	1.33	0.73	1.07	0.50
Biology/life science	1.73	0.97	1.57	1.06
Physical science	1.68	0.59	1.38	1.09
Chemistry	2.20	0.76	2.13	1.58
Geology	3.42	0.78	3.70	3.29
Physics	3.29	1.85	2.98	1.90
Social science	1.05	0.65	0.82	0.50
History	1.35	0.43	1.40	0.87
ESL/bilingual education	5.28	3.17	4.26	3.59
Arts and music	1.43	0.96	0.80	0.60
Physical education	1.73	1.43	0.93	0.64

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 S29-1. Standard errors for the percentage distributions of full-time public and private school teachers according to years of teaching experience, by selected teacher characteristics: 1999–2000

Teacher characteristic	Number of teachers	Average experience (in years)	5 or fewer years			More than 5 years			Total
			3 or fewer years	4–5 years	Total	6–9 years	10–19 years	20 or more years	
Public school teachers									
Total	20,300	0.09	0.30	0.26	0.37	0.26	0.35	0.39	0.37
Sex									
Male	10,200	0.15	0.52	0.37	0.58	0.43	0.48	0.62	0.58
Female	16,600	0.10	0.36	0.32	0.45	0.30	0.40	0.46	0.45
Race/ethnicity									
American Indian	1,800	0.64	2.20	0.91	2.44	2.14	2.81	3.51	2.44
Asian/Pacific Islander	2,500	0.46	2.27	2.00	2.76	1.78	2.57	2.20	2.76
Black	6,000	0.28	1.12	0.98	1.31	0.93	1.27	1.40	1.31
White	17,500	0.09	0.28	0.25	0.37	0.27	0.37	0.41	0.37
Hispanic	6,200	0.34	1.69	1.09	1.87	1.28	1.71	1.60	1.87
Have master's degree									
Yes	14,500	0.12	0.27	0.29	0.40	0.38	0.48	0.57	0.40
No	15,700	0.11	0.46	0.35	0.51	0.37	0.45	0.48	0.51
Private school teachers									
Total	8,800	0.13	0.55	0.35	0.56	0.50	0.61	0.58	0.56
Sex									
Male	3,300	0.29	1.11	0.68	1.25	1.03	1.08	1.18	1.25
Female	6,700	0.14	0.64	0.41	0.68	0.58	0.68	0.66	0.68
Race/ethnicity									
American Indian	300	1.58	7.39	1.96	7.45	7.51	7.56	5.50	7.45
Asian/Pacific Islander	500	0.81	3.02	1.87	3.12	2.81	3.36	3.36	3.12
Black	1,200	0.72	3.57	2.41	3.45	2.28	3.32	2.43	3.45
White	7,900	0.14	0.58	0.37	0.59	0.53	0.61	0.64	0.59
Hispanic	1,400	0.50	3.09	1.84	3.55	2.75	4.12	1.70	3.55
Have master's degree									
Yes	4,100	0.25	0.70	0.62	0.96	0.85	1.26	1.22	0.96
No	5,200	0.14	0.70	0.49	0.73	0.69	0.75	0.63	0.73

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.

Beginning Teachers

Table S29-2. Standard errors for the percentage distributions of full-time public school teachers according to years of teaching experience, by selected school characteristics: 1999–2000

School characteristic	Number of teachers	Average experience (in years)	5 or fewer years			More than 5 years			Total
			3 or fewer years	4–5 years	Total	6–9 years	10–19 years	20 or more years	
Total	20,300	0.09	0.30	0.26	0.37	0.26	0.35	0.39	0.37
Grade level taught									
K–5	14,500	0.14	0.55	0.43	0.65	0.46	0.57	0.63	0.65
6–8	19,000	0.19	0.59	0.52	0.73	0.58	0.69	0.80	0.73
9–12	11,700	0.09	0.30	0.22	0.35	0.26	0.39	0.40	0.35
Enrollment									
Less than 300	8,000	0.18	0.62	0.54	0.77	0.68	0.88	0.82	0.77
300–999	23,000	0.10	0.40	0.32	0.45	0.34	0.47	0.48	0.45
1,000 or more	16,000	0.18	0.50	0.43	0.62	0.51	0.50	0.74	0.62
Location									
Central city	15,000	0.19	0.66	0.43	0.77	0.56	0.74	0.84	0.77
Urban fringe/large town	18,100	0.12	0.38	0.40	0.53	0.37	0.48	0.47	0.53
Rural/small town	9,900	0.13	0.47	0.33	0.53	0.45	0.57	0.62	0.53
Region									
Northeast	8,100	0.24	0.60	0.43	0.65	0.59	0.78	1.11	0.65
Midwest	9,200	0.16	0.47	0.40	0.61	0.42	0.56	0.73	0.61
South	12,900	0.11	0.47	0.37	0.53	0.45	0.59	0.52	0.53
West	9,100	0.16	0.59	0.58	0.80	0.58	0.77	0.71	0.80
Percent minority									
Less than 10	16,100	0.12	0.34	0.33	0.45	0.35	0.53	0.65	0.45
10–24	14,500	0.18	0.60	0.56	0.72	0.61	0.87	0.91	0.72
25–49	16,900	0.20	0.67	0.53	0.86	0.57	0.70	0.88	0.86
50–75	14,000	0.25	0.79	0.69	0.87	0.89	1.05	1.12	0.87
More than 75	13,500	0.22	0.81	0.70	1.02	0.77	0.84	1.00	1.02
Percent of students eligible for free or reduced-price lunch									
Less than 15	15,200	0.18	0.64	0.49	0.78	0.53	0.78	0.82	0.78
15–29	14,800	0.16	0.44	0.39	0.58	0.57	0.64	0.82	0.58
30–49	17,500	0.16	0.61	0.50	0.74	0.52	0.65	0.72	0.74
50–74	15,700	0.20	0.62	0.57	0.80	0.75	0.79	0.92	0.80
75 or more	12,700	0.24	1.08	0.66	1.07	0.73	0.99	1.13	1.07
Percent of students with limited English proficiency									
Less than 1	20,500	0.09	0.32	0.25	0.37	0.26	0.43	0.46	0.37
1–10	18,800	0.18	0.54	0.57	0.72	0.62	0.61	0.78	0.72
More than 10	13,700	0.29	0.98	0.66	1.15	0.92	0.97	1.21	1.15

