


Standard Error Tables for Supplemental Tables





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

These standard error tables are numbered with an "S" preceding the number of the corresponding supplemental table in appendix 1. For example, Tables S11-1 and S11-2 are the standard error tables for supplemental tables 11-1 and 11-2.

*This appendix only appears on **The Condition of Education** website and is not included in the 2005 printed volume.*

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Mobility in the Teacher Workforce

Table SSA-1. Standard errors for the percentage distribution of public and private K–12 teachers by their employment background, region, and community type: 1999–2000

Region and community type	Continuing teachers	Transfers	Returning teachers	Delayed entrants	Recent graduates
Total	0.25	0.22	0.11	0.10	0.09
Northeast	0.46	0.36	0.28	0.22	0.22
Urban	1.21	0.80	0.51	0.59	0.40
Suburban	0.56	0.47	0.36	0.21	0.29
Rural	1.93	1.32	1.09	0.68	0.59
Midwest	0.45	0.35	0.22	0.15	0.18
Urban	0.87	0.68	0.50	0.28	0.33
Suburban	0.72	0.62	0.32	0.19	0.29
Rural	0.77	0.52	0.39	0.34	0.31
South	0.45	0.37	0.19	0.18	0.16
Urban	0.85	0.66	0.30	0.46	0.37
Suburban	0.65	0.50	0.31	0.18	0.26
Rural	0.69	0.54	0.34	0.25	0.26
West	0.53	0.41	0.24	0.24	0.23
Urban	0.82	0.71	0.43	0.34	0.32
Suburban	0.84	0.62	0.31	0.34	0.43
Rural	1.13	0.95	0.39	0.44	0.31

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

Trends in Private School Enrollments

Table S2-1. Standard errors for the total enrollment and percentage distribution of students enrolled in private elementary and secondary schools, by type of school and grade level: Various school years, 1989–90 through 2001–02

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

SOURCE: Broughman, S.P., and Pugh, K.W. (2004). *Characteristics of Private Schools in the United States: Results from the 2001–2002 Private School Universe Survey* (NCES 2005–305), table C-1 and previously unpublished tabulation (December 2004). Data from U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), various years 1989–90 through 2001–02.

Trends in Private School Enrollments

Table S2-2. Standard errors for the private elementary and secondary school enrollment and as a percentage of total enrollment in public and private schools, by region and grade level: Various school years, 1989–90 through 2001–02

[Total in thousands]										
School year and grade level	Total enrollment		Northeast		Midwest		South		West	
	Total	Percent of total enrollment	Total	Percent of total Northeast enrollment	Total	Percent of total Midwest enrollment	Total	Percent of total South enrollment	Total	Percent of total West enrollment
Grades K–12										
1989–90	38.7	0.08	36.9	0.35	15.4	0.12	24.3	0.14	12.4	0.12
1991–92	26.7	0.05	9.1	0.09	15.0	0.12	8.8	0.05	17.9	0.16
1993–94	12.9	0.02	6.3	0.06	3.6	0.03	11.2	0.06	6.3	0.06
1995–96	20.5	0.04	5.9	0.05	7.9	0.06	7.7	0.04	11.5	0.09
1997–98	15.5	0.03	7.0	0.06	10.4	0.08	9.1	0.05	4.4	0.03
1999–2000	25.4	0.04	5.8	0.05	8.2	0.06	23.0	0.11	4.2	0.03
2001–02	26.7	0.04	5.1	0.04	13.0	0.09	17.5	0.08	14.6	0.11
Grades K–8										
1989–90	33.9	0.09	33.7	0.46	12.3	0.13	20.7	0.16	9.2	0.12
1991–92	23.4	0.05	8.8	0.09	14.0	0.11	7.7	0.05	14.3	0.14
1993–94	11.0	0.03	4.6	0.06	3.0	0.02	9.8	0.06	4.4	0.04
1995–96	13.8	0.03	3.5	0.04	5.5	0.06	6.1	0.04	7.4	0.08
1997–98	12.0	0.03	5.1	0.06	9.7	0.10	4.7	0.03	3.5	0.04
1999–2000	17.9	0.04	5.3	0.07	6.1	0.06	15.7	0.11	3.0	0.03
2001–02	19.9	0.05	4.8	0.06	10.7	0.11	12.2	0.08	10.5	0.11
Grades 9–12										
1989–90	12.9	0.09	8.4	0.28	4.3	0.12	7.1	0.15	5.0	0.18
1991–92	8.4	0.02	6.3	0.08	1.6	0.05	2.0	0.01	5.0	0.05
1993–94	3.0	0.02	1.6	0.06	1.0	0.03	2.5	0.05	1.7	0.02
1995–96	4.6	0.03	2.9	0.10	0.9	0.03	2.1	0.04	2.3	0.07
1997–98	2.4	0.02	0.5	0.02	0.7	0.02	1.7	0.03	1.2	0.04
1999–2000	8.1	0.05	1.1	0.03	2.0	0.05	7.6	0.14	1.8	0.05
2001–02	6.7	0.04	0.8	0.02	2.0	0.05	4.4	0.08	4.5	0.12

SOURCE: Broughman, S.P., and Pugh, K.W. (2004). *Characteristics of Private Schools in the United States: Results from the 2001–02 Private School Universe Survey* (NCES 2005–305), tables C-1 and C-14 and previously unpublished tabulation (December 2004). Data from U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), various years 1989–90 through 2001–02 and Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1989–2001.

Trends in Private School Enrollments

Table S2-3. Standard errors for the number and percentage distribution of students in private schools, by race/ethnicity and selected school characteristics: 2001–02

School characteristics	Number (in thousands)	Total	White	Total minority				
				Total minority	American Indian	Asian/ Pacific Islander	Black	Hispanic
Total	26.7	†	0.20	0.20	0.02	0.09	0.17	0.03
NCES private school typology								
Catholic	11.6	0.21	0.12	0.12	#	0.01	0.12	0.03
Parochial	5.3	0.11	0.17	0.17	#	0.01	0.19	0.07
Diocesan	6.7	0.12	0.11	0.11	#	0.02	0.07	0.05
Private	2.3	0.03	0.31	0.31	0.01	0.03	0.37	0.07
Other religious	12.8	0.19	0.19	0.19	0.05	0.09	0.15	0.04
Conservative Christian	4.9	0.11	0.25	0.25	0.04	0.06	0.24	0.06
Affiliated	7.1	0.13	0.20	0.20	0.01	0.07	0.12	0.04
Unaffiliated	9.3	0.15	0.49	0.49	0.13	0.32	0.19	0.06
Nonsectarian	15.9	0.24	0.76	0.76	0.02	0.45	0.65	0.12
Regular	11.7	0.19	0.92	0.92	0.01	0.47	0.77	0.17
Special emphasis	5.0	0.09	0.75	0.75	0.03	0.68	0.48	0.23
Special education	3.9	0.07	1.61	1.61	0.08	0.07	1.70	0.19
School level								
Elementary	14.5	0.16	0.14	0.14	0.01	0.07	0.11	0.04
Secondary	3.4	0.08	0.24	0.24	#	0.02	0.26	0.05
Combined	15.7	0.19	0.44	0.44	0.06	0.18	0.37	0.07
Program emphasis								
Regular	22.0	0.15	0.17	0.17	0.02	0.08	0.13	0.04
Montessori	2.9	0.05	0.85	0.85	0.04	0.21	0.93	0.30
Special program emphasis	3.8	0.07	1.40	1.40	0.03	0.21	1.61	0.17
Special education	4.7	0.08	1.86	1.86	0.07	0.07	2.05	0.24
Alternative	4.1	0.08	1.82	1.82	0.06	1.51	0.88	0.48
Early childhood	0.1	#	0.69	0.69	0.03	0.15	0.29	0.21
Enrollment								
Less than 50	5.6	0.10	0.67	0.67	0.35	0.18	0.44	0.22
50–149	10.9	0.17	0.44	0.44	0.05	0.09	0.38	0.10
150–299	8.8	0.13	0.23	0.23	0.02	0.12	0.16	0.07
300–499	6.6	0.12	0.20	0.20	#	0.13	0.17	0.03
500–749	5.1	0.10	0.18	0.18	#	0.02	0.20	0.03
750 or more	11.0	0.17	0.59	0.59	#	0.27	0.51	0.11
Region								
Northeast	5.1	0.14	0.14	0.14	#	0.03	0.15	0.02
Midwest	13.0	0.21	0.19	0.19	0.01	0.02	0.18	0.03
South	17.5	0.26	0.57	0.57	0.02	0.12	0.50	0.09
West	14.6	0.24	0.34	0.34	0.09	0.38	0.07	0.15
Community type								
Central city	23.9	0.30	0.39	0.39	0.01	0.20	0.36	0.06
Urban fringe/large town	11.4	0.26	0.11	0.11	0.02	0.02	0.10	0.03
Rural/small town	10.4	0.18	0.22	0.22	0.10	0.21	0.06	0.03

† Not applicable.

Rounds to zero.

SOURCE: Broughman, S.P., and Pugh, K.W. (2004). *Characteristics of Private Schools in the United States: Results from the 2001–02 Private School Universe Survey* (NCES 2005–305), tables C-4 and C-20. Data from U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2001–02.

Homeschooled Students

Table S3-1. Standard errors for the number and percentage distribution of all school-age children who were homeschooled and homeschooling rate, by selected characteristics: 1999 and 2003

Characteristic	1999			2003		
	Number	Percentage distribution	Home-schooling rate	Number	Percentage distribution	Home-schooling rate
Total	71,100	†	0.14	92,300	†	0.18
Homeschooled entirely	64,100	2.94	†	87,200	3.56	†
Homeschooled and enrolled in school part time	27,400	2.94	†	41,100	3.56	†
Enrolled in school less than 9 hours per week	25,300	2.81	†	36,800	3.25	†
Enrolled in school 9–25 hours per week	12,900	1.50	†	20,400	1.85	†
Race/ethnicity						
Black	24,800	2.80	0.31	33,900	2.87	0.42
White	62,300	3.36	0.19	77,500	3.88	0.25
Other	17,200	2.01	0.65	31,500	2.80	1.02
Hispanic	17,700	2.06	0.25	21,100	1.92	0.26
Sex						
Male	43,900	3.27	0.17	61,900	3.52	0.24
Female	46,100	3.27	0.19	58,200	3.52	0.23
Number of children in the household						
One child	20,300	2.53	0.24	22,300	1.97	0.28
Two children	27,100	3.06	0.14	45,100	3.74	0.22
Three or more children	65,200	3.97	0.30	80,200	4.35	0.36
Number of parents in the household						
Two parents	68,300	3.26	0.21	82,700	3.55	0.23
One parent	25,000	2.91	0.16	42,600	3.61	0.32
Nonparental guardians	14,400	1.70	0.82	11,100	1.01	0.74
Parents' participation in the labor force						
Two parents, one in labor force	53,800	4.27	0.55	73,700	4.73	0.67
Two parents, both in labor force	39,800	3.92	0.17	44,100	3.72	0.18
One parent in labor force	21,800	2.53	0.16	39,800	3.30	0.33
No parent in labor force	18,800	2.21	0.48	23,700	2.16	0.78
Household income						
\$25,000 or less	45,000	4.31	0.27	56,000	4.32	0.45
\$25,001–50,000	36,700	4.00	0.24	49,900	4.06	0.37
\$50,001–75,000	25,500	2.62	0.30	51,100	4.46	0.46
\$75,001 or more	26,500	2.65	0.28	45,800	3.79	0.33
Parents' education						
High school diploma or less	26,500	2.88	0.15	51,600	4.24	0.32
Some college or vocational/technical	37,300	3.85	0.25	57,700	4.60	0.36
Bachelor's degree	36,200	3.49	0.42	47,200	3.92	0.48
Graduate/professional degree	39,800	4.17	0.46	44,200	3.67	0.51

† Not applicable.

SOURCE: Princiotta, D., Bielick, S., Van Brunt, A., and Chapman, C. (forthcoming). *Homeschooling in the United States: 2003* (NCES 2005–101), tables A1, A2, and A3. Data from U.S. Department of Education, National Center for Education Statistics, Parent Survey of the National Household Education Surveys Program (NHES), 1999 and Parent and Family Involvement in Education Survey of the NHES, 2003.

Homeschooled Students

Table S3-2. Standard errors for the number and percentage of school-age children who were homeschooled, by parents' reasons given as important and most important for homeschooling: 2003

Reason	Important		Most important	
	Number	Percent	Number	Percentage distribution
A concern about environment of other schools	85,800	2.41	54,900	3.97
A dissatisfaction with academic instruction at other schools	74,200	4.54	36,100	3.12
A desire to provide religious or moral instruction	86,900	4.01	53,600	4.27
Child has a physical or mental health problem	39,600	3.32	19,400	1.69
Child has other special needs	57,100	4.32	24,700	2.11
Other reasons	48,400	4.01	22,000	2.07

SOURCE: Princiotta, D., Bielick, S., Van Brunt, A., and Chapman, C. (forthcoming). *Homeschooling in the United States: 2003* (NCES 2005-101), table A4. Data from U.S. Department of Education, National Center for Education Statistics Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2003.

Racial/Ethnic Distribution of Public School Students

Table S4-1. Standard errors for the percentage distribution of public school students enrolled in kindergarten through 12th grade, by race/ethnicity: Fall 1972–2003

Fall of year	White	Minority enrollment			
		Total	Black	Hispanic	Other
1972	0.28	0.33	0.28	0.29	0.09
1973	0.28	0.33	0.28	0.29	0.10
1974	0.29	0.34	0.29	0.30	0.10
1975	0.29	0.34	0.29	0.31	0.10
1976	0.29	0.34	0.29	0.30	0.10
1977	0.30	0.35	0.30	0.30	0.11
1978	0.30	0.35	0.30	0.31	0.12
1979	†	†	†	†	†
1980	†	†	†	†	†
1981	0.32	0.37	0.31	0.36	0.14
1982	0.34	0.40	0.33	0.39	0.16
1983	0.35	0.41	0.33	0.40	0.16
1984	0.35	0.40	0.33	0.38	0.17
1985	0.35	0.41	0.33	0.35	0.16
1986	0.35	0.41	0.33	0.36	0.17
1987	0.35	0.41	0.33	0.36	0.17
1988	0.39	0.45	0.36	0.40	0.19
1989	0.37	0.42	0.34	0.38	0.18
1990	0.36	0.42	0.34	0.38	0.18
1991	0.36	0.42	0.34	0.38	0.18
1992	0.36	0.42	0.33	0.38	0.18
1993	0.36	0.42	0.33	0.37	0.18
1994	0.36	0.41	0.33	0.39	0.17
1995	0.33	0.35	0.28	0.28	0.14
1996	0.33	0.35	0.27	0.27	0.16
1997	0.34	0.36	0.28	0.29	0.17
1998	0.35	0.37	0.29	0.29	0.17
1999	0.34	0.37	0.28	0.30	0.17
2000	0.35	0.37	0.28	0.30	0.17
2001	0.33	0.35	0.26	0.28	0.16
2002	0.33	0.35	0.26	0.29	0.16
2003	0.33	0.35	0.26	0.29	0.18

† Not applicable.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October Supplement, 1972–2003, previously unpublished tabulation (December 2004).