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

Beginning Teachers

Table S29-3. Standard errors for the percentage distributions of full-time private school teachers according to years of teaching experience, by selected school characteristics: 1999–2000

School characteristic	Number of teachers	Average experience (in years)	5 or fewer years			More than 5 years			Total
			3 or fewer years	4–5 years	Total	6–9 years	10–19 years	20 or more years	
Total	8,800	0.13	0.55	0.35	0.56	0.50	0.61	0.58	0.56
Grade level taught									
K–5	3,800	0.18	0.88	0.61	0.97	0.74	0.87	0.78	0.97
6–8	2,400	0.28	1.36	0.83	1.47	0.99	1.34	1.14	1.47
9–12	4,500	0.24	0.91	0.56	1.10	1.00	1.01	0.99	1.10
Enrollment									
Less than 300	5,500	0.22	0.96	0.62	1.03	0.85	0.83	0.91	1.03
300–999	4,200	0.18	0.69	0.43	0.73	0.73	0.97	0.99	0.73
1,000 or more	2,700	0.42	1.82	0.95	2.24	1.93	4.47	2.58	2.24
Location									
Central city	5,100	0.18	0.80	0.47	0.83	0.67	1.02	0.90	0.83
Urban fringe/large town	5,200	0.20	0.81	0.59	0.89	0.85	0.87	0.87	0.89
Rural/small town	2,400	0.48	2.44	1.18	2.28	1.78	1.73	1.80	2.28
Region									
Northeast	3,000	0.25	0.97	0.55	1.22	0.78	1.45	1.12	1.22
Midwest	2,800	0.31	1.34	0.76	1.28	1.05	1.25	1.40	1.28
South	5,300	0.19	0.87	0.74	0.91	0.94	0.95	0.90	0.91
West	2,200	0.35	1.56	0.86	1.70	1.29	1.38	1.41	1.70
Percent minority									
Less than 10	6,100	0.17	0.74	0.45	0.79	0.70	0.74	0.83	0.79
10–24	3,700	0.27	1.18	0.95	1.24	1.06	1.25	1.11	1.24
25–49	2,400	0.40	1.69	1.08	1.71	1.49	1.63	1.77	1.71
50–75	2,100	0.52	3.41	1.56	4.11	3.54	6.06	1.92	4.11
More than 75	2,000	0.49	1.89	1.45	2.13	1.69	2.05	1.84	2.13
Percent of students with limited English proficiency									
Less than 1	6,800	0.15	0.59	0.41	0.61	0.54	0.79	0.71	0.61
1–10	2,400	0.51	2.16	1.36	2.72	1.78	1.89	1.89	2.72
More than 10	1,100	1.11	6.91	3.15	6.36	6.09	4.02	4.46	6.36

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

Size of High Schools

Table S30-1. Standard errors for the number and percentage distribution of secondary schools according to enrollment, by selected school characteristics: 1999–2000

School characteristic	All schools	Enrollment			
		Less than 300	300–599	600–899	900 or more
Total	220	0.78	0.66	0.47	0.60
Sector					
Public	190	0.76	0.69	0.52	0.67
Private	130	2.24	1.68	0.75	0.74
Type					
Regular	230	0.68	0.69	0.51	0.64
Special education	50	1.01	#	#	‡
Vocational education	50	4.61	4.06	4.31	3.36
Alternative	170	2.00	1.91	0.52	0.54
Region					
Northeast	70	1.69	1.66	1.55	1.32
Midwest	130	1.48	1.41	0.91	1.05
South	130	1.41	1.05	0.92	1.08
West	90	1.92	1.24	0.84	1.19
Location					
Central city	150	1.88	1.42	0.96	1.70
Urban fringe/large town	180	1.30	0.99	0.87	1.12
Rural/small town	180	1.15	1.14	0.76	0.52
Percent minority					
Less than 10	210	1.20	1.09	0.81	0.88
10–24	150	2.22	1.55	1.02	1.43
25–49	150	2.26	1.50	1.27	2.10
50–75	110	3.05	1.97	1.75	2.47
More than 75	90	2.37	1.96	1.44	2.02
Percent of students in school eligible for free or reduced-price lunch					
Less than 15	170	1.49	1.56	1.29	1.77
15–29	160	1.62	1.42	1.17	1.34
30–49	150	2.05	1.65	1.26	1.53
50–74	150	2.96	2.02	1.40	2.05
75 or more	110	2.87	2.53	1.05	1.90
Percent of students with limited English proficiency					
Less than 1	250	0.92	0.75	0.61	0.64
1–10	150	1.70	1.22	1.31	1.53
More than 10	90	2.83	2.40	2.00	2.95

#Rounds to zero.

‡Reporting standards not met (too few cases).

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

Size of High Schools

Table S30-2. Standard errors for the percentage of regular secondary school teachers who thought that certain issues were a “serious” problem in their schools, by location and enrollment: 1999–2000

School characteristic	Students unprepared to learn	Student apathy	Student tardiness	Student absenteeism	Students dropping out	Physical conflicts among students	Student alcohol use	Student drug abuse
Total	0.44	0.43	0.34	0.38	0.27	0.18	0.35	0.26
Enrollment								
Less than 300	1.25	1.04	0.75	0.94	0.48	0.38	1.02	0.75
300–599	0.87	0.91	0.59	0.77	0.45	0.21	0.86	0.64
600–899	1.23	1.04	0.79	1.05	0.60	0.49	0.86	0.75
900 or more	0.62	0.55	0.51	0.53	0.42	0.26	0.48	0.40
School location and enrollment								
Central city								
Less than 300	5.82	4.51	4.46	3.14	2.27	2.56	1.53	1.89
300–599	2.84	2.44	2.21	2.02	1.30	0.86	1.59	0.85
600–899	2.75	2.13	1.88	2.51	1.35	1.43	1.33	1.09
900 or more	1.11	1.06	1.19	1.29	1.08	0.71	0.75	0.78
Urban fringe/large town								
Less than 300	2.72	2.50	1.99	2.71	1.59	0.73	2.22	1.86
300–599	1.63	1.43	0.90	0.98	0.63	0.33	1.34	1.04
600–899	1.69	1.38	1.18	1.49	0.90	0.57	1.14	0.88
900 or more	0.82	0.81	0.59	0.71	0.42	0.29	0.65	0.55
Rural/small town								
Less than 300	1.32	1.05	0.74	0.89	0.38	0.26	1.22	0.78
300–599	0.99	1.14	0.87	1.16	0.75	0.27	1.22	0.92
600–899	1.70	1.72	1.28	1.58	1.12	0.65	1.61	1.54
900 or more	1.51	1.70	0.86	1.75	1.38	0.63	1.37	1.06

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 S31-1. Standard errors for the percentage of students ages 12–18 who reported criminal victimization at school, by student characteristics: 1999

Student characteristic	Victimization		
	Any	Violent	Property
Total	0.4	0.2	0.4
Sex			
Male	0.6	0.3	0.5
Female	0.6	0.3	0.5
Race/ethnicity			
Black	1.2	0.7	1.0
White	0.5	0.3	0.5
Other	1.9	0.9	1.2
Hispanic	1.1	0.7	0.7
Grade level			
6–8	0.7	0.4	0.6
9–10	0.7	0.4	0.6
11–12	0.7	0.4	0.6
Family household income			
Less than \$15,000	1.3	0.8	1.1
\$15,000–29,999	1.0	0.6	0.8
\$30,000–49,999	0.8	0.5	0.8
\$50,000–74,999	1.1	0.6	0.8
\$75,000 or more	0.8	0.4	0.7
Place of residence			
Urban	0.9	0.5	0.7
Suburban	0.5	0.3	0.4
Rural	1.2	0.6	1.1
Type of school attended			
Public	0.5	0.3	0.4
Private	1.0	0.2	0.9

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), table S1, and unpublished tabulations. Data from U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, January–June 1999.

Student Victimization

Table S31-2. Standard errors for the percentage of students ages 12–18 who reported criminal victimization at school, by perception of conditions at school: 1999

Perception of conditions at school	Victimization		
	Any	Violent	Property
Total	0.4	0.2	0.4
Student reports street gangs at school			
Yes	1.2	0.7	1.0
No	0.5	0.2	0.4
Do not know	1.1	0.6	0.8
Student reports knowing a student who brought a gun to school			
Yes	1.8	1.2	1.4
No	0.4	0.2	0.4
Student reports seeing a student with a gun at school			
Yes	3.0	1.9	2.4
No	0.4	0.2	0.4
Do not know	‡	‡	‡

‡Reporting standards not met (too few cases).

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), table S1. 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 S32-1. Standard errors for the percentage distribution of undergraduates according to selected student characteristics, by institution type: 1999–2000