Racial/Ethnic Distribution of Public School Students

Table S4-2. Standard errors for the percentage distribution of public school students enrolled in kindergarten through 12th grade, by race/ethnicity and region: Fall 1972–2003

Fall of year	Northeast					Midwest				
	White	Total	Minority enrollment			White	Total	Minority enrollment		
			Black	Hispanic	Other			Black	Hispanic	Other
1972	0.53	0.61	0.52	0.55	0.13	0.43	0.50	0.47	0.29	0.09
1973	0.53	0.62	0.53	0.56	0.13	0.43	0.50	0.47	0.25	0.11
1974	0.53	0.62	0.52	0.55	0.13	0.45	0.53	0.49	0.29	0.12
1975	0.54	0.63	0.53	0.57	0.13	0.46	0.54	0.50	0.30	0.11
1976	0.56	0.65	0.53	0.59	0.21	0.45	0.53	0.49	0.29	0.10
1977	0.55	0.65	0.54	0.58	0.18	0.48	0.55	0.51	0.31	0.14
1978	0.56	0.65	0.56	0.58	0.14	0.48	0.56	0.51	0.32	0.18
1979	†	†	†	†	†	†	†	†	†	†
1980	†	†	†	†	†	†	†	†	†	†
1981	0.61	0.72	0.57	0.71	0.23	0.52	0.61	0.55	0.35	0.21
1982	0.67	0.78	0.63	0.78	0.27	0.56	0.65	0.58	0.37	0.24
1983	0.69	0.80	0.65	0.78	0.26	0.57	0.67	0.59	0.40	0.24
1984	0.69	0.80	0.64	0.75	0.32	0.59	0.69	0.62	0.42	0.24
1985	0.71	0.83	0.65	0.75	0.27	0.63	0.73	0.65	0.42	0.27
1986	0.72	0.84	0.65	0.76	0.28	0.62	0.72	0.63	0.44	0.25
1987	0.71	0.83	0.64	0.72	0.34	0.61	0.72	0.62	0.41	0.28
1988	0.79	0.92	0.73	0.79	0.36	0.68	0.79	0.70	0.47	0.29
1989	0.76	0.88	0.70	0.75	0.34	0.63	0.73	0.64	0.44	0.28
1990	0.75	0.87	0.67	0.77	0.35	0.61	0.71	0.62	0.39	0.29
1991	0.75	0.87	0.68	0.76	0.35	0.62	0.72	0.62	0.41	0.29
1992	0.75	0.87	0.69	0.75	0.36	0.62	0.72	0.63	0.39	0.30
1993	0.74	0.86	0.69	0.70	0.36	0.62	0.72	0.62	0.44	0.27
1994	0.73	0.85	0.65	0.76	0.33	0.65	0.76	0.65	0.50	0.28
1995	0.69	0.74	0.57	0.55	0.27	0.59	0.62	0.53	0.34	0.23
1996	0.69	0.74	0.58	0.55	0.30	0.57	0.61	0.51	0.33	0.26
1997	0.71	0.75	0.59	0.56	0.31	0.60	0.64	0.54	0.35	0.26
1998	0.71	0.76	0.58	0.59	0.31	0.62	0.66	0.55	0.37	0.29
1999	0.71	0.75	0.56	0.58	0.34	0.64	0.68	0.55	0.40	0.31
2000	0.72	0.77	0.60	0.56	0.36	0.64	0.68	0.58	0.39	0.26
2001	0.69	0.73	0.56	0.55	0.34	0.59	0.63	0.53	0.34	0.26
2002	0.68	0.72	0.55	0.56	0.31	0.61	0.65	0.53	0.39	0.28
2003	0.70	0.74	0.57	0.57	0.35	0.63	0.67	0.54	0.40	0.34

See notes at end of table.

Racial/Ethnic Distribution of Public School Students

Table S4-2. Standard errors for the percentage distribution of public school students enrolled in kindergarten through 12th grade, by race/ethnicity and region: Fall 1972–2003—Continued

Fall of year	South					West				
	White	Total	Minority enrollment			White	Total	Minority enrollment		
			Black	Hispanic	Other			Black	Hispanic	Other
1972	0.58	0.67	0.63	0.49	0.10	0.75	0.87	0.48	1.08	0.45
1973	0.58	0.67	0.63	0.49	0.11	0.73	0.85	0.47	1.05	0.43
1974	0.59	0.68	0.64	0.54	0.10	0.74	0.87	0.49	1.06	0.45
1975	0.60	0.70	0.65	0.57	0.13	0.75	0.87	0.49	1.05	0.47
1976	0.59	0.69	0.64	0.55	0.14	0.75	0.87	0.50	1.07	0.44
1977	0.59	0.69	0.65	0.52	0.12	0.76	0.89	0.50	1.08	0.48
1978	0.60	0.70	0.66	0.55	0.15	0.79	0.92	0.51	1.12	0.51
1979	†	†	†	†	†	†	†	†	†	†
1980	†	†	†	†	†	†	†	†	†	†
1981	0.61	0.71	0.65	0.64	0.18	0.80	0.93	0.50	1.17	0.54
1982	0.65	0.76	0.70	0.66	0.16	0.85	0.99	0.47	1.27	0.61
1983	0.65	0.76	0.69	0.68	0.19	0.86	1.01	0.48	1.30	0.64
1984	0.64	0.74	0.67	0.63	0.21	0.86	1.00	0.53	1.27	0.62
1985	0.65	0.75	0.68	0.57	0.22	0.86	1.00	0.51	1.09	0.59
1986	0.64	0.74	0.68	0.57	0.22	0.84	0.98	0.48	1.09	0.59
1987	0.65	0.75	0.68	0.59	0.23	0.84	0.98	0.51	1.09	0.59
1988	0.69	0.81	0.72	0.68	0.25	0.91	1.05	0.53	1.20	0.66
1989	0.66	0.77	0.69	0.61	0.24	0.86	1.00	0.49	1.15	0.60
1990	0.67	0.78	0.71	0.63	0.23	0.85	0.99	0.46	1.14	0.62
1991	0.66	0.77	0.70	0.62	0.24	0.84	0.98	0.46	1.12	0.59
1992	0.65	0.76	0.69	0.62	0.25	0.84	0.98	0.46	1.13	0.57
1993	0.66	0.76	0.69	0.63	0.26	0.82	0.95	0.46	1.10	0.56
1994	0.64	0.74	0.66	0.64	0.22	0.82	0.95	0.45	1.12	0.54
1995	0.59	0.63	0.57	0.45	0.17	0.76	0.81	0.37	0.80	0.44
1996	0.59	0.63	0.57	0.45	0.21	0.74	0.78	0.35	0.76	0.52
1997	0.62	0.66	0.59	0.49	0.21	0.76	0.80	0.40	0.78	0.52
1998	0.63	0.67	0.60	0.48	0.22	0.76	0.81	0.41	0.79	0.51
1999	0.62	0.66	0.59	0.51	0.23	0.76	0.80	0.37	0.79	0.50
2000	0.62	0.66	0.58	0.52	0.24	0.75	0.80	0.38	0.79	0.51
2001	0.59	0.62	0.55	0.49	0.22	0.70	0.75	0.36	0.75	0.48
2002	0.59	0.62	0.55	0.50	0.21	0.70	0.74	0.35	0.74	0.46
2003	0.58	0.61	0.53	0.49	0.26	0.70	0.74	0.33	0.76	0.51

† Not applicable.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October Supplement, 1972–2003, previously unpublished tabulation (December 2004).

Language Minority School-Age Children

Table S5-1. Standard errors for the number and percentage of children ages 5–17 who spoke a language other than English at home and who spoke English with difficulty: Various years, 1979–2003

Year	Total population ages 5–17 (in millions)	Spoke a language other than English at home		Spoke English with difficulty		
		Number (in millions)	Percent of total population	Number (in millions)	Percent of total population	Percent of those who spoke a language other than English at home
1979	†	0.06	0.53	0.04	0.53	1.21
1989	†	0.09	0.58	0.05	0.61	1.18
1992	†	0.10	0.55	0.06	0.57	1.08
1995	†	0.10	0.52	0.06	0.55	1.02
1999	†	0.12	0.53	0.07	0.57	0.87
2000	†	0.18	0.34	0.13	0.26	1.30
2001	†	0.17	0.32	0.13	0.25	1.24
2002	†	0.22	0.41	0.13	0.25	1.18
2003	†	0.18	0.33	0.13	0.24	1.15
Percentage change compared with 1979						
1979	†	†	†	†	†	†
1989	†	3.23	11.31	5.94	36.54	4.95
1992	†	3.77	11.59	6.96	37.40	4.79
1995	†	3.88	11.97	7.31	40.53	4.75
1999	†	5.01	13.70	8.09	39.64	3.96
2000	†	6.23	13.81	12.45	38.59	4.93
2001	†	6.19	14.04	12.08	37.84	4.67
2002	†	7.19	14.38	12.13	37.20	4.54
2003	†	6.35	14.22	11.90	38.41	4.53

† Not applicable.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), 1979 and 1989 November Supplement and 1992, 1995, and 1999 October Supplement and American Community Survey (ACS), 2000–2003, previously unpublished tabulation (January 2005).

Language Minority School-Age Children

Table S5-2. Standard errors for the number and percentage of children ages 5–17 who spoke a language other than English at home and who spoke English with difficulty, by selected characteristics: 2003

[In thousands]									
Characteristic	Number	Spoke a language other than English at home		Spoke English with difficulty					
		Number	Percent of population	Total		Ages 5–9		Ages 10–17	
				Number	Percent of population	Number	Percent of population	Number	Percent of population
Total	†	62.6	0.11	35.1	0.07	25.1	0.12	24.5	0.07
Language spoken at home									
Spanish	†	55.6	†	31.3	0.37	22.7	0.65	21.5	0.44
Other Indo-European	†	19.6	†	10.2	0.79	6.6	1.45	7.8	0.93
Asian/Pacific Islander	†	23.9	†	12.5	0.68	8.7	1.21	9.0	0.81
Other	†	7.6	†	2.5	1.90	1.8	3.77	1.7	2.06
Race/ethnicity									
American Indian	†	5.8	1.24	1.7	0.42	1.1	0.73	1.4	0.51
Asian/Pacific Islander	†	21.2	0.66	11.2	0.53	7.9	0.97	8.0	0.62
Black	†	13.9	0.17	7.2	0.09	4.5	0.15	5.7	0.11
White	†	22.5	0.07	11.7	0.04	7.5	0.06	9.0	0.04
Hispanic	†	54.0	0.32	30.4	0.29	22.3	0.50	20.6	0.34
Mexican	†	46.0	0.39	26.6	0.37	19.8	0.63	17.8	0.43
Puerto Rican	†	15.3	1.09	6.3	0.65	4.3	1.10	4.6	0.79
Cuban	†	7.6	1.97	3.4	1.56	2.7	3.05	2.2	1.64
Central or South American	†	21.7	0.73	12.1	0.91	8.3	1.54	8.7	1.12
Other	†	11.1	1.10	5.2	0.67	3.9	1.22	3.4	0.75
Citizenship									
U.S.-born	†	55.4	0.10	27.7	0.05	21.3	0.11	17.8	0.06
Naturalized U.S. citizen	†	10.6	1.28	5.4	1.06	2.6	2.52	4.7	1.16
Non-U.S. citizen	†	30.0	0.42	21.3	0.72	13.4	1.34	16.5	0.84
Poverty status									
Poor	†	33.3	0.35	20.9	0.25	15.4	0.44	14.2	0.29
Near poor	†	37.2	0.28	20.9	0.18	15.1	0.33	14.5	0.21
Nonpoor	†	39.7	0.12	18.1	0.06	12.3	0.10	13.3	0.06
Region									
Northeast	†	27.5	0.26	15.0	0.15	10.3	0.28	10.9	0.18
Midwest	†	37.0	0.18	20.5	0.11	14.5	0.20	14.5	0.12
South	†	20.7	0.16	11.9	0.10	8.6	0.19	8.1	0.11
West	†	41.0	0.27	21.8	0.17	16.0	0.32	14.8	0.18

† Not applicable.

SOURCE: U.S. Department of Commerce, Bureau of the Census, American Community Survey (ACS), 2003, previously unpublished tabulation (January 2005).

Children's Skills and Proficiency in Reading and Mathematics Through Grade 3

Table S8-1. Standard errors for the percentage of first-time kindergartners in fall 1998 who demonstrated specific reading knowledge and skills, by grade level and selected characteristics: 1998–2002

Characteristic	Ending sounds				Sight words				Words in context			
	Spring kindergarten	Spring 1st	Spring 3rd	Difference	Spring kindergarten	Spring 1st	Spring 3rd	Difference	Spring kindergarten	Spring 1st	Spring 3rd	Difference
Total	0.82	0.69	0.02	0.82	0.51	1.40	0.13	0.53	0.21	1.48	0.53	0.57
Sex												
Male	0.85	0.95	0.03	0.85	0.61	1.75	0.19	0.64	0.25	1.50	0.79	0.83
Female	0.99	0.51	0.02	0.99	0.60	1.19	0.12	0.61	0.29	1.61	0.40	0.49
<i>Difference</i>	<i>1.30</i>	<i>1.08</i>	<i>0.04</i>	<i>1.31</i>	<i>0.86</i>	<i>2.12</i>	<i>0.22</i>	<i>0.88</i>	<i>0.38</i>	<i>2.20</i>	<i>0.89</i>	<i>0.96</i>
Race/ethnicity												
Asian/Pacific Islander	3.33	0.82	0.06	3.33	2.55	2.34	0.35	2.57	1.33	4.22	0.79	1.55
Black	1.69	1.02	0.05	1.69	0.96	1.93	0.35	1.02	0.38	1.94	1.05	1.12
White	0.94	0.66	0.01	0.94	0.66	1.44	0.08	0.66	0.30	1.62	0.37	0.48
Other	3.71	3.18	0.18	3.71	1.69	5.56	1.13	2.03	1.01	4.46	3.46	3.60
Hispanic	1.76	0.90	0.03	1.76	0.85	2.03	0.22	0.88	0.34	2.34	1.21	1.26
Family risk factors												
Zero	0.86	0.48	0.01	0.86	0.69	1.23	0.06	0.69	0.32	1.63	0.30	0.44
One	1.06	0.88	0.04	1.06	0.63	1.89	0.27	0.69	0.30	2.18	0.84	0.89
Two or more	1.38	1.70	0.07	1.38	0.68	2.34	0.47	0.83	0.24	1.39	1.82	1.84
<i>Difference</i>	<i>1.63</i>	<i>1.77</i>	<i>0.07</i>	<i>1.63</i>	<i>0.97</i>	<i>2.64</i>	<i>0.47</i>	<i>1.08</i>	<i>0.40</i>	<i>2.14</i>	<i>1.84</i>	<i>1.89</i>
Characteristic	Literal inference				Derive meaning				Interpret beyond text			
	Spring kindergarten	Spring 1st	Spring 3rd	Difference	Spring kindergarten	Spring 1st	Spring 3rd	Difference	Spring kindergarten	Spring 1st	Spring 3rd	Difference
Total	0.08	0.70	1.24	1.24	0.02	0.20	1.20	1.20	0.01	0.12	0.78	0.78
Sex												
Male	0.11	0.75	1.73	1.73	0.03	0.24	1.50	1.50	0.02	0.15	0.95	0.95
Female	0.10	0.81	0.97	0.98	0.02	0.25	1.15	1.15	0.01	0.15	0.76	0.76
<i>Difference</i>	<i>†</i>	<i>1.10</i>	<i>1.98</i>	<i>1.99</i>	<i>†</i>	<i>0.35</i>	<i>1.89</i>	<i>1.89</i>	<i>†</i>	<i>0.21</i>	<i>1.22</i>	<i>1.22</i>
Race/ethnicity												
Asian/Pacific Islander	0.49	2.54	2.74	2.78	0.12	1.04	3.23	3.23	0.07	0.56	2.31	2.31
Black	0.04	0.97	1.96	1.96	†	0.24	1.48	1.48	†	0.14	0.84	0.84
White	0.11	0.80	1.20	1.21	0.03	0.26	1.40	1.40	0.01	0.16	0.97	0.97
Other	0.66	2.25	6.15	6.19	0.09	0.96	4.77	4.77	0.06	0.61	3.18	3.18
Hispanic	0.15	1.10	2.27	2.27	0.04	0.30	2.12	2.12	0.02	0.18	1.36	1.36
Family risk factors												
Zero	0.12	0.98	1.05	1.06	0.03	0.34	1.33	1.33	0.02	0.20	0.96	0.96
One	0.15	0.82	1.63	1.64	0.03	0.29	1.62	1.62	0.02	0.15	1.03	1.03
Two or more	0.14	0.68	2.32	2.32	†	0.35	1.56	1.56	†	0.18	1.09	1.09
<i>Difference</i>	<i>0.18</i>	<i>1.19</i>	<i>2.55</i>	<i>2.55</i>	<i>0.04</i>	<i>0.49</i>	<i>2.05</i>	<i>2.05</i>	<i>0.02</i>	<i>0.27</i>	<i>1.45</i>	<i>1.45</i>

† Not applicable.

SOURCE: Rathbun, A., and West, J. (2004). *From Kindergarten Through Third Grade: Children's Beginning School Experiences* (NCES 2004–007), table A-9a and previously unpublished tabulation (November 2004). Data from U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998 (ECLS–K), Longitudinal Kindergarten–First Grade Public-Use Data File and Third Grade Restricted-Use Data File.