Student characteristics	Total	4-year total	Public 4-year		Private not-for-profit		Public 2-year
			Doctoral	Nondoctoral	Doctoral	Nondoctoral	
Total	†	†	†	†	†	†	†
Sex							
Male	0.4	0.5	0.5	1.1	1.3	1.3	0.7
Female	0.4	0.5	0.5	1.1	1.3	1.3	0.7
Race/ethnicity							
American Indian	0.1	0.1	0.1	0.2	0.2	0.4	0.2
Asian/Pacific Islander	0.2	0.3	0.3	0.8	0.6	0.4	0.4
Black	0.6	0.6	0.6	1.9	1.2	1.3	1.1
White	0.8	1.0	0.9	2.9	1.4	2.3	1.5
Hispanic	0.6	1.0	0.7	3.0	0.7	2.8	1.0
Age							
18 and under	0.2	0.2	0.3	0.6	0.8	0.5	0.4
19–23	0.5	0.5	0.5	1.3	1.2	1.6	0.8
24–29	0.3	0.3	0.4	0.8	0.6	0.7	0.5
30–39	0.3	0.3	0.3	0.6	0.6	1.0	0.6
40 and above	0.3	0.2	0.2	0.5	0.5	0.8	0.6
Average age	0.1	0.1	0.1	0.2	0.2	0.3	0.2
Dependency status							
Dependent	0.5	0.6	0.5	1.5	1.1	1.8	0.9
Independent	0.5	0.6	0.5	1.5	1.1	1.8	0.9
Respondent has dependents							
No	0.4	0.4	0.4	1.2	0.8	1.3	0.7
Yes	0.4	0.4	0.4	1.2	0.8	1.3	0.7
Single parent							
No	0.3	0.3	0.3	0.9	0.5	0.8	0.5
Yes	0.3	0.3	0.3	0.9	0.5	0.8	0.5
Employment							
Full-time	0.5	0.6	0.6	1.6	1.3	1.8	0.8
Part-time	0.4	0.6	0.7	1.2	1.3	1.7	0.7
Not working	0.4	0.4	0.6	1.0	1.0	1.0	0.7
Disability status							
No disability	0.2	0.2	0.3	0.5	0.6	0.6	0.5
Disability or difficulty	0.2	0.2	0.3	0.5	0.6	0.6	0.5
Citizenship							
Citizens	0.3	0.3	0.4	0.8	0.8	0.6	0.6
Student and parent(s) foreign-born	0.2	0.2	0.2	0.5	0.5	0.3	0.4
Only parent(s) foreign-born	0.4	0.4	0.5	1.3	0.9	0.7	0.7
All other citizens	0.6	0.7	0.8	2.1	1.3	1.0	1.1
Permanent residents	0.3	0.3	0.3	0.7	0.5	0.5	0.5
Foreign students with visa	0.2	0.2	0.2	0.3	0.7	0.4	0.3

See notes at end of table.

Undergraduate Diversity

Table S32-1. Standard errors for the percentage distribution of undergraduates according to selected student characteristics, by institution type: 1999–2000—Continued

Student characteristics	Total	4-year total	Public 4-year		Private not-for-profit		Public 2-year
			Doctoral	Nondoctoral	Doctoral	Nondoctoral	
Home language							
English	0.5	0.6	0.6	2.0	0.9	1.1	0.9
Other than English	0.5	0.6	0.6	2.0	0.9	1.1	0.9
Attendance							
Full-time	0.6	0.6	0.5	1.8	1.0	1.6	0.8
Part-time	0.6	0.6	0.5	1.8	1.0	1.6	0.8
Delayed enrollment							
Did not delay	0.5	0.5	0.5	1.1	1.1	1.4	0.8
Delayed	0.5	0.5	0.5	1.1	1.1	1.4	0.8
High school attainment							
High school diploma	0.3	0.2	0.1	0.4	0.2	0.9	0.5
GED or other equivalency	0.2	0.2	0.1	0.4	0.2	0.9	0.4
High school completion certificate	#	#	0.1	0.1	0.1	0.1	0.1
No diploma or equivalent	0.1	0.1	0.1	0.1	0.1	0.2	0.2

†Not applicable.

#Rounds to zero.

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

Undergraduate Diversity

Table S32-2. Standard errors for the percentage distribution of undergraduates according to selected student characteristics, by institution type: 1989–90

Student characteristics	Total	4-year total	Public 4-year		Private not-for-profit		Public 2-year
			Doctoral	Nondoctoral	Doctoral	Nondoctoral	
Total	†	†	†	†	†	†	†
Sex							
Male	0.5	0.5	0.9	0.9	1.2	1.5	0.9
Female	0.5	0.5	0.9	0.9	1.2	1.5	0.9
Race/ethnicity							
American Indian	0.1	0.1	0.1	0.1	0.1	0.1	0.2
Asian/Pacific Islander	0.3	0.4	0.6	0.8	0.6	0.4	0.6
Black	0.7	0.7	1.4	1.3	1.0	1.3	1.4
White	1.0	1.1	1.8	2.1	2.1	2.3	1.9
Hispanic	0.6	0.7	1.0	1.0	1.9	2.1	1.0
Age							
18 and under	0.3	0.3	0.6	0.6	0.7	0.7	0.6
19–23	0.7	0.6	1.0	1.2	1.5	1.7	1.0
24–29	0.4	0.4	0.7	0.8	1.0	0.8	0.6
30–39	0.4	0.4	0.6	0.6	0.8	1.0	0.7
40 and above	0.4	0.3	0.3	0.5	0.4	0.8	0.9
Average age	0.2	0.1	0.2	0.2	0.3	0.4	0.3
Dependency status							
Dependent	0.9	0.9	1.5	1.6	2.2	2.3	1.2
Independent	0.9	0.9	1.5	1.6	2.2	2.3	1.2
Respondent has dependents							
No	0.7	0.5	0.8	0.8	1.1	1.4	1.1
Yes	0.7	0.5	0.8	0.8	1.1	1.4	1.1
Employment							
Full-time	0.7	0.7	1.1	1.1	1.5	1.8	1.0
Part-time	0.6	0.7	1.1	1.3	1.9	1.9	0.9
Not working	0.4	0.3	0.5	0.7	0.9	0.7	0.7
High school attainment							
High school diploma	0.4	0.2	0.2	0.3	0.3	0.4	0.6
GED or other equivalency	0.2	0.1	0.2	0.3	0.2	0.3	0.5
High school completion certificate	0.1	0.1	0.1	0.1	0.1	0.1	0.2
No diploma or equivalent	0.2	#	0.1	0.1	0.1	0.1	0.3

†Not applicable.

#Rounds to zero.

SOURCE: U.S. Department of Education, NCES, 1989–90 National Postsecondary Student Aid Study (NPSAS:1990).

Services and Accommodations for Students With Disabilities

Table S34-1. Standard errors for the percentage distribution of students reporting disabilities according to type of disability, and among students reporting disabilities, their service receipt status, by type of disability: 1999–2000

Type of disability reported	Percentage distribution of students reporting disabilities	Percentage of students reporting disabilities who reported receiving disability-related services	Percentage of students reporting disabilities who reported needing disability-related services, but did not receive them
All disabilities	†	1.20	1.13
Orthopedic or mobility impairment	1.04	1.77	1.90
Mental illness or depression	1.08	2.81	2.94
Health impairment or problem	0.93	2.76	2.78
Visual or hearing impairment	0.88	2.80	2.73
Learning disability or ADD	0.87	3.74	3.34
Other disability	0.92	2.95	2.74

†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 S35-1. Standard errors for the percentage of 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	Institutions with tenure systems	Took at least one action related to tenure	Offered early or phased retirement to tenured faculty	Replaced a number of tenured faculty with full-time faculty on fixed-term contracts	Changed policy for granting tenure	Made standards more stringent for granting tenure	Downsized tenured faculty
All institutions	2.8	3.1	3.0	2.1	1.7	1.4	1.6
Public research	†	1.5	1.9	1.6	1.5	1.4	1.4
Private not-for-profit research	†	2.7	2.9	2.3	1.5	2.1	1.5
Public doctoral	†	2.1	2.2	1.8	1.9	1.8	0.4
Private not-for-profit doctoral	1.5	2.8	2.7	1.6	2.2	1.9	1.5
Public comprehensive	0.5	4.8	4.5	3.4	2.4	3.2	2.0
Private not-for-profit comprehensive	8.2	6.3	6.9	5.9	5.0	5.6	3.2
Private not-for-profit liberal arts	7.3	7.3	7.7	4.8	4.1	2.9	5.9
Public 2-year	3.7	4.7	5.0	4.9	3.3	3.1	2.2
Other	8.5	11.2	9.1	5.0	6.2	2.6	3.4

†Not applicable.

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

Changes in Faculty Tenure Policy and Hiring

Table S35-2. Standard errors for the percentage distribution of new, full-time faculty and instructional staff according to tenure status, by type and control of institution: Fall 1992 and fall 1998

Type and control of institution	Percent of new hires who were full time	Tenure status of new full-time hires			
		Tenured	On tenure track	Not on tenure track	No tenure system
		1998			
All institutions	1.17	0.64	1.30	1.40	1.03
Public research	2.60	1.49	2.45	2.93	0.38
Private not-for-profit research	6.47	1.88	6.87	6.29	1.06
Public doctoral	4.86	1.60	3.82	3.78	0.80
Private not-for-profit doctoral	4.87	1.72	5.39	5.83	3.41
Public comprehensive	2.91	1.61	3.15	3.08	0.45
Private not-for-profit comprehensive	3.05	3.20	3.95	4.48	4.37
Private not-for-profit liberal arts	4.30	0.75	4.61	4.50	4.47
Public 2-year	1.30	1.85	3.18	1.93	3.08
Other	5.11	1.23	4.42	7.24	8.51
		1992			
All institutions	1.24	0.79	1.05	1.06	0.80
Public research	3.20	2.56	2.81	3.21	†
Private not-for-profit research	8.79	3.10	3.61	3.94	1.47
Public doctoral	3.42	1.43	2.78	2.62	0.23
Private not-for-profit doctoral	4.41	2.72	4.12	5.21	3.18
Public comprehensive	2.15	1.71	2.17	1.87	0.61
Private not-for-profit comprehensive	3.70	1.95	3.51	3.10	2.83
Private not-for-profit liberal arts	4.72	2.21	3.73	3.35	3.72
Public 2-year	1.33	1.62	2.32	1.56	2.53
Other	4.63	2.15	3.86	3.82	6.94

†Not applicable.

SOURCE: U.S. Department of Education, NCES, 1993 and 1999 National Study of Postsecondary Faculty (NSOPF-93 and NSOPF-99).

Home Literacy Environment and Kindergartners' Reading Achievement

Table S36-1. Standard errors for the mean home literacy index and mean fall kindergarten reading scale score of young children enrolled in kindergarten for the first time, by selected characteristics: 1998–99

Selected characteristics	Mean home literacy index	Mean fall kindergarten reading scale score
Total	0.03	0.16
Sex		
Male	0.03	0.18
Female	0.03	0.18
Race/ethnicity		
Asian	0.07	0.57
Black	0.05	0.28
White	0.02	0.19
Other	0.17	0.96
Hispanic	0.04	0.28
Mother's home language		
English	0.03	0.17
Other than English	0.05	0.35
Mother's education		
Less than high school	0.04	0.16
High school diploma or equivalent	0.03	0.17
Some college, including vocational/technical	0.03	0.19
Bachelor's degree	0.03	0.22
Graduate/first-professional degree	0.04	0.37
Family type		
Two-parent household	0.02	0.17
None or one-parent household	0.04	0.20
Poverty status		
Below poverty threshold (poor)	0.05	0.20
At or above poverty threshold (nonpoor)	0.02	0.16
Between 100 and 200 percent of the poverty threshold	0.03	0.19
Above 200 percent of the poverty threshold	0.02	0.17

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 S37-1. 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 selected child and family characteristics: 1993 and 2001