Children's Skills and Proficiency in Reading and Mathematics Through Grade 3

Table S8-2. Standard errors for the percentage of first-time kindergartners in fall 1998 who demonstrated specific mathematics knowledge and skills, by grade level and selected characteristics: 1998–2002

Characteristic	Ordinality and sequence				Addition and subtraction				Multiplication and division			
	Spring kindergarten	Spring 1st	Spring 3rd	Difference	Spring kindergarten	Spring 1st	Spring 3rd	Difference	Spring kindergarten	Spring 1st	Spring 3rd	Difference
Total	0.85	0.56	0.01	0.85	0.50	0.89	0.24	0.55	0.12	0.87	0.98	0.99
Sex												
Male	0.99	0.87	0.02	0.99	0.68	1.30	0.48	0.83	0.21	1.11	1.46	1.48
Female	1.05	0.43	0.02	1.05	0.54	0.82	0.27	0.60	0.09	0.81	0.96	0.96
<i>Difference</i>	<i>1.44</i>	<i>0.97</i>	<i>†</i>	<i>1.44</i>	<i>0.87</i>	<i>1.54</i>	<i>†</i>	<i>1.03</i>	<i>0.23</i>	<i>1.37</i>	<i>1.75</i>	<i>1.76</i>
Race/ethnicity												
Asian/Pacific Islander	3.61	1.34	0.08	3.61	2.43	2.47	0.65	2.52	0.58	2.27	2.04	2.12
Black	1.92	1.26	0.04	1.92	0.83	1.89	0.62	1.04	0.08	0.85	2.09	2.09
White	0.92	0.52	0.01	0.92	0.64	1.13	0.26	0.69	0.18	1.14	1.01	1.03
Other	3.50	1.87	0.05	3.50	1.36	3.58	1.35	1.92	0.30	2.61	5.22	5.23
Hispanic	1.90	1.00	0.02	1.90	0.87	1.85	0.25	0.91	0.20	1.26	1.80	1.81
Family risk factors												
Zero	0.81	0.25	0.01	0.81	0.63	0.95	0.25	0.68	0.18	0.98	0.93	0.95
One	1.30	0.77	0.04	1.30	0.59	1.41	0.40	0.71	0.13	1.18	1.58	1.59
Two or more	1.39	0.86	0.05	1.39	0.67	1.45	0.64	0.93	0.14	0.91	1.86	1.87
<i>Difference</i>	<i>1.61</i>	<i>0.90</i>	<i>0.05</i>	<i>1.61</i>	<i>0.92</i>	<i>1.73</i>	<i>0.69</i>	<i>1.15</i>	<i>0.23</i>	<i>1.34</i>	<i>2.08</i>	<i>2.09</i>
Characteristic	Place value				Rate and measurement							
	Spring kindergarten	Spring 1st	Spring 3rd	Difference	Spring kindergarten	Spring 1st	Spring 3rd	Difference				
Total	0.02	0.21	1.36	1.36	†	0.03	0.85	0.85				
Sex												
Male	0.04	0.32	1.74	1.74	†	0.05	0.81	0.81				
Female	†	0.20	1.28	1.28	†	0.04	0.85	0.85				
<i>Difference</i>	<i>0.04</i>	<i>0.38</i>	<i>2.16</i>	<i>2.16</i>	<i>†</i>	<i>0.06</i>	<i>1.17</i>	<i>1.17</i>				
Race/ethnicity												
Asian/Pacific Islander	0.03	1.10	3.19	3.19	†	0.09	2.72	2.72				
Black	†	0.15	1.63	1.63	†	†	0.96	0.96				
White	0.03	0.30	1.74	1.74	†	0.05	1.07	1.07				
Other	0.07	0.54	4.79	4.79	†	0.07	2.38	2.38				
Hispanic	†	0.27	2.50	2.50	†	0.02	1.28	1.28				
Family risk factors												
Zero	0.03	0.30	1.64	1.64	†	0.05	1.00	1.00				
One	†	0.29	1.77	1.77	†	0.04	1.02	1.02				
Two or more	†	0.20	1.52	1.52	†	0.02	0.68	0.68				
<i>Difference</i>	<i>0.03</i>	<i>0.36</i>	<i>2.24</i>	<i>2.24</i>	<i>†</i>	<i>0.05</i>	<i>1.21</i>	<i>†</i>				

† Not applicable.

SOURCE: Rathbun, A., and West, J. (2004). *From Kindergarten Through Third Grade: Children's Beginning School Experiences* (NCES 2004–007), table A-11a and previously unpublished tabulation (November 2004). Data from U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998 (ECLS–K), Longitudinal Kindergarten–First Grade Public-Use Data File and Third Grade Restricted-Use Data File.

Reading Performance of Students in Grades 4 and 8

Table S9-1. Standard errors for the average reading score by percentile and percentage of students at each achievement level, by grade: Selected years, 1992–2003

Grade, percentile, and achievement level	1992 ¹	1994 ¹	1998 ¹	1998	2000 ¹	2000	2002	2003
Average score								
Grade 4	0.94	1.02	0.78	1.14	0.81	1.27	0.42	0.27
Standard deviation	0.61	0.56	0.58	0.71	0.77	0.90	0.29	0.16
Grade 8	0.92	0.83	0.77	0.76	—	—	0.42	0.26
Standard deviation	0.35	0.40	0.59	0.53	—	—	0.26	0.19
Grade 12	0.55	0.69	0.72	0.60	—	—	0.66	—
Standard deviation	0.36	0.51	0.45	0.37	—	—	0.39	—
Percentile								
Grade 4								
10th	1.90	1.52	1.43	2.08	1.89	2.29	0.89	0.50
25th	1.13	1.05	0.90	1.73	0.91	1.37	0.49	0.36
50th	1.28	1.28	1.24	1.31	1.12	1.65	0.48	0.30
75th	1.08	1.29	0.90	0.88	0.82	0.80	0.48	0.29
90th	1.42	1.70	0.91	0.92	0.91	1.38	0.38	0.28
Grade 8								
10th	1.20	1.89	1.90	1.66	—	—	0.53	0.58
25th	1.08	1.10	0.89	0.72	—	—	0.53	0.34
50th	1.08	0.71	0.78	0.68	—	—	0.45	0.26
75th	0.84	1.10	0.59	1.03	—	—	0.45	0.32
90th	1.33	1.20	0.97	0.76	—	—	0.51	0.22
Grade 12								
10th	0.80	0.90	1.29	0.63	—	—	1.54	—
25th	0.80	0.93	1.16	0.84	—	—	1.35	—
50th	0.78	0.64	0.85	0.62	—	—	0.66	—
75th	0.50	0.78	0.87	0.74	—	—	0.59	—
90th	0.71	1.20	0.81	0.81	—	—	0.87	—

See notes at end of table.

Reading Performance of Students in Grades 4 and 8

Table S9-1. Standard errors for the average reading score by percentile and percentage of students at each achievement level, by grade: Selected years, 1992–2003—Continued

Grade, percentile, and achievement level	1992 ¹	1994 ¹	1998 ¹	1998	2000 ¹	2000	2002	2003
Percentage at achievement level								
Grade 4								
Below Basic	1.06	1.03	0.94	1.19	0.83	1.35	0.47	0.30
At or above Basic	1.06	1.03	0.94	1.19	0.83	1.35	0.47	0.30
At or above Proficient	1.22	1.09	0.86	0.95	0.88	1.09	0.44	0.33
At Advanced	0.62	0.71	0.47	0.47	0.50	0.58	0.20	0.13
Grade 8								
Below Basic	0.97	0.89	0.88	0.80	—	—	0.47	0.26
At or above Basic	0.97	0.89	0.88	0.80	—	—	0.47	0.26
At or above Proficient	1.12	0.91	0.94	1.05	—	—	0.51	0.27
At Advanced	0.33	0.27	0.37	0.27	—	—	0.19	0.08
Grade 12								
Below Basic	0.60	0.73	0.94	0.70	—	—	0.75	—
At or above Basic	0.60	0.73	0.94	0.70	—	—	0.75	—
At or above Proficient	0.83	0.96	0.93	0.73	—	—	0.84	—
At Advanced	0.28	0.54	0.37	0.36	—	—	0.27	—

— Not available.

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

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

Reading Performance of Students in Grades 4 and 8

Table S9-2. Standard errors for the average reading score for 4th- and 8th-graders, by selected student and school characteristics: 2003

Student or school characteristic	Grade 4	Grade 8
Total	0.27	0.26
Sex		
Male	0.33	0.28
Female	0.32	0.29
Race/ethnicity		
American Indian	1.35	3.00
Asian/Pacific Islander	1.22	1.13
Black	0.42	0.50
White	0.24	0.23
Hispanic	0.59	0.68
Parents' education		
Less than high school	—	0.69
High school diploma or equivalent	—	0.36
Some college	—	0.36
Bachelor's degree or higher	—	0.31
How often students discusses studies at home		
Every day	0.32	0.44
2–3 times a week	0.39	0.37
1–2 times a month	0.49	0.40
Never/hardly ever	0.45	0.38
Number of books in the home		
0–10	0.60	0.58
11–25	0.35	0.48
26–100	0.31	0.32
More than 100	0.32	0.31
Control		
Public	0.27	0.24
Private	0.76	0.71
Location		
Central city	0.52	0.55
Urban fringe/large town	0.33	0.46
Rural/small town	0.54	0.42
Enrollment		
Less than 300	0.71	1.01
300–999	0.37	0.33
1,000 or more	2.08	0.69
Percent of students in school eligible for free or reduced-price lunch		
0–10	0.50	0.45
11–25	0.63	0.56
26–50	0.46	0.41
51–75	0.50	0.65
76–100	0.54	1.02

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). (2003). *The Nation's Report Card: Reading Highlights 2003* (NCES 2004–452), NAEP web data tool (<http://nces.ed.gov/nationsreportcard/naepdata/>), and previously unpublished tabulation (November 2003). Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 2003 Reading Assessments.

Reading Performance of Students in Grades 4 and 8

Table S9-3. Standard errors for the average reading score for public school 4th- and 8th-graders and change in score since 1992 and 1998, by state and jurisdiction: 2003

State or jurisdiction	Grade 4		Grade 8	
	Average score in 2003	Change from 1992 average score	Average score in 2003	Change from 1998 average score
Nation	0.27	1.06	0.24	0.82
Alabama	1.73	†	1.51	2.09
Alaska	1.64	—	1.10	—
Arizona	1.25	1.76	1.36	1.75
Arkansas	1.38	1.83	1.29	1.81
California	1.24	2.37	1.28	2.06
Colorado	1.22	1.66	1.20	1.56
Connecticut	1.10	1.69	1.08	1.49
Delaware	0.65	0.91	0.74	1.52
Florida	1.15	1.69	1.33	1.94
Georgia	1.25	1.93	1.14	†
Hawaii	1.37	2.18	0.87	1.31
Idaho	1.01	1.37	0.89	—
Illinois	1.57	—	1.01	—
Indiana	0.98	1.60	1.04	—
Iowa	1.11	1.53	0.79	—
Kansas	1.19	—	1.48	2.06
Kentucky	1.33	1.84	1.25	1.89
Louisiana	1.41	1.82	1.58	2.09
Maine	0.92	1.40	0.98	1.53
Maryland	1.41	2.12	1.45	2.29
Massachusetts	1.22	†	0.96	1.69
Michigan	1.19	1.92	1.84	—
Minnesota	1.10	1.64	1.08	1.74
Mississippi	1.35	1.88	1.38	1.80
Missouri	1.17	1.70	1.01	1.66
Montana	1.20	—	1.04	1.68
Nebraska	1.00	1.49	0.91	—
Nevada	1.24	—	0.82	1.28
New Hampshire	0.98	†	0.93	—
New Jersey	1.18	1.85	1.21	—
New Mexico	1.53	2.12	0.87	1.52
New York	1.09	1.77	1.33	2.00
North Carolina	1.02	1.52	0.98	1.44
North Dakota	0.85	1.42	0.78	—
Ohio	1.15	1.77	1.32	—
Oklahoma	1.24	1.56	0.95	1.53
Oregon	1.30	—	1.23	1.93
Pennsylvania	1.28	1.82	1.18	—
Rhode Island	1.32	†	0.71	1.17
South Carolina	1.29	1.84	1.26	1.64
South Dakota	1.17	—	0.77	—
Tennessee	1.60	†	1.17	†

See notes at end of table.

Reading Performance of Students in Grades 4 and 8

Table S9-3. Standard errors for the average reading score for public school 4th- and 8th-graders and change in score since 1992 and 1998, by state and jurisdiction: 2003—Continued

State or jurisdiction	Grade 4		Grade 8	
	Average score in 2003	Change from 1992 average score	Average score in 2003	Change from 1998 average score
Texas	1.05	1.87	1.12	1.79
Utah	1.02	1.52	0.84	1.33
Vermont	0.91	—	0.82	—
Virginia	1.50	2.03	1.05	1.53
Washington	1.12	—	0.88	1.47
West Virginia	1.03	1.65	1.00	1.43
Wisconsin	0.85	1.29	1.27	2.24
Wyoming	0.84	1.42	0.53	1.42
Other jurisdictions				
District of Columbia	0.86	†	0.75	2.25
DDESS	1.22	—	1.37	4.66
DoDDS	0.63	—	0.69	1.22

— Not available.

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). (2003). *The Nation's Report Card: Reading Highlights 2003* (NCES 2004–452), NAEP web data tool (<http://nces.ed.gov/nationsreportcard/naepdata/>), and previously unpublished tabulation (November 2003). Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 1992, 1998, and 2003 Reading Assessments.

Mathematics Performance of Students in Grades 4 and 8

Table S10-1. Standard errors for the average mathematics score by percentile and percentage of students at each achievement level, by grade: Selected years, 1990–2003

Grade, percentile, and achievement level	1990 ¹	1992 ¹	1996 ¹	1996	2000 ¹	2000	2003
	Average score						
Grade 4	0.93	0.72	0.90	1.01	0.86	0.88	0.22
Standard deviation	0.65	0.41	0.55	0.50	0.52	0.38	0.11
Grade 8	1.28	0.89	1.06	0.94	0.78	0.83	0.26
Standard deviation	0.78	0.45	0.61	0.62	0.49	0.53	0.15
Grade 12	1.11	0.87	1.00	1.03	0.93	1.00	—
Standard deviation	0.63	0.41	0.47	0.42	0.51	0.54	—
Percentile							
Grade 4							
10th	2.14	0.90	1.22	1.34	1.11	1.18	0.28
25th	0.97	1.34	1.30	1.82	0.95	1.03	0.38
50th	1.30	0.98	1.04	0.96	1.05	1.28	0.26
75th	1.03	1.05	0.65	0.94	1.04	1.13	0.23
90th	1.61	0.87	1.16	1.19	1.01	1.10	0.25
Grade 8							
10th	2.28	0.94	1.88	1.72	1.42	1.74	0.58
25th	1.53	0.95	1.52	1.16	1.01	0.91	0.36
50th	1.36	1.66	1.14	0.82	0.81	1.02	0.26
75th	1.28	0.80	1.61	1.18	0.96	0.73	0.28
90th	2.15	1.10	1.24	1.18	1.63	0.95	0.42
Grade 12							
10th	0.98	1.29	1.10	1.46	1.31	1.84	—
25th	1.32	1.49	1.39	1.17	0.97	1.17	—
50th	1.70	1.17	1.19	1.38	0.79	0.95	—
75th	1.37	1.45	1.29	1.51	0.97	0.97	—
90th	1.62	0.84	1.31	1.06	1.35	0.85	—

See notes at end of table.

Mathematics Performance of Students in Grades 4 and 8

Table S10-1. Standard errors for the average mathematics score by percentile and percentage of students at each achievement level, by grade: Selected years, 1990–2003—Continued

Grade, percentile, and achievement level	1990 ¹	1992 ¹	1996 ¹	1996	2000 ¹	2000	2003
Percentage at achievement level							
Grade 4							
Below Basic	1.36	1.03	1.24	1.31	1.07	1.29	0.28
At or above Basic	1.36	1.03	1.24	1.31	1.07	1.29	0.28
At or above Proficient	1.19	1.00	0.90	1.05	1.05	1.00	0.31
At Advanced	0.40	0.25	0.32	0.32	0.27	0.28	0.12
Grade 8							
Below Basic	1.43	1.13	1.10	1.03	0.81	0.94	0.28
At or above Basic	1.43	1.13	1.10	1.03	0.81	0.94	0.28
At or above Proficient	1.06	0.97	1.12	0.99	0.90	0.83	0.27
At Advanced	0.33	0.38	0.55	0.45	0.45	0.39	0.15
Grade 12							
Below Basic	1.59	1.14	1.27	1.11	1.05	1.15	—
At or above Basic	1.59	1.14	1.27	1.11	1.05	1.15	—
At or above Proficient	0.92	0.75	1.05	0.86	0.93	0.90	—
At Advanced	0.30	0.26	0.32	0.29	0.34	0.39	—

—Not available.