Child and family characteristics	Read to		Told a story		Taught letters, words, or numbers		Taught songs or music	
	1993	2001	1993	2001	1993	2001	1993	2001
Total	0.66	0.75	0.89	0.90	0.79	1.00	0.86	1.11
Age								
3	0.99	1.07	1.33	1.35	1.27	1.73	1.33	1.57
4	1.00	1.15	1.52	1.40	1.11	1.27	1.24	1.72
5	2.09	2.65	2.70	3.01	2.81	2.53	2.56	3.36
Sex								
Male	1.04	1.19	1.26	1.37	0.97	1.55	1.31	1.45
Female	1.00	1.03	1.24	1.32	1.35	1.32	1.22	1.43
Race/ethnicity								
Asian/Pacific Islander	5.83	4.06	7.35	6.85	4.90	5.80	4.65	7.23
Black	2.36	2.63	2.69	2.90	2.69	3.44	3.10	3.17
White	0.71	0.83	0.98	1.13	0.93	1.23	1.00	1.52
Other	5.69	3.37	6.63	4.96	7.00	4.54	4.31	5.01
Hispanic	2.38	1.92	2.18	2.06	1.94	2.01	1.99	1.99
Mother's home language								
English	0.66	0.76	0.92	1.04	0.84	1.09	0.93	1.24
Not English	3.02	2.62	2.86	2.88	2.78	2.99	2.56	2.88
Mother's education								
Less than high school	2.69	2.78	3.20	3.67	2.73	3.03	2.80	3.16
High school diploma or equivalent	1.33	1.62	1.34	1.73	1.35	1.54	1.25	2.03
Some college, including vocational/technical	1.39	1.61	1.76	1.96	1.54	1.62	1.35	2.10
Bachelor's degree	1.59	1.16	2.45	2.24	2.24	1.91	2.57	2.15
Graduate/professional degree	2.11	1.15	3.17	3.58	2.73	2.77	3.60	3.31
Mother's employment status								
Employed full time or part time	1.00	0.98	0.98	1.28	1.17	1.29	1.13	1.43
35 hours or more per week	1.20	1.33	1.23	1.58	1.47	1.59	1.55	1.77
Less than 35 hours per week	1.67	1.57	1.94	2.47	1.95	2.39	1.81	2.08
Looking for work	3.45	5.05	2.91	5.58	3.65	4.96	4.41	4.55
Not in the labor force	1.26	1.41	1.46	1.97	1.49	1.65	1.36	1.77
Family type								
Two-parent household	0.71	0.75	0.96	0.97	0.91	1.10	0.89	1.24
None or one-parent household	1.71	2.03	1.97	2.16	2.13	2.24	1.93	2.19
Poverty status								
Below poverty threshold (poor)	1.59	2.27	1.83	2.68	2.00	2.40	2.05	2.30
At or above poverty threshold (nonpoor)	0.71	0.77	0.92	0.94	0.83	1.08	0.91	1.18
Between 100 and 200 percent of poverty threshold	1.46	1.57	1.55	1.89	1.59	1.94	1.34	1.81
Above 200 percent of poverty threshold	0.77	0.84	1.26	1.13	1.05	1.11	1.26	1.43
Number of children								
1	1.52	1.81	1.93	2.19	1.74	1.80	1.67	2.37
2–3	0.80	1.01	1.10	1.20	0.87	1.25	1.01	1.33
4 or more	2.62	2.39	2.90	2.75	3.01	2.54	2.23	3.04

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 S38-1. Standard errors for the percentage of children in kindergarten through 8th grade who participated in various care arrangements after school, by child, family, and community characteristics: 2001

Child, family, and community characteristics	Number of children (thousands)	Parental care	Nonparental care	Type of nonparental care arrangement				
				Relative care	Nonrelative care	Center- or school-based programs	Extra-curricular activities	Self-care
Total	98	0.56	0.56	0.52	0.31	0.49	0.41	0.36
Child's grade								
K-2	63	1.33	1.33	1.05	0.62	0.96	0.54	0.34
3-5	57	1.04	1.04	0.89	0.58	0.91	0.80	0.64
6-8	24	0.84	0.84	0.62	0.23	0.62	0.50	0.73
Child's race/ethnicity								
Black	15	1.60	1.60	1.62	0.83	1.82	1.47	1.31
White	131	0.82	0.82	0.58	0.43	0.61	0.41	0.40
Other	103	2.67	2.67	1.81	0.86	2.12	1.91	1.71
Hispanic	17	1.54	1.54	1.17	0.79	1.21	0.69	0.82
Parents' language spoken most at home								
Both parents speak English	126	0.57	0.57	0.55	0.34	0.51	0.43	0.38
One parent speaks English	74	4.84	4.84	2.93	2.86	3.96	2.81	3.15
Neither parent speaks English	83	1.96	1.96	1.25	0.83	1.89	1.05	1.11
Mother's employment status								
Full-time	286	0.88	0.88	0.79	0.51	0.71	0.51	0.68
Part-time	185	1.35	1.35	1.02	0.68	0.98	0.68	0.94
Not in labor force	246	1.04	1.04	0.54	0.34	0.89	0.90	0.61
Family type								
Two-parent household	228	0.72	0.72	0.51	0.38	0.55	0.38	0.40
One-parent household	189	1.23	1.23	1.12	0.68	1.23	0.94	0.84
Nonparent guardians	76	3.02	3.02	2.48	1.25	3.14	2.39	2.27
Household income								
\$25,000 or less	25	1.34	1.34	1.20	0.61	1.24	0.97	0.82
\$25,001-50,000	149	1.11	1.11	0.99	0.56	0.96	0.51	0.64
\$50,001-75,000	154	1.37	1.37	0.98	0.63	0.90	0.63	0.74
More than \$75,000	173	1.32	1.32	0.83	0.73	1.12	0.82	0.74
Poverty status								
Poor	168	1.78	1.78	1.32	0.77	1.42	1.28	0.87
Nonpoor	192	0.70	0.70	0.53	0.36	0.55	0.36	0.42
Community type								
Urban	180	0.77	0.77	0.62	0.37	0.68	0.52	0.46
Outside of urbanized areas	172	1.93	1.93	1.52	0.91	1.40	0.92	1.14
Rural	60	1.45	1.45	1.04	0.80	1.03	0.80	0.72

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).

Care Arrangements for Children After School

Table S38-2. Standard errors for the number and percentage of children in kindergarten through 8th grade who participated in selected nonparental care arrangements after school, by type of activity and by parents' attitude toward certain aspects of the care arrangement: 2001

Characteristic	Relative care	Nonrelative care	Center- or school-based programs	Self-care
	Number of children (thousands)			
Total	188	110	179	128
	Percent of children participating			
Type of activity				
Homework or school-related	1.43	2.67	1.64	1.46
Watching television, playing video games, or listening to music	1.64	2.45	0.92	1.50
Outdoor play, activities, or sports	1.43	2.96	1.59	1.36
Indoor play	1.41	2.87	1.50	1.15
Reading or writing (nonschool-related)	1.40	1.95	1.20	1.12
Eating or snacking	1.09	2.21	0.73	0.70
Arts and crafts	0.95	2.12	1.41	0.86
Computers	1.25	1.66	1.13	1.37
Chores or work	0.95	0.94	0.49	1.09
Talking on telephone	0.58	0.66	0.11	0.85
Talking to parent or care provider	0.52	1.00	0.36	0.26
All other activities	0.52	0.91	0.71	0.66
	Percent of children whose parents rated the child's care arrangement as "good" or "excellent"			
Criterion				
Safety and well-being of child	0.36	1.11	0.41	†
Transportation	0.70	0.68	1.14	†
Reliability of care	0.73	1.31	0.53	†
Affordability of care	0.82	2.12	0.88	†
Quality of activities	0.97	1.79	0.95	†

†Not applicable.

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 S42-1. Standard errors for the percentage of full-time, full-year undergraduates who received loans and grants, average annual amounts received by recipients (in constant 1999 dollars), and average percentage of aid received as loans, by source of aid, dependency status, and income: 1992–93 and 1999–2000

Dependency status and income	Federal					Total				
	Loans		Grants		Loans as percent of federal aid	Loans		Grants		Loans as percent of total aid
	Average Percent	Average dollars	Average Percent	Average dollars		Average Percent	Average dollars	Average Percent	Average dollars	
1992–93										
Total	0.78	\$50	0.77	\$20	1.13	0.79	\$50	0.77	\$100	0.78
Dependent undergraduates	0.79	50	0.71	30	1.23	0.81	50	0.83	140	0.87
Low-income quartile	1.76	60	1.49	30	1.40	1.77	60	1.26	160	1.10
Middle-income quartiles	1.10	60	0.62	40	1.05	1.12	60	1.15	190	1.18
High-income quartile	0.73	90	0.18	200	1.24	0.81	120	0.97	180	1.51
Independent undergraduates	1.32	90	1.15	30	1.36	1.32	90	1.10	70	1.14
1999–2000										
Total	0.65	\$40	0.62	\$20	0.78	0.64	\$50	0.61	\$90	0.64
Dependent undergraduates	0.68	40	0.61	30	0.87	0.68	50	0.70	110	0.69
Low-income quartile	1.56	80	1.22	30	1.19	1.54	100	1.00	140	0.97
Middle-income quartiles	0.92	40	0.52	40	0.78	0.90	70	0.92	160	0.86
High-income quartile	0.90	60	0.15	270	0.60	0.91	110	1.01	170	1.18
Independent undergraduates	1.30	90	1.06	30	1.17	1.30	110	1.08	70	1.16

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

Table S42-2. Standard errors for the percentage of full-time, full-year undergraduates who received loans and grants, average annual amounts received by recipients (in constant 1999 dollars), and average percentage of aid received as loans, by source of aid and type of institution: 1992–93 and 1999–2000

Type of institution	Federal					Total				
	Loans		Grants		Loans as percent of federal aid	Loans		Grants		Loans as percent of total aid
	Average Percent	Average dollars	Average Percent	Average dollars		Average Percent	Average dollars	Average Percent	Average dollars	
1992–93										
Total	0.78	\$50	0.77	\$20	1.13	0.79	\$50	0.77	\$100	0.78
Public 2-year	1.39	140	1.89	60	2.11	1.42	140	2.29	80	1.56
Public 4-year	0.87	50	0.90	20	1.25	0.88	50	0.90	50	0.94
Private not-for-profit 4-year	1.34	70	1.83	50	2.05	1.36	80	1.56	240	0.93
1999–2000										
Total	0.65	\$40	0.62	\$20	0.78	0.64	\$50	0.61	\$90	0.64
Public 2-year	1.34	110	1.26	50	2.34	1.37	220	1.58	80	1.99
Public 4-year	0.80	50	0.91	20	1.01	0.79	60	0.78	60	0.73
Private not-for-profit 4-year	1.25	70	1.33	50	1.60	1.21	100	1.17	220	1.09

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 S43-1. Standard errors for the average total tuition, total price, and net price among full-time, full-year undergraduates, in constant 1999 dollars, by type of institution and income quartile: 1992–93 and 1999–2000