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

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

Mathematics Performance of Students in Grades 4 and 8

Table S10-2. Standard errors for the average mathematics score for 4th- and 8th-graders, by selected student and school characteristics: 2003

Student or school characteristic	Grade 4	Grade 8
Total	0.22	0.26
Sex		
Male	0.26	0.31
Female	0.23	0.31
Race/ethnicity		
American Indian	1.00	1.84
Asian/Pacific Islander	1.11	1.27
Black	0.37	0.53
White	0.21	0.26
Hispanic	0.41	0.63
Parents' education		
Less than high school	—	0.55
High school diploma or equivalent	—	0.40
Some college	—	0.38
Bachelor's degree or higher	—	0.34
Current mathematics class in 8th grade		
Group 1	—	0.27
Group 2	—	0.40
Control		
Public	0.22	0.27
Private	1.17	1.66
Location		
Central city	0.48	0.59
Urban fringe/large town	0.30	0.46
Rural/small town	0.31	0.35
Enrollment		
Less than 300	0.46	0.79
300–999	0.30	0.35
1,000 or more	1.53	0.68
Percent of students in school eligible for free or reduced-price lunch		
0–10	0.46	0.62
11–25	0.39	0.60
26–50	0.31	0.44
51–75	0.41	0.67
76–100	0.48	0.72

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). (2003). *The Nation's Report Card: Mathematics Highlights 2003* (NCES 2004–451), NAEP web data tool (<http://nces.ed.gov/nationsreportcard/naepdata/>), and previously unpublished tabulation (November 2003). Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment.

Mathematics Performance of Students in Grades 4 and 8

Table S10-3. Standard errors for the average mathematics score for public school 4th- and 8th-graders and change in score since 1990 and 1992, by state and jurisdiction: 2003

State or jurisdiction	Grade 4		Grade 8	
	Average score in 2003	Change from 1992 average score	Average score in 2003	Change from 1990 average score
Nation	0.22	0.83	0.27	1.38
Alabama	1.18	1.96	1.50	1.87
Alaska	0.80	—	0.94	—
Arizona	1.07	1.52	1.20	1.80
Arkansas	0.92	1.28	1.23	1.51
California	0.91	1.81	1.15	1.73
Colorado	1.02	1.41	1.07	1.40
Connecticut	0.76	1.37	1.17	1.55
Delaware	0.48	0.91	0.67	1.14
Florida	1.06	1.84	1.51	1.96
Georgia	1.00	1.59	1.15	1.76
Hawaii	0.96	1.62	0.78	1.11
Idaho	0.68	1.17	0.91	1.19
Illinois	1.06	—	1.17	2.08
Indiana	0.89	1.37	1.12	1.61
Iowa	0.71	1.24	0.82	1.35
Kansas	1.04	—	1.26	—
Kentucky	1.09	1.48	1.23	1.69
Louisiana	1.05	1.80	1.51	1.95
Maine	0.71	1.23	0.87	—
Maryland	1.27	1.81	0.96	1.72
Massachusetts	0.80	1.42	0.89	—
Michigan	0.93	1.95	1.98	2.32
Minnesota	0.93	1.30	1.07	1.42
Mississippi	1.04	1.50	1.07	—
Missouri	0.94	1.52	1.08	—
Montana	0.83	—	0.79	1.22
Nebraska	0.79	1.46	0.92	1.39
Nevada	0.78	—	0.82	—
New Hampshire	0.86	1.44	0.83	1.23
New Jersey	1.09	1.84	1.14	1.60
New Mexico	1.06	1.79	0.98	1.21
New York	0.88	1.53	1.07	1.78
North Carolina	0.78	1.34	0.99	1.45
North Dakota	0.68	1.02	0.78	1.45
Ohio	1.03	1.56	1.30	1.66
Oklahoma	0.97	1.38	1.10	1.72
Oregon	0.91	—	1.29	1.61
Pennsylvania	1.08	1.73	1.08	1.94
Rhode Island	1.04	1.85	0.72	0.93
South Carolina	0.93	1.42	1.28	—
South Dakota	0.70	—	0.77	—
Tennessee	0.99	1.68	1.78	—

See notes at end of table.

Mathematics Performance of Students in Grades 4 and 8

Table S10-3. Standard errors for the average mathematics score for public school 4th- and 8th-graders and change in score since 1990 and 1992, by state and jurisdiction: 2003—Continued

State or jurisdiction	Grade 4		Grade 8	
	Average score in 2003	Change from 1992 average score	Average score in 2003	Change from 1990 average score
Texas	0.89	1.50	1.13	1.77
Utah	0.78	1.24	1.02	—
Vermont	0.75	—	0.76	—
Virginia	1.08	1.69	1.29	2.00
Washington	0.95	—	0.95	—
West Virginia	0.84	1.35	1.18	1.52
Wisconsin	0.86	1.37	1.28	1.80
Wyoming	0.60	1.11	0.68	0.96
Other jurisdictions				
District of Columbia	0.66	0.84	0.79	1.17
DDESS	0.69	—	1.48	—
DoDDS	0.45	—	0.73	—

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). (2003). *The Nation's Report Card: Mathematics Highlights 2003* (NCES 2004–451), NAEP web data tool (<http://nces.ed.gov/nationsreportcard/naepdata/>), and previously unpublished tabulation (November 2003). Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 1990, 1992, and 2003 Mathematics Assessments.

International Comparison of 4th- and 8th-Grade Performance in Mathematics

Table S11-1. Standard errors for the average mathematics scores of 4th- and 8th-grade students, by sex and country: 2003

Country	Grade 4				Grade 8			
	Total	Sex		Male-female difference	Total	Sex		Male-female difference
		Male	Female			Male	Female	
International average	0.8	0.8	0.8	0.7	0.5	0.6	0.6	0.6
Armenia	3.5	3.8	3.7	2.9	3.0	3.4	3.3	3.0
Australia	3.9	4.3	4.5	4.0	4.6	5.8	5.8	7.0
Bahrain	—	—	—	†	1.7	2.4	2.4	3.3
Belgium-Flemish	1.8	2.5	1.8	2.5	2.8	3.8	3.5	4.8
Botswana	—	—	—	†	2.6	2.9	2.6	1.8
Bulgaria	—	—	—	†	4.3	4.3	5.5	4.7
Chile	—	—	—	†	3.3	4.3	3.5	4.5
Chinese Taipei	1.8	2.1	1.7	1.7	4.6	5.2	4.9	4.2
Cyprus	2.4	2.9	2.7	2.8	1.7	2.3	1.9	2.7
Egypt	—	—	—	†	3.5	5.0	4.4	6.4
England	3.7	4.5	3.9	4.0	—	—	—	†
Estonia	—	—	—	†	3.0	3.3	3.4	3.0
Ghana	—	—	—	†	4.7	4.9	5.1	3.1
Hong Kong SAR	3.2	3.4	3.4	†	3.3	4.6	3.8	5.1
Hungary	3.1	3.3	3.8	3.4	3.2	3.5	3.7	3.2
Indonesia	—	—	—	†	4.8	5.3	4.9	3.0
Iran, Islamic Republic of	4.2	5.5	6.5	8.8	2.4	4.2	4.3	7.2
Israel	—	—	—	†	3.4	4.5	3.3	4.0
Italy	3.7	3.7	4.1	2.6	3.2	3.9	3.0	2.8
Japan	1.6	2.1	1.8	2.3	2.1	3.6	4.0	6.4
Jordan	—	—	—	†	4.1	5.8	4.6	6.8
Korea, Republic of	—	—	—	†	2.2	2.6	2.7	3.1
Latvia	2.8	3.5	2.9	2.9	3.2	3.7	3.3	2.9
Lebanon	—	—	—	†	3.1	3.9	3.6	4.0
Lithuania	2.8	3.2	3.5	2.8	2.5	3.0	2.9	2.9
Macedonia, Republic of	—	—	—	†	3.5	3.9	4.0	3.5
Malaysia	—	—	—	†	4.1	4.5	4.7	4.2
Moldova, Republic of	4.9	5.1	5.2	3.5	4.0	4.8	4.1	3.5
Morocco	5.1	5.1	6.1	4.7	2.5	3.0	2.8	3.1
Netherlands	2.1	2.2	2.7	2.4	3.8	4.5	4.1	3.6
New Zealand	2.2	2.4	2.7	†	5.3	7.0	4.8	5.7
Norway	2.3	2.7	2.7	2.8	2.5	3.0	2.7	2.8
Palestinian National Authority	—	—	—	†	3.1	4.7	3.9	5.9
Philippines	7.9	7.0	9.2	4.6	5.2	5.8	5.2	3.4
Romania	—	—	—	†	4.8	5.0	5.1	3.3
Russian Federation	4.7	4.7	5.4	3.5	3.7	4.4	3.5	2.8
Saudi Arabia	—	—	—	†	4.6	5.5	7.9	9.7
Scotland	3.3	4.4	3.2	4.1	3.7	3.8	4.3	3.5
Serbia	—	—	—	†	2.6	2.9	2.9	2.8
Singapore	5.6	6.2	5.5	3.9	3.6	4.3	3.3	2.9

See notes at end of table.

International Comparison of 4th- and 8th-Grade Performance in Mathematics

Table S11-1. Standard errors for the average mathematics scores of 4th- and 8th-grade students, by sex and country: 2003—Continued

Country	Grade 4				Grade 8			
	Total	Sex		Male-female difference	Total	Sex		Male-female difference
		Male	Female			Male	Female	
Slovak Republic	—	—	—	†	3.3	4.0	3.4	†
Slovenia	2.6	3.5	3.0	3.8	2.2	2.6	2.6	2.8
South Africa	—	—	—	†	5.5	6.4	6.2	5.8
Sweden	—	—	—	†	2.6	2.7	3.0	2.2
Tunisia	4.7	4.9	5.0	2.8	2.2	2.2	2.6	1.9
United States	2.4	2.7	2.4	1.6	3.3	3.5	3.4	1.9

— Not available.

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2004). *Highlights From the Trends in International Mathematics and Science Study (TIMSS) 2003* (NCES 2005–005), tables C1, C2, C7, and C10 and unpublished tabulation (November 2004). Data from the International Association for the Evaluation of Educational Achievement (IEA), TIMSS 1995, 1999, and 2003 assessments.

International Comparison of 4th- and 8th-Grade Performance in Mathematics

Table S11-2. Standard errors for the average mathematics scores of 4th-grade students in 1995 and 2003 and of 8th-grade students in 1995, 1999, and 2003 and change in score since 1995 in grade 4 and since 1995 and 1999 in grade 8, by country

Country	Grade 4			Grade 8				
	1995	2003	1995–2003 difference	1995	1999	2003	1995–2003 difference	1999–2003 difference
Australia	3.4	3.9	5.2	3.7	—	4.6	6.0	†
Belgium-Flemish	—	—	†	5.9	3.3	2.8	6.5	4.1
Bulgaria	—	—	†	5.8	5.8	4.3	7.2	7.3
Chile	—	—	†	—	4.4	3.3	†	5.2
Chinese Taipei	—	—	†	—	4.0	4.6	†	†
Cyprus	3.2	2.4	4.1	2.2	1.8	1.7	3.0	2.4
England	3.3	3.7	5.0	—	—	—	†	†
Hong Kong SAR	4.0	3.2	5.0	6.1	4.3	3.3	7.0	5.4
Hungary	3.6	3.1	4.8	3.2	3.7	3.2	4.5	4.9
Indonesia	—	—	†	—	4.9	4.8	†	6.8
Iran, Islamic Republic of	5.0	4.2	6.5	3.9	3.4	2.4	4.5	4.2
Israel	—	—	†	—	3.9	3.4	†	5.2
Italy	—	—	†	—	3.8	3.2	†	4.9
Japan	1.9	1.6	2.5	1.6	1.7	2.1	2.6	2.6
Jordan	—	—	†	—	3.6	4.1	†	5.5
Korea, Republic of	—	—	†	2.0	2.0	2.2	3.0	2.9
Latvia	4.6	3.1	5.5	3.6	3.4	3.8	5.2	†
Lithuania	—	—	†	4.1	4.3	2.5	4.8	5.0
Macedonia, Republic of	—	—	†	—	4.2	3.5	†	5.5
Malaysia	—	—	†	—	4.4	4.1	†	6.0
Moldova, Republic of	—	—	†	—	3.9	4.0	†	5.5
Netherlands	3.0	2.1	3.7	6.1	7.1	3.8	7.3	8.1
New Zealand	4.4	2.1	4.9	4.7	5.2	5.3	7.1	7.5
Norway	3.0	2.3	3.7	2.2	—	2.5	3.3	†
Philippines	—	—	†	—	6.0	5.2	†	7.8
Romania	—	—	†	4.6	5.8	4.8	6.6	7.4
Russian Federation	—	—	†	5.3	5.9	3.7	6.5	7.1
Scotland	4.2	3.3	5.3	5.7	—	3.7	6.7	†
Singapore	4.5	5.6	7.2	4.0	6.3	3.6	5.4	7.2
Slovak Republic	—	—	†	3.1	4.0	3.3	4.4	5.1
Slovenia	3.1	2.6	4.1	2.9	—	2.2	3.7	†
South Africa	—	—	†	—	6.8	5.5	†	8.4
Sweden	—	—	†	4.3	—	2.6	5.0	†
Tunisia	—	—	†	—	2.4	2.2	†	3.4
United States	2.9	2.4	†	4.7	4.0	3.3	5.8	5.2

— Not available.

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2004). *Highlights From the Trends in International Mathematics and Science Study (TIMSS) 2003* (NCES 2005–005), tables C3 and C4. Data from the International Association for the Evaluation of Educational Achievement (IEA), TIMSS 1995, 1999, and 2003 assessments.

International Comparison of 4th- and 8th-Grade Performance in Science

Table S12-1. Standard errors for the average science scores of 4th- and 8th-grade students, by sex and country: 2003

Country	Grade 4				Grade 8			
	Total	Sex		Male-female difference	Total	Sex		Male-female difference
		Male	Female			Male	Female	
International average	0.9	0.9	1.1	0.8	0.5	0.7	0.7	0.6
Armenia	4.3	4.7	4.5	3.4	3.5	3.4	4.0	2.8
Australia	4.2	5.5	3.8	4.3	3.8	4.6	4.6	5.6
Bahrain	—	—	—	†	1.8	2.3	2.7	3.5
Belgium-Flemish	1.8	2.3	1.9	2.3	2.5	3.4	3.0	4.2
Botswana	—	—	—	†	2.8	3.4	3.2	3.3
Bulgaria	—	—	—	†	5.2	5.2	6.3	5.2
Chile	—	—	—	†	2.9	3.6	3.2	4.0
Chinese Taipei	1.7	2.2	2.0	2.5	3.5	3.8	3.8	3.1
Cyprus	2.4	2.9	2.5	2.6	2.0	2.8	2.3	3.0
Egypt	—	—	—	†	3.9	5.5	4.8	6.8
England	3.6	4.6	3.3	3.3	—	—	—	†
Estonia	—	—	—	†	2.5	2.9	2.8	2.8
Ghana	—	—	—	†	5.9	6.5	6.4	4.7
Hong Kong SAR	3.1	3.2	3.3	2.3	3.0	3.8	3.4	3.9
Hungary	3.0	3.2	3.7	3.7	2.8	3.0	3.4	3.0
Indonesia	—	—	—	†	4.1	4.6	3.9	2.7
Iran, Islamic Republic of	4.1	4.7	7.0	8.4	2.3	3.7	3.9	6.1
Israel	—	—	—	†	3.1	4.1	3.2	4.2
Italy	3.8	3.8	4.2	2.8	3.1	3.8	2.7	2.5
Japan	1.5	2.0	1.8	2.4	1.7	2.7	3.0	4.5
Jordan	—	—	—	†	3.8	5.6	4.5	6.9
Korea, Republic of	—	—	—	†	1.6	1.9	2.1	2.5
Latvia	2.5	3.2	2.6	3.2	2.6	3.0	2.6	2.4
Lebanon	—	—	—	†	4.3	6.0	4.8	6.4
Lithuania	2.6	2.9	3.0	†	2.1	2.4	2.7	2.5
Macedonia, Republic of	—	—	—	†	3.6	4.2	3.7	3.3
Malaysia	—	—	—	†	3.7	4.0	4.3	4.0
Moldova, Republic of	4.6	4.9	4.8	3.3	3.4	3.7	3.5	2.6
Morocco	6.7	6.8	7.9	6.0	2.5	3.8	3.2	4.6
Netherlands	2.0	2.2	2.2	2.1	3.1	3.8	3.3	3.5
New Zealand	2.5	2.5	3.3	3.1	5.0	6.7	4.8	5.7
Norway	2.6	2.9	3.2	3.1	2.2	3.0	2.2	2.9
Palestinian National Authority	—	—	—	†	3.2	5.2	3.7	6.2
Philippines	9.4	8.8	10.8	6.3	5.8	6.4	5.9	4.1
Romania	—	—	—	†	4.9	4.9	5.5	3.5
Russian Federation	5.2	4.9	5.9	3.3	3.7	4.2	3.7	3.1
Saudi Arabia	—	—	—	†	4.0	5.4	6.2	8.2
Scotland	2.9	4.0	3.1	4.2	3.4	3.5	4.0	3.6
Serbia	—	—	—	†	2.5	2.6	2.9	2.5
Singapore	5.5	6.4	5.4	4.2	4.3	5.0	4.0	3.1

See notes at end of table.