Type of institution and income quartile	Tuition and fees		Total price		Net price	
	1992–93	1999–2000	1992–93	1999–2000	1992–93	1999–2000
	Public 2-year					
Total	70	50	140	110	150	130
Income quartile						
Low quartile	70	70	180	120	230	160
Middle quartiles	80	50	170	150	180	150
High quartile	130	90	180	170	190	160
	Public comprehensive and baccalaureate					
Total	110	120	180	150	180	170
Income quartile						
Low quartile	90	120	200	210	220	200
Middle quartiles	100	120	170	150	160	150
High quartile	230	190	260	180	260	190
	Public research and doctoral					
Total	150	60	160	70	170	80
Income quartile						
Low quartile	90	80	110	110	120	140
Middle quartiles	90	70	120	80	110	90
High quartile	170	110	180	130	190	140
	Private not-for-profit comprehensive and baccalaureate					
Total	550	370	540	410	530	350
Income quartile						
Low quartile	560	570	580	680	490	460
Middle quartiles	500	330	460	350	410	310
High quartile	650	350	670	370	690	440
	Private not-for-profit research and doctoral					
Total	200	200	220	250	310	450
Income quartile						
Low quartile	320	700	380	830	410	550
Middle quartiles	420	340	400	360	410	700
High quartile	290	370	320	390	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 S44-1. Standard errors for the percentage of adults ages 25–64 who participated in adult education according to their employment status, educational requirements, and receipt of employer financial support, by type of adult education: 2001

Type of adult education	Percent who participated	Percent of adult education participants who were employed	Among employed adult education participants				Percent of employed participants who received employer financial support
			Percent who had any continuing education requirement	Percent who had any license or certification requirement	Percent who had any employer requirement	Percent who had any type of employer or occupational requirement	
Any education	0.60	0.69	1.06	1.02	1.00	1.11	0.90
Work-related education	0.58	0.65	1.12	1.14	1.03	0.97	0.78
Education taken for credit	0.28	1.40	2.34	2.10	2.27	1.99	2.17
College program	0.21	1.88	3.54	3.08	2.03	3.56	2.94
Vocational/technical program	0.12	4.63	6.28	6.62	5.53	6.38	5.83
Other, work-related education	0.20	1.42	3.58	3.71	3.91	3.94	2.49
Noncredit education	0.59	0.69	1.14	1.24	1.03	1.01	0.72
Adult basic education	0.07	9.68	‡	†	‡	‡	‡
Apprenticeship	0.11	†	†	†	†	†	†
Other, work-related education	0.60	0.70	1.14	1.24	0.97	0.98	0.66
Nonwork-related education	0.60	1.10	1.35	0.43	0.30	1.38	1.20
Education taken for credit	0.25	2.54	3.46	2.20	1.64	3.53	3.36
Noncredit education	0.60	1.19	1.44	‡	0.05	1.45	1.20

†Not applicable.

‡Reporting standards not met (too few cases).

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

Employer Support for Adult Education

Table S44-2. Standard errors for the percentage distribution and percentage of adults ages 25–64 who participated in any work-related education according to their employment status and type of employer financial support received, by selected characteristics: 2001

Characteristic	Percentage distribution of participants who took work-related education	Among those who took work-related education, percent who were employed	Percent who took work-related education and were employed		
			Received employer financial support	Employer paid at least part of tuition and/or fees	Employer paid time off from work
Total	†	0.65	0.78	1.03	1.02
Sex					
Male	0.79	1.09	1.41	1.81	1.74
Female	0.79	0.71	0.85	1.09	1.20
Age					
25–34	0.74	1.12	1.91	2.08	2.03
35–44	1.13	1.29	1.23	1.42	1.39
45–54	0.99	0.93	1.42	1.61	1.84
55–64	0.60	2.15	1.77	5.25	3.02
Race/ethnicity					
Black	0.53	1.41	2.26	2.59	2.73
White	0.85	0.70	0.79	0.98	1.00
Other	0.59	3.50	4.38	6.30	5.24
Hispanic	0.50	2.25	3.89	3.92	4.04
Education					
Less than high school	0.42	3.91	7.98	7.97	8.01
High school diploma or equivalent	0.73	1.00	1.24	1.54	1.62
Some college, including vocational/technical	0.50	1.56	3.35	3.64	3.47
Bachelor's degree or higher	0.80	0.98	0.96	1.24	1.27
Occupation					
Professional, technical, and related	0.96	0.89	1.17	1.88	1.51
Executive, administrative, and managerial	0.78	1.47	0.97	1.32	1.46
Sales	0.60	2.40	3.13	3.83	4.18
Administrative support	0.73	0.97	2.36	2.38	2.81
Precision production, craft, and repair	0.54	1.73	3.11	3.60	3.78
Machine operators, assemblers, and inspectors	0.41	3.79	3.23	3.90	3.66
Transportation and material moving	0.30	2.62	6.42	6.59	7.07
Handlers, equipment cleaners, helpers, and laborers	0.37	8.27	9.77	10.13	11.27
Service	0.59	2.03	3.76	3.71	3.78
Miscellaneous	0.20	‡	‡	‡	‡
Size of firm (number of employees)					
1–24	0.80	1.90	2.44	2.65	3.02
25–499	0.96	0.78	1.60	2.45	1.95
500 or more	1.00	0.56	0.98	1.22	1.28

†Not applicable.

‡Reporting standards not met (too few cases).

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