International Comparison of 4th- and 8th-Grade Performance in Science

Table S12-1. Standard errors for the average science scores of 4th- and 8th-grade students, by sex and country: 2003—Continued

Country	Grade 4				Grade 8			
	Total	Sex		Male-female difference	Total	Sex		Male-female difference
		Male	Female			Male	Female	
Slovak Republic	—	—	—	†	3.2	3.4	3.8	3.1
Slovenia	2.5	3.2	3.0	3.7	1.8	2.3	2.4	3.0
South Africa	—	—	—	†	6.7	7.7	7.2	6.1
Sweden	—	—	—	†	2.7	2.7	3.2	2.5
Tunisia	5.7	6.0	6.1	4.3	2.1	2.6	2.3	2.6
United States	2.5	2.8	2.5	1.7	3.1	3.4	3.2	2.1

— Not available.

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2004). *Highlights From the Trends in International Mathematics and Science Study (TIMSS) 2003* (NCES 2005–005), tables C1, C2, C17, and C19 and previously unpublished tabulation (November 2004). Data from the International Association for the Evaluation of Educational Achievement (IEA), TIMSS 1995, 1999, and 2003 assessments.

International Comparison of 4th- and 8th-Grade Performance in Science

Table S12-2. Standard errors for the average science scores of 4th-grade students in 1995 and 2003 and of 8th-grade students in 1995, 1999, and 2003 and change in score since 1995 in grade 4 and since 1995 and 1999 in grade 8, by country

Country	Grade 4			Grade 8				
	1995	2003	1995–2003 difference	1995	1999	2003	1995–2003 difference	1999–2003 difference
Australia	3.8	4.2	5.6	3.9	—	3.8	5.5	†
Belgium-Flemish	—	—	†	6.4	3.1	2.5	6.8	3.9
Bulgaria	—	—	†	5.2	5.4	5.2	7.3	7.5
Chile	—	—	†	—	3.7	2.9	†	4.7
Chinese Taipei	—	—	†	—	4.4	3.5	†	5.5
Cyprus	3.2	2.4	3.9	2.1	2.4	2.0	3.0	3.4
England	3.1	3.6	4.8	—	—	—	†	†
Hong Kong SAR	3.3	3.1	4.5	5.8	3.7	3.0	6.6	4.8
Hungary	3.4	3.0	4.4	3.1	3.7	2.8	4.2	4.7
Indonesia	—	—	†	—	4.5	4.1	†	6.1
Iran, Islamic Republic of	4.6	4.1	6.1	3.6	3.8	2.3	4.2	4.4
Israel	—	—	†	—	4.9	3.1	†	5.7
Italy	—	—	†	—	3.9	3.1	†	5.1
Japan	1.8	1.5	2.3	1.8	2.2	1.7	2.5	2.8
Jordan	—	—	†	—	3.8	3.8	†	5.5
Korea, Republic of	—	—	†	2.0	2.6	1.6	2.6	3.1
Latvia-LSS	4.9	2.8	5.6	3.3	4.8	2.9	4.4	5.5
Lithuania	—	—	†	4.0	4.1	2.1	4.6	4.6
Macedonia, Republic of	—	—	†	—	5.2	3.6	†	6.3
Malaysia	—	—	†	—	4.4	3.7	†	5.8
Moldova, Republic of	—	—	†	—	4.0	3.4	†	5.1
Netherlands	3.2	2.0	3.5	6.0	6.9	3.1	6.8	7.6
New Zealand	5.3	2.3	5.8	4.9	4.9	5.0	7.0	7.0
Norway	3.7	2.6	4.6	2.4	—	2.2	3.3	†
Philippines	—	—	†	—	7.5	5.8	†	9.7
Romania	—	—	†	5.1	5.8	4.9	7.1	7.4
Russian Federation	—	—	†	4.5	6.4	3.7	5.8	7.2
Scotland	4.5	2.9	5.3	5.6	—	3.4	6.6	†
Singapore	4.8	5.5	7.3	5.5	8.0	4.3	7.0	9.1
Slovak Republic	—	—	†	3.3	3.3	3.2	4.7	4.6
Slovenia	3.1	2.5	4.0	2.7	—	1.8	3.3	†
South Africa	—	—	†	—	7.8	6.7	†	10.2
Sweden	—	—	†	4.4	—	2.7	5.2	†
Tunisia	—	—	†	—	3.4	2.1	†	3.7
United States	3.3	2.5	4.2	5.6	4.6	3.1	6.4	5.6

— Not available.

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2004). *Highlights From the Trends in International Mathematics and Science Study (TIMSS) 2003* (NCES 2005–005), tables C13 and C14. Data from the International Association for the Evaluation of Educational Achievement (IEA), TIMSS 1995, 1999, and 2003 assessments.

International Comparisons of Mathematics Literacy

Table S13-1. Standard errors for the average combined mathematics literacy, subscales, and problem-solving scores of 15-year-old students, by country: 2003

Country	Combined mathematics literacy	Mathematics subscales				Problem-solving
		Space and shape	Change and relationships	Quantity	Uncertainty	
OECD average	0.6	0.7	0.7	0.6	0.6	0.6
OECD countries						
Australia	2.1	2.3	2.3	2.1	2.2	2.0
Austria	3.3	3.5	3.6	3.0	3.1	3.2
Belgium	2.3	2.3	2.4	2.3	2.2	2.2
Canada	1.8	1.8	1.9	1.8	1.8	1.7
Czech Republic	3.5	4.1	3.5	3.5	3.1	3.4
Denmark	2.7	2.8	3.0	2.6	2.8	2.5
Finland	1.9	2.0	2.2	1.8	2.1	1.9
France	2.5	3.0	2.6	2.5	2.4	2.7
Germany	3.3	3.3	3.7	3.4	3.3	3.2
Greece	3.9	3.8	4.3	4.0	3.5	4.0
Hungary	2.8	3.3	3.1	2.7	2.6	2.9
Iceland	1.4	1.5	1.4	1.5	1.5	1.4
Ireland	2.4	2.4	2.4	2.5	2.6	2.3
Italy	3.1	3.1	3.2	3.4	3.0	3.1
Japan	4.0	4.3	4.3	3.8	3.9	4.1
Korea, Republic of	3.2	3.8	3.5	3.0	3.0	3.1
Luxembourg	1.0	1.4	1.2	1.1	1.1	1.4
Mexico	3.6	3.2	4.1	3.9	3.3	4.3
Netherlands	3.1	2.9	3.1	3.1	3.0	3.0
New Zealand	2.3	2.3	2.4	2.2	2.3	2.2
Norway	2.4	2.5	2.6	2.2	2.6	2.6
Poland	2.5	2.7	2.7	2.5	2.3	2.8
Portugal	3.4	3.4	4.0	3.5	3.4	3.9
Slovak Republic	3.3	4.0	3.5	3.4	3.2	3.4
Spain	2.4	2.6	2.8	2.5	2.4	2.7
Sweden	2.6	2.6	2.9	2.5	2.7	2.4
Switzerland	3.4	3.5	3.7	3.1	3.3	3.0
Turkey	6.7	6.3	7.6	6.8	6.2	6.0
United States	2.9	2.8	3.0	3.2	3.0	3.1
Non-OECD countries						
Brazil	4.8	4.1	6.0	5.0	3.9	4.8
Hong Kong-China	4.5	4.8	4.7	4.2	4.6	4.2
Indonesia	3.9	3.7	4.6	4.3	2.9	3.3
Latvia	3.7	4.0	4.4	3.6	3.3	3.9
Liechtenstein	4.1	4.6	3.7	4.1	3.7	3.9
Macao-China	2.9	3.3	3.5	3.0	3.2	2.5
Russian Federation	4.2	4.7	4.6	4.0	4.0	4.6
Serbia and Montenegro	3.8	3.9	4.0	3.8	3.5	3.3
Thailand	3.0	3.3	3.4	3.1	2.5	2.7
Tunisia	2.5	2.6	2.8	2.8	2.3	2.1
Uruguay	3.3	3.0	3.6	3.2	3.1	3.7
United Kingdom	2.4	2.5	2.5	2.5	2.4	2.4

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2004). *International Outcomes of Learning in Mathematics Literacy and Problem Solving: PISA 2003 Results From the U.S. Perspective* (NCES 2005-003), tables B-3, and B-12. Data from Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2003.

International Comparisons of Mathematics Literacy

Table S13-2. Standard errors for the average male-female score point differences of combined mathematics literacy, subscale, and problem-solving scores of 15-year-old students, by country: 2003

Country	Combined mathematics literacy	Mathematics subscales				Problem-solving
		Space and shape	Change and relationships	Quantity	Uncertainty	
OECD average	0.81	0.90	0.89	0.84	0.78	0.82
OECD countries						
Australia	3.75	3.88	3.81	3.67	3.72	3.33
Austria	4.41	5.18	4.99	4.19	4.58	4.34
Belgium	4.81	4.62	5.08	4.66	4.68	4.52
Canada	2.13	2.52	2.29	2.23	2.26	2.06
Czech Republic	5.09	5.68	4.93	5.11	4.63	4.99
Denmark	3.21	3.73	3.50	3.07	3.21	3.20
Finland	2.67	2.96	2.82	2.33	2.63	3.03
France	4.16	4.72	4.97	4.45	4.25	4.14
Germany	4.37	4.69	4.43	4.40	3.97	3.90
Greece	3.63	4.02	4.18	3.99	3.68	4.37
Hungary	3.54	4.04	3.88	3.61	3.34	3.71
Iceland	3.46	3.74	3.79	3.89	3.76	3.90
Ireland	4.19	4.28	4.44	4.28	4.60	4.20
Italy	5.89	6.33	6.27	6.54	5.94	6.01
Japan	5.90	6.35	6.56	5.67	5.69	5.66
Korea, Republic of	6.77	7.96	7.29	6.15	6.62	6.10
Luxembourg	2.80	3.28	3.67	3.17	3.49	3.32
Mexico	3.94	3.84	4.43	4.46	3.51	4.45
Netherlands	4.29	4.28	4.27	4.73	4.10	4.09
New Zealand	3.90	3.89	4.06	3.89	3.93	3.82
Norway	3.21	4.27	3.33	3.32	3.32	3.57
Poland	3.14	3.70	3.63	3.27	3.15	3.13
Portugal	3.31	3.52	3.80	3.27	3.15	3.47
Slovak Republic	3.65	4.48	4.16	3.64	3.49	3.66
Spain	2.98	2.96	3.25	3.07	2.83	3.13
Sweden	3.27	3.52	4.33	3.63	3.66	3.12
Switzerland	4.87	5.57	5.30	4.60	5.16	4.11
Turkey	6.16	5.99	7.25	6.33	5.74	5.83
United States	2.89	3.24	2.90	3.38	2.79	3.03
Non-OECD countries						
Brazil	4.06	4.06	4.71	4.53	3.44	3.70
Hong Kong-China	6.65	6.85	7.16	6.09	6.66	6.27
Indonesia	3.39	2.86	3.45	3.12	2.42	3.01
Latvia	3.97	4.19	3.98	3.43	3.32	4.65
Liechtenstein	10.92	12.13	12.10	9.89	10.46	9.84
Macao-China	5.83	6.76	6.56	6.00	5.88	5.55
Russian Federation	4.36	5.03	5.05	4.43	4.19	4.87
Serbia and Montenegro	4.36	4.88	4.93	4.71	4.25	4.07
Thailand	4.24	4.67	5.06	4.91	4.00	4.33
Tunisia	2.51	3.02	3.01	2.69	2.58	2.57
Uruguay	4.15	3.61	4.38	4.09	4.09	4.77
United Kingdom	4.90	5.04	5.04	4.95	4.87	4.51

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2004). *International Outcomes of Learning in Mathematics Literacy and Problem Solving: PISA 2003 Results From the U.S. Perspective* (NCES 2005-003), tables B-18, B-20, and B-21. Data from Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2003.

International Comparisons of Mathematics Literacy

Table S13-3. Standard errors for the average combined mathematics literacy scores of 15-year-old students, by percentile and country: 2003

Country	5th	10th	25th	75th	90th	95th	90th–10th difference
OECD average	1.3	1.1	0.9	0.7	0.7	1.0	1.3
OECD countries							
Australia	4.4	3.4	2.8	2.5	3.0	3.5	4.6
Austria	6.6	4.4	4.0	4.2	4.0	5.0	5.9
Belgium	6.5	4.6	3.4	2.5	2.4	2.4	5.2
Canada	3.1	2.5	2.2	2.1	2.6	3.4	3.6
Czech Republic	6.3	5.7	4.6	4.0	4.4	4.9	7.2
Denmark	4.4	4.5	3.7	3.1	3.7	4.7	5.8
Finland	3.8	2.8	2.2	2.3	2.8	3.1	4.0
France	6.0	5.6	3.7	3.0	3.6	3.5	6.6
Germany	6.1	5.7	4.7	3.5	3.5	3.6	6.6
Greece	5.4	5.1	4.6	4.3	5.3	5.1	7.3
Hungary	5.6	4.2	3.0	3.9	4.7	4.6	6.3
Iceland	4.1	2.7	2.8	2.0	3.0	3.8	4.1
Ireland	4.7	3.2	3.4	3.0	3.6	3.3	4.8
Italy	6.4	5.9	4.3	3.0	3.6	3.7	6.9
Japan	8.2	6.3	5.4	4.4	6.1	6.6	8.8
Korea, Republic of	4.6	4.5	3.7	4.2	5.4	6.8	7.0
Luxembourg	3.9	2.7	2.2	1.9	3.2	2.7	4.2
Mexico	5.4	4.7	4.3	4.5	4.7	5.7	6.6
Netherlands	6.9	5.8	5.4	3.8	3.2	3.4	6.7
New Zealand	4.1	3.9	2.9	2.2	3.2	2.9	5.0
Norway	4.0	3.4	2.9	3.3	3.6	3.9	4.9
Poland	5.8	3.6	3.1	2.9	3.3	3.5	4.9
Portugal	6.3	5.3	5.0	3.5	3.3	3.7	6.2
Slovak Republic	6.9	5.8	4.6	3.8	3.5	4.1	6.8
Spain	5.1	3.5	3.0	3.1	3.5	3.7	5.0
Sweden	5.3	4.4	3.0	3.2	3.8	4.8	5.8
Switzerland	4.8	4.2	3.6	4.9	5.2	6.8	6.7
Turkey	5.8	5.0	5.3	8.5	14.2	22.8	15.1
United States	4.9	4.6	3.7	3.4	3.9	5.1	6.0
Non-OECD countries							
Brazil	6.0	5.3	4.6	6.2	9.5	11.3	10.9
Hong Kong-China	11.1	8.0	6.9	3.7	4.1	4.0	9.0
Indonesia	5.2	4.8	3.5	4.8	6.5	7.7	8.1
Latvia	5.9	5.1	3.9	4.7	4.4	5.0	6.8
Liechtenstein	19.7	9.8	7.6	7.9	9.5	16.4	13.6
Macao-China	8.8	6.0	4.4	4.0	5.5	8.3	8.1
Russian Federation	5.5	5.0	4.8	5.0	5.3	6.1	7.2
Serbia and Montenegro	4.4	4.5	4.0	4.8	5.1	5.3	6.7
Thailand	4.0	3.1	2.9	3.8	4.7	6.4	5.6
Tunisia	3.8	3.5	2.6	3.6	4.8	6.8	5.9
Uruguay	4.3	3.8	4.1	3.8	4.4	4.7	5.8
United Kingdom	4.9	4.1	3.2	3.2	3.6	4.8	5.4

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2004). *International Outcomes of Learning in Mathematics Literacy and Problem Solving: PISA 2003 Results From the U.S. Perspective* (NCES 2005–003), table B–4. Data from Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2003.

Student Reading and Mathematics Performance in Public Schools by Urbanicity

Table S14-1. Standard errors for the percentage distribution of 4th- and 8th-grade public school students, by school location and selected student and school characteristics: 2003

Student or school characteristic	Grade 4					Grade 8				
	All public schools	All central city schools	Large central city schools	Urban fringe schools	Rural schools	All public schools	All central city schools	Large central city schools	Urban fringe schools	Rural schools
Total	†	†	†	†	†	†	†	†	†	†
Sex										
Male	0.20	0.37	0.41	0.34	0.31	0.22	0.45	0.59	0.29	0.30
Female	0.20	0.37	0.41	0.34	0.31	0.22	0.45	0.59	0.29	0.30
Race/ethnicity										
American Indian	0.05	0.06	0.10	0.07	0.16	0.07	0.08	0.14	0.07	0.18
Asian/Pacific Islander	0.20	0.44	0.67	0.37	0.13	0.19	0.46	1.16	0.32	0.10
Black	0.31	0.64	1.37	0.50	0.32	0.32	0.72	1.60	0.50	0.46
White	0.38	0.65	1.25	0.60	0.71	0.36	0.63	1.24	0.59	0.56
Hispanic	0.38	0.60	1.45	0.60	0.76	0.31	0.61	1.10	0.53	0.49
Percent of students in school eligible for free or reduced-price lunch										
0–10	0.60	0.93	1.58	1.03	0.98	0.69	0.88	2.19	1.40	1.09
11–25	0.76	1.18	1.01	1.29	1.25	0.82	1.41	1.42	1.52	1.65
26–50	0.80	1.36	1.79	1.34	1.18	0.78	1.54	2.26	0.98	1.51
51–75	0.71	1.61	2.62	1.25	1.52	0.92	1.67	3.31	1.32	1.32
76–100	0.62	1.66	2.84	1.01	0.76	0.59	1.40	3.42	0.95	0.82
Percent of minority students in school										
0–10	0.58	0.53	0.66	0.97	1.10	0.44	0.69	0.59	0.83	1.04
11–25	0.73	0.97	1.31	1.32	1.28	0.55	1.04	1.62	0.99	1.15
26–50	0.59	1.24	1.40	1.10	0.78	0.65	1.40	1.62	1.19	0.75
51–75	0.67	1.40	2.62	1.11	1.19	0.66	1.20	2.38	1.23	0.67
76–100	0.51	1.15	2.36	0.77	0.76	0.55	0.97	2.59	1.09	0.67

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment, previously unpublished tabulation (January 2005).

Student Reading and Mathematics Performance in Public Schools by Urbanicity

Table S14-2. Standard errors for the percentile distribution of average reading and mathematics scores of 4th- and 8th-grade public school students and the percentage of students at each achievement level, by school location: 2003

Grade, percentile, and achievement level	Reading					Mathematics				
	All public schools	All central city schools	Large central city schools	Urban fringe schools	Rural schools	All public schools	All central city schools	Large central city schools	Urban fringe schools	Rural schools
Average score										
Grade 4	0.3	0.6	1.0	0.3	0.5	0.2	0.5	0.8	0.3	0.3
Grade 8	0.2	0.5	1.2	0.5	0.4	0.3	0.5	1.0	0.5	0.4
Percentile										
Grade 4										
10th	0.5	0.9	1.4	0.6	1.0	0.3	0.5	1.1	0.7	0.6
25th	0.4	0.8	1.3	0.3	0.7	0.3	0.6	0.8	0.5	0.4
50th	0.4	0.7	0.9	0.4	0.7	0.2	0.5	0.9	0.4	0.3
75th	0.2	0.5	1.1	0.4	0.4	0.3	0.6	1.0	0.4	0.3
90th	0.3	0.5	2.0	0.4	0.5	0.2	0.5	1.1	0.5	0.3
Grade 8										
10th	0.5	1.0	2.3	1.0	0.9	0.6	0.8	1.8	0.8	0.7
25th	0.3	0.7	1.6	0.6	0.5	0.4	0.7	1.3	0.5	0.5
50th	0.3	0.5	1.2	0.6	0.4	0.4	0.7	1.2	0.5	0.4
75th	0.3	0.4	0.9	0.5	0.5	0.3	0.5	1.1	0.3	0.5
90th	0.3	0.6	0.9	0.4	0.5	0.3	1.0	1.8	0.7	0.4
Percentage at achievement level										
Grade 4										
Below Basic	0.3	0.6	1.0	0.4	0.6	0.3	0.7	1.1	0.4	0.5
At or above Basic	0.3	0.6	1.0	0.4	0.6	0.3	0.7	1.1	0.4	0.5
At or above Proficient	0.3	0.5	0.9	0.4	0.5	0.3	0.6	0.9	0.5	0.4
At Advanced	0.1	0.2	0.4	0.2	0.2	0.1	0.2	0.3	0.2	0.2
Grade 8										
Below Basic	0.3	0.6	1.3	0.4	0.4	0.3	0.7	1.3	0.5	0.5
At or above Basic	0.3	0.6	1.3	0.4	0.4	0.3	0.7	1.3	0.5	0.5
At or above Proficient	0.3	0.5	0.9	0.5	0.5	0.3	0.5	0.8	0.5	0.4
At Advanced	0.1	0.1	0.2	0.1	0.1	0.1	0.2	0.3	0.3	0.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading and Mathematics Assessments, previously unpublished tabulation (January 2005).

Trends in Adult Literary Reading Habits

Table S15-1. Standard errors for the percentage of respondents age 25 or older who reported reading literature in the past 12 months, by selected characteristics: Various years, 1982–2002

Characteristic	1982	1985	1992	2002
Total	0.43	0.79	0.50	0.47
Sex				
Male	0.64	0.74	0.76	0.67
Female	0.56	0.65	0.65	0.63
Race/ethnicity				
American Indian	†	11.73	8.33	5.46
Asian/Pacific Islander	†	3.74	3.14	2.35
Black	1.41	1.60	1.66	1.51
White	0.46	0.53	0.55	0.53
Hispanic	1.80	2.19	1.69	1.41
Age				
25–34	0.79	0.94	1.01	1.04
35–44	0.93	1.04	1.00	0.96
45–54	1.03	1.21	1.20	1.02
55–64	1.05	1.28	1.33	1.22
65 or older	1.01	1.13	1.13	1.02
Education				
Less than high school	0.73	0.93	0.97	0.94
High school diploma or equivalent	0.72	0.83	0.84	0.81
Some college	0.90	1.04	1.05	0.91
Bachelor's degree or higher	0.77	0.91	0.89	0.84
Family income				
Less than \$15,000	†	†	1.05	1.26
\$15,000–29,999	†	†	1.00	1.10
\$30,000–49,999	†	†	0.95	1.02
\$50,000–74,999	†	†	1.37	1.12
\$75,000 or more	†	†	1.55	0.98
Employment status				
Employed	0.55	0.63	†	0.59
Looking for work	2.56	3.01	†	2.70
Not in labor force	0.75	0.83	†	0.80
Community type				
Urban	0.83	0.92	0.88	1.00
Suburban	0.66	0.72	0.74	0.72
Rural	0.75	0.95	1.06	0.99
Citizenship				
U.S.-born	†	†	†	0.50
Naturalized U.S. citizen	†	†	†	1.89
Non-U.S. citizen	†	†	†	1.75

† Not applicable.

SOURCE: National Endowment for the Arts, Survey of Public Participation in the Arts as part of the 1982 Bureau of the Census National Crime Survey, 1985 and 1992 Bureau of the Census National Crime Victimization Survey, and 2002 Bureau of the Census Current Population Survey, August Supplement, previously unpublished tabulation (February 2005).

Trends in Adult Literary Reading Habits

Table S15-2. Standard errors for the percentage of respondents age 25 or older who reported reading literature in the past 12 months, by highest educational attainment and selected characteristics: 2002

Characteristic	Less than high school	High school diploma or equivalent	Some college	Bachelor's degree or higher
Total	0.94	0.81	0.91	0.84
Sex				
Male	1.17	1.14	1.37	1.25
Female	1.44	1.10	1.17	1.05
Race/ethnicity				
American Indian	1.88	9.70	7.05	13.48
Asian/Pacific Islander	5.00	4.75	5.81	3.39
Black	2.63	2.46	2.81	3.71
White	1.29	0.92	1.01	0.90
Hispanic	1.74	2.78	3.66	4.37
Age				
25–34	2.55	1.88	1.92	1.80
35–44	2.11	1.70	1.81	1.66
45–54	2.59	1.81	1.90	1.68
55–64	2.47	2.10	2.39	2.12
65 or older	1.45	1.67	2.43	2.28
Family income				
Less than \$15,000	1.62	2.18	3.30	4.78
\$15,000–29,999	1.78	1.73	2.24	3.11
\$30,000–49,999	2.37	1.63	1.85	2.05
\$50,000–74,999	3.86	2.02	1.99	1.85
\$75,000 or more	5.80	2.42	2.01	1.25
Employment status				
Employed	1.48	1.06	1.10	0.97
Looking for work	4.32	4.46	5.18	5.35
Not in labor force	1.27	1.32	1.73	1.69
Community type				
Urban	1.78	1.84	2.00	1.68
Suburban	1.80	1.27	1.41	1.21
Rural	1.59	1.61	1.92	2.30
Citizenship				
U.S.-born	1.10	0.86	0.95	0.88
Naturalized U.S. citizen	3.33	3.42	4.67	3.19
Non-U.S. citizen	2.17	3.87	5.17	3.74

SOURCE: National Endowment for the Arts, Survey of Public Participation in the Arts as part of the 2002 Bureau of the Census Current Population Survey, August Supplement, previously unpublished tabulation (February 2005).

Annual Earnings of Young Adults by Race/Ethnicity

Table S16-1. Standard errors for the median annual earnings of full-time, full-year wage and salary workers ages 25–34, by race/ethnicity: 1977–2003

[In constant 2003 dollars]			
Year	Black	White	Hispanic
1977	\$790	\$340	\$1,070
1978	700	360	990
1979	600	320	840
1980	440	230	1,070
1981	570	220	950
1982	640	290	990
1983	640	270	840
1984	530	270	690
1985	460	220	660
1986	550	220	750
1987	470	210	790
1988	390	200	970
1989	520	280	840
1990	650	310	710
1991	510	260	710
1992	560	210	640
1993	520	200	520
1994	480	190	540
1995	430	200	470
1996	340	240	410
1997	530	390	440
1998	520	180	570
1999	400	200	690
2000	400	350	490
2001	360	470	430
2002	770	230	340
2003	1,020	220	380

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), Annual Social and Economic Supplement, 1978–2004, previously unpublished tabulation (January 2005).

Annual Earnings of Young Adults by Race/Ethnicity

Table S16-2. Standard errors for the median annual earnings of full-time, full-year wage and salary workers ages 25–34, by race/ethnicity and educational attainment: 1977–2003

[In constant 2003 dollars]

Year	Black				White				Hispanic			
	Grades 9–11	High school diploma or equivalent	Some college	Bachelor's degree or higher	Grades 9–11	High school diploma or equivalent	Some college	Bachelor's degree or higher	Grades 9–11	High school diploma or equivalent	Some college	Bachelor's degree or higher
1977	\$1,200	\$1,000	\$1,400	\$1,810	\$1,060	\$390	\$660	\$580	\$2,100	\$1,900	\$2,280	\$2,990
1978	1,520	1,010	1,450	2,050	900	380	710	560	3,350	1,610	1,630	4,470
1979	920	960	1,200	2,220	980	560	560	470	2,010	1,060	2,930	3,540
1980	1,330	660	1,220	1,380	1,120	440	450	570	2,050	1,070	2,120	2,930
1981	1,230	810	870	1,510	1,240	360	430	450	1,800	1,270	1,860	4,030
1982	1,150	980	1,120	760	1,300	350	550	410	1,540	1,390	1,910	2,700
1983	1,720	860	900	1,630	990	350	550	450	1,570	1,280	1,820	2,380
1984	1,380	760	1,000	1,230	1,130	470	490	600	1,960	970	1,420	1,700
1985	1,160	650	800	1,110	790	420	400	400	1,850	920	2,410	2,630
1986	660	860	920	1,180	710	410	420	440	1,640	840	1,680	2,940
1987	1,450	720	960	830	710	410	390	420	1,380	1,000	1,520	2,850
1988	1,550	470	1,200	680	760	360	400	730	1,870	900	1,550	2,320
1989	960	580	750	1,040	680	280	480	580	1,740	1,000	1,590	2,460
1990	930	440	840	780	570	290	620	420	1,770	960	1,110	1,910
1991	1,120	540	790	1,300	890	290	540	360	1,320	980	1,210	1,880
1992	1,660	440	730	1,290	670	290	510	340	750	1,130	1,250	1,660
1993	2,170	440	780	890	1,020	260	410	970	1,010	1,040	760	2,040
1994	1,080	900	670	850	870	270	360	840	810	1,090	1,030	1,570
1995	1,310	700	750	1,130	1,030	310	330	750	840	940	840	1,400
1996	730	810	860	1,150	690	420	330	500	630	740	1,380	1,230
1997	1,250	590	780	650	660	250	360	340	970	590	1,100	1,970
1998	1,320	750	420	1,800	790	310	610	710	570	720	960	2,110
1999	750	870	830	1,420	1,150	290	340	350	680	610	830	970
2000	1,390	450	580	1,750	570	490	330	380	890	1,110	1,130	2,170
2001	1,000	950	570	1,380	1,040	590	300	440	600	740	1,320	1,950
2002	1,670	810	1,070	1,170	1,050	560	300	860	560	770	910	1,550
2003	1,090	470	700	580	920	790	280	940	470	830	570	1,870

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), Annual Social and Economic Supplement, 1978–2004, previously unpublished tabulation (January 2005).

Annual Earnings of Young Adults by Race/Ethnicity

Table S16-3. Standard errors for the ratio of median annual earnings of full-time, full-year wage and salary workers ages 25–34 whose highest educational level was grades 9–11, some college, or a bachelor’s degree or higher, compared with those with a high school diploma or equivalent, by race/ethnicity: 1977–2003

Year	Total population			Grades 9–11			Some college			Bachelor’s degree or higher		
	Black	White	Hispanic	Black	White	Hispanic	Black	White	Hispanic	Black	White	Hispanic
1977	0.047	0.015	0.074	0.050	0.031	0.091	0.064	0.022	0.100	0.081	0.021	0.124
1978	0.043	0.016	0.061	0.058	0.028	0.115	0.063	0.024	0.074	0.082	0.021	0.154
1979	0.043	0.021	0.048	0.045	0.032	0.076	0.059	0.025	0.109	0.093	0.025	0.131
1980	0.031	0.016	0.058	0.054	0.036	0.084	0.054	0.020	0.092	0.062	0.024	0.120
1981	0.038	0.014	0.065	0.051	0.041	0.084	0.046	0.019	0.094	0.068	0.021	0.170
1982	0.050	0.016	0.061	0.057	0.044	0.067	0.062	0.022	0.087	0.058	0.020	0.117
1983	0.048	0.015	0.059	0.077	0.033	0.070	0.058	0.022	0.086	0.084	0.021	0.106
1984	0.043	0.019	0.043	0.065	0.038	0.076	0.058	0.023	0.062	0.074	0.027	0.075
1985	0.034	0.017	0.045	0.051	0.028	0.076	0.043	0.020	0.100	0.059	0.023	0.113
1986	0.045	0.017	0.041	0.039	0.026	0.063	0.056	0.021	0.067	0.072	0.024	0.112
1987	0.039	0.017	0.048	0.067	0.026	0.058	0.055	0.019	0.069	0.056	0.023	0.116
1988	0.027	0.015	0.051	0.067	0.027	0.076	0.056	0.018	0.071	0.040	0.029	0.100
1989	0.034	0.014	0.052	0.044	0.024	0.074	0.041	0.019	0.076	0.054	0.023	0.110
1990	0.035	0.016	0.052	0.043	0.021	0.080	0.043	0.024	0.066	0.046	0.020	0.100
1991	0.035	0.015	0.053	0.053	0.032	0.063	0.045	0.022	0.070	0.068	0.020	0.097
1992	0.034	0.014	0.055	0.077	0.025	0.045	0.041	0.022	0.074	0.067	0.019	0.094
1993	0.034	0.013	0.053	0.103	0.038	0.056	0.044	0.018	0.062	0.053	0.038	0.109
1994	0.052	0.014	0.052	0.059	0.033	0.046	0.057	0.017	0.068	0.070	0.034	0.093
1995	0.043	0.016	0.049	0.065	0.039	0.050	0.053	0.018	0.058	0.072	0.033	0.090
1996	0.043	0.019	0.037	0.044	0.028	0.036	0.057	0.020	0.069	0.075	0.028	0.071
1997	0.035	0.017	0.032	0.055	0.024	0.046	0.043	0.015	0.054	0.045	0.017	0.091
1998	0.044	0.014	0.037	0.062	0.028	0.031	0.043	0.024	0.051	0.092	0.029	0.095
1999	0.042	0.014	0.040	0.039	0.041	0.036	0.051	0.016	0.047	0.076	0.020	0.060
2000	0.029	0.023	0.053	0.063	0.023	0.051	0.035	0.022	0.070	0.083	0.028	0.113
2001	0.048	0.030	0.037	0.054	0.040	0.036	0.052	0.026	0.065	0.085	0.034	0.093
2002	0.047	0.025	0.034	0.071	0.040	0.033	0.056	0.024	0.050	0.068	0.042	0.078
2003	0.045	0.034	0.041	0.045	0.038	0.036	0.034	0.031	0.050	0.037	0.052	0.095

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), Annual Social and Economic Supplement, 1978–2004, previously unpublished tabulation (January 2005).

Annual Earnings of Young Adults by Race/Ethnicity

Table S16-4. Standard errors for the ratio of median annual earnings of White to Black and White to Hispanic full-time, full-year wage and salary workers ages 25–34, by educational attainment: 1977–2003

Year	Ratio of White to Black					Ratio of White to Hispanic				
	Total population	Grades 9–11	High school diploma or equivalent	Some college	Bachelor's degree or higher	Total population	Grades 9–11	High school diploma or equivalent	Some college	Bachelor's degree or higher
1977	0.036	0.097	0.047	0.057	0.053	0.040	0.087	0.074	0.081	0.091
1978	0.030	0.093	0.042	0.052	0.066	0.037	0.134	0.056	0.060	0.126
1979	0.028	0.064	0.047	0.050	0.067	0.035	0.095	0.046	0.092	0.096
1980	0.023	0.109	0.035	0.054	0.048	0.043	0.093	0.050	0.067	0.088
1981	0.027	0.099	0.038	0.040	0.056	0.042	0.091	0.061	0.064	0.131
1982	0.030	0.085	0.049	0.053	0.032	0.044	0.106	0.056	0.078	0.078
1983	0.032	0.140	0.048	0.042	0.060	0.036	0.089	0.055	0.068	0.080
1984	0.031	0.133	0.050	0.053	0.043	0.029	0.092	0.041	0.058	0.052
1985	0.025	0.104	0.037	0.043	0.040	0.030	0.103	0.043	0.082	0.068
1986	0.030	0.061	0.049	0.046	0.043	0.031	0.083	0.035	0.066	0.077
1987	0.024	0.089	0.043	0.041	0.033	0.032	0.082	0.043	0.054	0.075
1988	0.020	0.109	0.029	0.048	0.033	0.042	0.107	0.041	0.052	0.073
1989	0.027	0.069	0.031	0.036	0.041	0.039	0.096	0.046	0.060	0.075
1990	0.036	0.076	0.027	0.042	0.027	0.037	0.102	0.049	0.047	0.056
1991	0.030	0.109	0.033	0.041	0.048	0.034	0.087	0.048	0.047	0.061
1992	0.028	0.109	0.028	0.037	0.042	0.031	0.062	0.053	0.048	0.054
1993	0.029	0.179	0.029	0.041	0.043	0.027	0.081	0.053	0.034	0.077
1994	0.024	0.086	0.051	0.033	0.044	0.027	0.078	0.052	0.041	0.055
1995	0.022	0.111	0.042	0.034	0.047	0.026	0.074	0.050	0.042	0.047
1996	0.019	0.061	0.048	0.038	0.042	0.023	0.057	0.041	0.057	0.039
1997	0.030	0.107	0.031	0.035	0.024	0.027	0.066	0.032	0.048	0.058
1998	0.024	0.092	0.042	0.027	0.058	0.031	0.056	0.036	0.042	0.068
1999	0.019	0.086	0.042	0.039	0.049	0.038	0.075	0.034	0.036	0.029
2000	0.022	0.081	0.033	0.027	0.055	0.026	0.058	0.056	0.043	0.059
2001	0.023	0.071	0.053	0.026	0.043	0.028	0.058	0.043	0.050	0.058
2002	0.035	0.110	0.043	0.044	0.040	0.019	0.059	0.040	0.036	0.045
2003	0.045	0.094	0.037	0.032	0.027	0.021	0.050	0.053	0.021	0.063

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), Annual Social and Economic Supplement, 1978–2004, previously unpublished tabulation (January 2005).

Employment Outcomes of Young Adults by Race/Ethnicity

Table S17-1. Standard errors for the percentage of adults ages 25–34, by employment status, educational attainment, and race/ethnicity: Selected years, 1971–2004

Employment status, educational attainment, and race/ethnicity	1971	1974	1977	1980	1983	1986	1989	1992	1995	1998	2001	2004
Employed full time												
Total	0.67	0.63	0.59	0.57	0.57	0.55	0.59	0.57	0.57	0.60	0.43	0.43
Less than high school	0.65	0.61	0.56	0.55	0.52	0.52	0.58	0.53	0.56	0.61	0.44	0.44
High school diploma or equivalent	0.67	0.63	0.59	0.57	0.57	0.55	0.59	0.57	0.57	0.60	0.43	0.43
Some college	0.67	0.63	0.59	0.57	0.57	0.55	0.58	0.56	0.57	0.60	0.43	0.43
Bachelor's degree or higher	0.66	0.61	0.58	0.55	0.55	0.52	0.55	0.54	0.54	0.57	0.41	0.41
Black	0.57	0.53	0.50	0.48	0.45	0.44	0.44	0.44	0.45	0.45	0.45	0.46
Less than high school	0.55	0.52	0.48	0.44	0.40	0.39	0.39	0.39	0.38	0.44	0.44	0.43
High school diploma or equivalent	0.57	0.53	0.50	0.48	0.45	0.44	0.44	0.44	0.45	0.46	0.46	0.46
Some college	0.56	0.53	0.51	0.48	0.46	0.44	0.43	0.44	0.44	0.45	0.44	0.46
Bachelor's degree or higher	0.55	0.51	0.47	0.48	0.44	0.39	0.40	0.42	0.41	0.41	0.40	0.41
White	0.67	0.63	0.59	0.57	0.57	0.55	0.58	0.56	0.56	0.60	0.42	0.43
Less than high school	0.65	0.62	0.57	0.55	0.52	0.53	0.58	0.53	0.56	0.61	0.44	0.43
High school diploma or equivalent	0.67	0.63	0.59	0.57	0.57	0.55	0.59	0.56	0.57	0.60	0.43	0.43
Some college	0.67	0.63	0.59	0.57	0.57	0.55	0.58	0.56	0.57	0.60	0.42	0.43
Bachelor's degree or higher	0.66	0.61	0.58	0.55	0.55	0.52	0.54	0.54	0.53	0.57	0.41	0.41
Hispanic	1.05	0.77	0.73	0.70	0.70	0.58	0.64	0.59	0.43	0.64	0.46	0.45
Less than high school	1.03	0.75	0.70	0.68	0.66	0.56	0.63	0.57	0.42	0.64	0.46	0.46
High school diploma or equivalent	1.07	0.77	0.73	0.71	0.70	0.58	0.63	0.59	0.43	0.63	0.45	0.45
Some college	1.07	0.78	0.74	0.70	0.71	0.58	0.63	0.59	0.42	0.62	0.45	0.45
Bachelor's degree or higher	1.04	0.76	0.73	0.70	0.70	0.56	0.61	0.59	0.42	0.61	0.45	0.44
Employed part time												
Total	0.52	0.49	0.49	0.47	0.47	0.45	0.47	0.46	0.46	0.49	0.34	0.33
Less than high school	0.55	0.51	0.50	0.48	0.47	0.46	0.48	0.47	0.47	0.48	0.34	0.33
High school diploma or equivalent	0.52	0.48	0.49	0.47	0.47	0.45	0.48	0.46	0.46	0.48	0.34	0.32
Some college	0.52	0.49	0.49	0.47	0.49	0.46	0.48	0.47	0.47	0.50	0.34	0.34
Bachelor's degree or higher	0.50	0.49	0.49	0.47	0.47	0.44	0.45	0.46	0.46	0.49	0.34	0.34
Black	0.48	0.43	0.42	0.39	0.35	0.34	0.34	0.35	0.34	0.36	0.34	0.33
Less than high school	0.49	0.44	0.41	0.40	0.35	0.34	0.32	0.31	0.32	0.34	0.35	0.31
High school diploma or equivalent	0.49	0.42	0.43	0.38	0.35	0.34	0.33	0.35	0.35	0.37	0.33	0.32
Some college	0.42	0.43	0.41	0.37	0.37	0.36	0.36	0.36	0.34	0.37	0.35	0.34
Bachelor's degree or higher	0.43	0.44	0.40	0.42	0.35	0.33	0.34	0.36	0.33	0.34	0.31	0.32
White	0.52	0.48	0.49	0.47	0.48	0.46	0.48	0.47	0.47	0.49	0.34	0.34
Less than high school	0.54	0.50	0.50	0.48	0.48	0.47	0.49	0.49	0.48	0.50	0.35	0.35
High school diploma or equivalent	0.52	0.47	0.49	0.47	0.48	0.46	0.48	0.46	0.46	0.48	0.34	0.33
Some college	0.52	0.49	0.49	0.48	0.50	0.46	0.48	0.47	0.47	0.51	0.34	0.35
Bachelor's degree or higher	0.49	0.49	0.49	0.46	0.47	0.44	0.45	0.46	0.46	0.49	0.34	0.35
Hispanic	0.88	0.65	0.60	0.58	0.57	0.46	0.52	0.50	0.34	0.49	0.35	0.34
Less than high school	0.87	0.65	0.60	0.59	0.57	0.46	0.53	0.50	0.36	0.48	0.35	0.33
High school diploma or equivalent	0.82	0.65	0.57	0.57	0.56	0.45	0.50	0.49	0.32	0.48	0.35	0.32
Some college	0.98	0.66	0.63	0.59	0.57	0.47	0.52	0.48	0.33	0.48	0.35	0.35
Bachelor's degree or higher	1.02	0.54	0.65	0.57	0.56	0.45	0.50	0.51	0.36	0.52	0.36	0.34

See notes at end of table.

Employment Outcomes of Young Adults by Race/Ethnicity

Table S17-1. Standard errors for the percentage of adults ages 25–34, by employment status, educational attainment, and race/ethnicity: Selected years, 1971–2004—Continued

Employment status, educational attainment, and race/ethnicity	1971	1974	1977	1980	1983	1986	1989	1992	1995	1998	2001	2004
Unemployed												
Total	0.27	0.23	0.27	0.25	0.33	0.26	0.25	0.29	0.25	0.25	0.15	0.19
Less than high school	0.33	0.28	0.35	0.32	0.41	0.36	0.34	0.37	0.33	0.36	0.21	0.25
High school diploma or equivalent	0.25	0.22	0.27	0.27	0.36	0.29	0.26	0.31	0.26	0.27	0.17	0.21
Some college	0.25	0.21	0.25	0.24	0.31	0.23	0.22	0.27	0.23	0.23	0.14	0.19
Bachelor's degree or higher	0.21	0.18	0.20	0.16	0.22	0.16	0.17	0.18	0.18	0.15	0.11	0.14
Black	0.31	0.30	0.36	0.34	0.43	0.34	0.35	0.36	0.31	0.34	0.21	0.25
Less than high school	0.36	0.33	0.41	0.39	0.45	0.40	0.42	0.39	0.38	0.49	0.31	0.32
High school diploma or equivalent	0.29	0.28	0.36	0.35	0.46	0.36	0.36	0.38	0.34	0.33	0.23	0.26
Some college	0.19	0.30	0.36	0.32	0.40	0.31	0.29	0.33	0.26	0.32	0.17	0.25
Bachelor's degree or higher	0.22	0.23	0.20	0.23	0.34	0.18	0.23	0.21	0.25	0.20	0.14	0.15
White	0.26	0.21	0.25	0.23	0.31	0.24	0.22	0.27	0.22	0.22	0.14	0.18
Less than high school	0.32	0.26	0.34	0.31	0.41	0.35	0.32	0.39	0.32	0.34	0.19	0.26
High school diploma or equivalent	0.24	0.21	0.26	0.25	0.34	0.27	0.24	0.29	0.23	0.26	0.16	0.20
Some college	0.25	0.20	0.23	0.22	0.29	0.21	0.20	0.25	0.22	0.20	0.13	0.18
Bachelor's degree or higher	0.20	0.18	0.20	0.15	0.20	0.15	0.16	0.18	0.16	0.14	0.10	0.13
Hispanic	0.29	0.27	0.30	0.28	0.36	0.30	0.28	0.31	0.29	0.28	0.16	0.20
Less than high school	0.30	0.31	0.31	0.31	0.39	0.34	0.32	0.33	0.31	0.32	0.18	0.23
High school diploma or equivalent	0.27	0.25	0.28	0.23	0.35	0.29	0.25	0.35	0.29	0.26	0.15	0.19
Some college	0.31	0.20	0.30	0.31	0.30	0.27	0.25	0.25	0.25	0.25	0.14	0.20
Bachelor's degree or higher	0.28	0.28	0.22	0.24	0.24	0.22	0.26	0.20	0.22	0.21	0.16	0.15
Not in the labor force												
Total	0.61	0.55	0.50	0.45	0.44	0.42	0.44	0.42	0.43	0.44	0.32	0.34
Less than high school	0.64	0.59	0.56	0.53	0.54	0.51	0.55	0.53	0.53	0.54	0.40	0.40
High school diploma or equivalent	0.62	0.57	0.52	0.47	0.46	0.42	0.45	0.42	0.43	0.45	0.33	0.35
Some college	0.60	0.53	0.48	0.43	0.41	0.40	0.41	0.39	0.41	0.42	0.31	0.33
Bachelor's degree or higher	0.53	0.45	0.41	0.37	0.35	0.34	0.35	0.35	0.33	0.36	0.28	0.29
Black	0.57	0.54	0.49	0.46	0.46	0.44	0.48	0.46	0.46	0.43	0.33	0.36
Less than high school	0.62	0.59	0.56	0.54	0.55	0.54	0.59	0.56	0.57	0.55	0.42	0.43
High school diploma or equivalent	0.53	0.53	0.47	0.44	0.45	0.43	0.48	0.45	0.46	0.45	0.35	0.37
Some college	0.54	0.44	0.42	0.40	0.40	0.40	0.39	0.39	0.40	0.40	0.29	0.35
Bachelor's degree or higher	0.47	0.37	0.34	0.32	0.29	0.26	0.29	0.31	0.29	0.30	0.23	0.26
White	0.61	0.55	0.50	0.45	0.44	0.40	0.43	0.40	0.40	0.42	0.31	0.32
Less than high school	0.65	0.59	0.56	0.52	0.53	0.49	0.54	0.52	0.52	0.54	0.40	0.39
High school diploma or equivalent	0.63	0.57	0.52	0.47	0.46	0.42	0.44	0.41	0.42	0.44	0.32	0.34
Some college	0.61	0.54	0.49	0.43	0.41	0.40	0.41	0.39	0.40	0.41	0.31	0.32
Bachelor's degree or higher	0.53	0.45	0.41	0.37	0.35	0.33	0.35	0.33	0.32	0.36	0.27	0.27
Hispanic	0.64	0.57	0.54	0.50	0.50	0.48	0.48	0.48	0.48	0.49	0.35	0.36
Less than high school	0.66	0.59	0.58	0.53	0.53	0.52	0.52	0.52	0.52	0.54	0.39	0.39
High school diploma or equivalent	0.62	0.56	0.53	0.49	0.47	0.46	0.49	0.44	0.46	0.47	0.33	0.35
Some college	0.55	0.53	0.46	0.42	0.45	0.40	0.43	0.42	0.45	0.45	0.32	0.31
Bachelor's degree or higher	0.51	0.49	0.42	0.42	0.44	0.38	0.36	0.40	0.38	0.37	0.31	0.31

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), Annual Social and Economic Supplement, selected years, 1971–2004, previously unpublished tabulation (December 2004).

Kindergarten Entry and Retention

Table S18-1. Standard errors for the percentage distribution of kindergarten enrollment status, by selected characteristics: Fall 1998

Characteristic	Total	First-time, entered on time	First-time, delayed entry	Repeating kindergarten
	†	†	†	†
Total				
Sex				
Male	0.5	0.6	2.6	2.8
Female	0.5	0.6	2.6	2.8
Age in fall 1998				
4 years, 8 months–4 years, 11 months	0.6	0.6	0.6	1.7
5 years, 0 months–5 years, 3 months	0.5	0.6	1.1	1.3
5 years, 4 months–5 years, 7 months	0.7	0.7	1.2	1.9
5 years, 8 months–5 years, 11 months	0.7	0.8	2.5	2.6
6 years, 0 months–6 years, 7 months	0.4	0.2	2.3	3.4
Race/ethnicity				
Asian	0.2	0.2	0.5	0.4
Black	0.9	1.0	1.7	2.8
White	1.4	1.5	2.4	3.7
Other	0.7	0.6	1.1	1.9
Hispanic	0.9	0.9	1.5	2.2
Developmental difficulty				
Yes	0.5	0.6	1.7	2.6
No	0.5	0.6	1.7	2.6
Poverty status				
Poor	0.8	0.8	1.4	2.9
Nonpoor	0.8	0.8	1.4	2.9
Parents' education				
Less than high school	0.4	0.5	1.4	2.4
High school diploma or equivalent	0.8	0.9	1.9	2.4
Some college	0.7	0.8	2.4	2.8
Bachelor's degree or higher	1.0	1.0	2.3	3.7
Attended preschool				
Yes	0.9	1.0	2.6	2.7
No	0.9	1.0	2.6	2.7
Fall 1998 kindergarten program type				
Half-day	2.7	2.7	3.2	4.3
Full-day	2.7	2.7	3.2	4.3

† Not applicable.

SOURCE: Reaney, L.M., and West, J. (forthcoming). *The Early Reading and Mathematics Achievement of Children Who Repeated Kindergarten or Who Began School a Year Late* (NCES 2005–130), table A1a. Data from U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS–K), Longitudinal Kindergarten–First Grade Public-Use File.

Status Dropout Rates by Race/Ethnicity

Table S19-1. Standard errors for the status dropout rates of 16- through 24-year-olds, by race/ethnicity: October 1972–2002

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

NOTE: Some standard errors are revised from previous publications.

SOURCE: Laird, J., Lew, S., and Chapman, C. (forthcoming). *Dropout Rates in the United States: 2002* (NCES 2005–040), table B8. Data from U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October Supplement, 1972–2002.

Status Dropout Rates by Race/Ethnicity

Table S19-2. Standard errors for the status dropout rates and number and percentage distribution of dropouts ages 16–24, by selected characteristics: October 2002

Characteristic	Status dropout rate (percent)	Number of status dropouts (thousands)	Percent of all dropouts	Percent of population
Total	0.24	84	†	†
Sex				
Male	0.35	63	1.19	0.39
Female	0.32	56	1.19	0.39
Race/ethnicity				
Asian/Pacific Islander	0.79	13	0.36	0.19
Black	0.70	35	0.91	0.29
White	0.24	54	1.17	0.37
Hispanic	0.93	57	1.34	0.33
Age				
16	0.39	16	0.43	0.25
17	0.52	21	0.57	0.25
18	0.70	28	0.75	0.25
19	0.76	30	0.79	0.24
20–24	0.35	68	1.13	0.39
Immigration status				
Born outside the 50 states and the District of Columbia				
Hispanic	1.56	43	1.25	0.23
Non-Hispanic	0.72	15	0.41	0.18
First generation				
Hispanic	1.31	26	0.72	0.20
Non-Hispanic	0.60	12	0.32	0.18
Second generation or more				
Hispanic	1.39	20	0.55	0.17
Non-Hispanic	0.25	62	1.19	0.35
Region				
Northeast	0.50	33	0.85	0.28
Midwest	0.44	37	0.93	0.32
South	0.46	56	1.25	0.39
West	0.51	44	1.09	0.35

† Not applicable.

NOTE: Standard errors are revised from previous publications.

SOURCE: Laird, J., Lew, S., and Chapman, C. (forthcoming). *Dropout Rates in the United States: 2002* (NCES 2005–040), table B6. Data from U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October Supplement, 2002.

Immediate Transition to College

Table S20-1. 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: 1972–2003

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

† Not applicable.

NOTE: Some standard errors are revised slightly from those published in NCES 2003–067, *indicator 18*.

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2003). *The Condition of Education 2003* (NCES 2003–067), table S18-1 and previously unpublished tabulations for 2002–03 (January 2005). Data from U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October Supplement, 1972–2003.

Immediate Transition to College

Table S20-2. Standard errors for the percentage of high school completers who were enrolled in college the October after completing high school, by sex and type of institution: 1972–2003

Year	Total		Male			Female		
	2-year	4-year	Total	2-year	4-year	Total	2-year	4-year
1972	†	†	1.89	†	†	1.81	†	†
1973	0.92	1.20	1.87	1.32	1.79	1.77	1.28	1.61
1974	0.92	1.20	1.85	1.37	1.74	1.77	1.23	1.66
1975	0.98	1.19	1.83	1.44	1.73	1.75	1.32	1.62
1976	0.95	1.23	1.87	1.32	1.76	1.82	1.35	1.72
1977	0.98	1.21	1.87	1.41	1.79	1.77	1.36	1.65
1978	0.96	1.21	1.87	1.36	1.79	1.76	1.36	1.63
1979	0.98	1.20	1.88	1.41	1.78	1.76	1.35	1.62
1980	1.03	1.19	1.86	1.40	1.70	1.81	1.49	1.66
1981	1.05	1.23	1.86	1.52	1.77	1.82	1.46	1.72
1982	1.07	1.26	1.95	1.48	1.81	1.90	1.54	1.76
1983	1.10	1.31	2.03	1.63	1.89	1.91	1.48	1.82
1984	1.09	1.32	1.99	1.53	1.95	1.90	1.55	1.80
1985	1.16	1.43	2.08	1.69	2.06	2.02	1.61	1.97
1986	1.13	1.37	2.06	1.70	1.97	1.99	1.50	1.89
1987	1.15	1.43	2.09	1.60	2.09	2.04	1.65	1.95
1988	1.32	1.54	2.24	1.85	2.17	2.20	1.88	2.19
1989	1.35	1.63	2.35	1.84	2.32	2.27	1.97	2.28
1990	1.31	1.60	2.29	1.85	2.26	2.24	1.87	2.28
1991	1.44	1.62	2.33	1.98	2.25	2.22	2.09	2.32
1992	1.37	1.59	2.24	1.89	2.21	2.23	1.98	2.27
1993	1.38	1.61	2.33	2.00	2.30	2.17	1.91	2.25
1994	1.20	1.45	2.05	1.76	2.03	1.99	1.63	2.05
1995	1.19	1.42	2.03	1.82	2.03	1.95	1.54	1.98
1996	1.26	1.47	2.09	1.76	2.08	1.92	1.80	2.07
1997	1.23	1.45	2.01	1.71	2.07	1.87	1.75	2.04
1998	1.25	1.43	1.96	1.74	1.96	1.93	1.79	2.08
1999	1.17	1.41	1.95	1.63	1.97	1.95	1.67	2.02
2000	1.20	1.45	2.13	1.83	2.10	1.88	1.59	1.98
2001	1.15	1.43	2.01	1.59	2.01	1.97	1.66	2.03
2002	1.13	1.36	1.88	1.56	1.91	1.82	1.64	1.94
2003	1.16	1.39	1.97	1.67	1.97	1.86	1.61	1.96

† Not applicable.

NOTE: Some standard errors are revised slightly from those published in NCES 2003–067, *indicator 18*.

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2003). *The Condition of Education 2003* (NCES 2003–067), table S18-2 and previously unpublished tabulations for 2002–03 (January 2005). Data from U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October Supplement, 1972–2003.

Immediate Transition to College

Table S20-3. Standard errors for the percentage of high school completers who were enrolled in college the October after completing high school, by parents' education: 1992–2003

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

NOTE: Some standard errors are revised slightly from those published in NCES 2003–067, indicator 18.

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2003). *The Condition of Education 2003* (NCES 2003–067), table S18–3 and previously unpublished tabulations for 2002–03 (January 2005). Data from U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October Supplement, 1992–2003.

Geographic Mobility of the High School Class of 1992

Table S21-1. Standard errors for the percentage distribution of 1992 high school seniors who enrolled in any postsecondary education, by geographic mobility, race/ethnicity, selectivity of first postsecondary institution, and highest degree attained by 2000

Characteristic	Enrolled first in home state		Enrolled first out of state		
	Lived in home state in 2000	Lived in different state in 2000	Lived in home state in 2000	Lived in that state in 2000	Lived in a third state in 2000
Total	1.02	0.69	0.61	0.41	0.45
Race/ethnicity					
Asian/Pacific Islander	3.53	3.27	1.23	0.74	0.87
Black	3.87	1.02	3.05	2.37	1.57
White	1.12	0.81	0.64	0.42	0.53
Hispanic	2.68	2.09	0.98	1.17	1.01
Selectivity of first institution					
Highly selective	4.58	3.48	4.45	4.82	5.30
Selective	2.83	1.89	1.78	0.77	1.75
Nonselective	1.33	0.91	0.93	0.44	0.62
Open door	1.48	1.21	0.74	0.72	0.22
Not ratable	5.70	3.29	5.32	4.16	1.32
Highest degree attained in 2000					
None	1.46	1.17	0.85	0.68	0.29
Certificate	4.23	4.01	2.15	0.55	0.85
Associate's	2.71	1.70	1.87	0.72	1.37
Bachelor's	1.53	0.94	1.02	0.72	0.90
Graduate	3.26	2.68	1.73	0.75	2.37

SOURCE: Adelman, C. (2004). *Principal Indicators of Student Academic Histories in Postsecondary Education, 1972–2000*, table 1.5. Data from U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988 (NELS:88/2000), "Postsecondary Transcript Study, 2002."

Geographic Mobility of the High School Class of 1992

Table S21-2. Standard errors for the percentage distribution of 1992 high school seniors who had attained a bachelor's degree by 2000, by state of residence, major, and type of institution

Major and type of institution	Residence in spring 2000	
	Same state as where the bachelor's awarded	Different state from where the bachelor's awarded
Total	1.28	1.28
Bachelor's degree major		
Business	2.84	2.84
Education	2.89	2.89
Engineering/technical/architecture	4.84	4.84
Physical sciences	10.60	10.60
Mathematics/computer science	7.96	7.96
Life science	3.10	3.10
Health science and services	3.58	3.58
Humanities	5.45	5.45
Fine and performing arts	4.98	4.98
Social sciences	2.75	2.75
Applied social sciences	3.46	3.46
Other	8.73	8.73
Type of institution awarding degree		
Doctoral	1.82	1.82
Comprehensive	1.79	1.79
Baccalaureate	3.10	3.10
Specialized	11.00	11.00

SOURCE: Adelman, C. (2004). *Principal Indicators of Student Academic Histories in Postsecondary Education, 1972–2000*, table 1.7. Data from U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988 (NELS:88/2000), "Postsecondary Transcript Study, 2002."

Postsecondary Participation and Attainment Among Traditional-Age Students

Table S22-1. Standard errors for the percentage of 1972, 1982, and 1992 12th-graders who entered postsecondary education, and among those who earned more than 10 credits, percentage who earned a bachelor's degree within 8.5 years, and average time to degree, by sex and race/ethnicity

Sex and race/ethnicity	Participated in postsecondary education			Earned at least a bachelor's degree		
	Entered at least one postsecondary institution	Earned more than 10 credits	Earned more than 10 credits and any credits from a 4-year institution	Among those who earned more than 10 credits	Among those who earned more than 10 credits and any credits from a 4-year institution	Of those who earned bachelor's degrees, average time to degree
Total						
1972	0.53	0.54	0.53	0.63	0.68	0.019
1982	0.68	0.71	0.72	0.92	1.02	0.026
1992	0.87	0.99	1.02	1.13	1.07	0.028
Sex						
Male						
1972	0.71	0.72	0.72	0.87	0.95	0.027
1982	0.94	0.96	0.94	1.32	1.38	0.036
1992	1.24	1.36	1.33	1.61	1.65	0.043
Female						
1972	0.64	0.66	0.65	0.86	0.98	0.024
1982	0.86	0.91	0.91	1.15	1.37	0.033
1992	1.21	1.30	1.35	1.38	1.32	0.035
Race/ethnicity						
Asian						
1972	3.17	3.32	3.79	4.32	3.77	0.113
1982	3.17	3.64	3.70	3.46	3.10	0.094
1992	1.43	2.85	3.08	4.16	4.81	0.193
Black						
1972	1.23	1.18	1.15	1.82	2.47	0.067
1982	1.64	1.58	1.38	1.82	2.81	0.088
1992	3.59	3.56	2.88	3.78	3.98	0.133
White						
1972	0.61	0.62	0.60	0.68	0.72	0.020
1982	0.80	0.83	0.85	1.04	1.10	0.028
1992	0.83	0.94	1.07	1.18	1.14	0.030
Hispanic						
1972	2.33	2.02	1.74	2.39	3.95	0.170
1982	1.98	1.84	1.42	2.40	4.00	0.087
1992	3.24	3.27	2.74	3.10	3.90	0.139

SOURCE: Adelman, C. (2004). *Principal Indicators of Student Academic Histories in Postsecondary Education, 1972–2000*, table D-3, and U.S. Department of Education, National Center for Education Statistics, National Longitudinal Study of the High School Class of 1972, "Fifth Follow-up" (NLS:72/86), High School and Beyond Longitudinal Study of 1980 Sophomores, "Postsecondary Education Transcript Study" (HS&B-So:PETS), and National Education Longitudinal Study of 1988 (NELS:88/2000), "Fourth Follow-up, Postsecondary Transcript Survey, 2000," previously unpublished tabulation (November 2004).

Educational Attainment

Table S23-1. Standard errors for the percentage of 25- to 29-year-olds who completed high school, by race/ethnicity and sex: March 1971–2003

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

NOTE: Some standard errors are revised from previous publications.

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2002). *The Condition of Education 2002* (NCES 2002–025), table S25–1 and previously unpublished tabulations for 2002–03 (December 2004). Data from U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), March Supplement, 1971–2003.

Educational Attainment

Table S23-2. Standard errors for the percentage of 25- to 29-year-olds who completed at least some college, by race/ethnicity and sex: March 1971–2003

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

NOTE: Some standard errors are revised from previous publications.

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2002). *The Condition of Education 2002* (NCES 2002–025), table S25-2 and previously unpublished tabulations for 2002–03 (December 2004). Data from U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), March Supplement, 1971–2003.

Educational Attainment

Table S23-3. Standard errors for the percentage of 25- to 29-year-olds who completed a bachelor's degree or higher, by race/ethnicity and sex: March 1971–2003

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

NOTE: Some standard errors are revised from previous publications.

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2002). *The Condition of Education 2002* (NCES 2002–025), table S25-3 and previously unpublished tabulations for 2002–03 (December 2004). Data from U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), March Supplement, 1971–2003.

Availability of Advanced Courses in High Schools

Table S25-1. Standard errors for the percentage distribution of all students and percentage of students in schools offering some advanced coursework in mathematics, English, science, and foreign language, by student and school characteristics: 2000

Student or school characteristic	Percent of all students	In all four subjects		
		At least one course offered	At least two courses offered	At least four courses offered
Total	†	2.41	2.96	3.11
Race/ethnicity				
American Indian	0.14	7.96	7.00	3.59
Asian/Pacific Islander	0.47	2.97	4.91	6.99
Black	1.44	4.97	6.00	5.24
White	2.03	2.92	3.64	3.11
Hispanic	1.39	3.59	4.26	4.96
Location				
Central city	2.30	3.57	6.14	6.43
Urban fringe/large town	3.33	3.32	4.32	4.76
Rural/small town	2.67	6.31	4.85	3.15
Region				
Northeast	1.25	5.26	5.46	6.57
Southeast	1.63	5.22	6.62	6.46
Central	0.58	4.89	6.25	4.28
West	1.61	3.33	4.59	5.82
12th-grade enrollment				
Less than 150	2.59	5.28	5.15	1.12
150–299	2.87	5.75	6.63	5.28
300–449	2.71	5.03	7.59	7.63
450 or more	2.77	1.57	2.72	7.90

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 High School Transcript Study (HSTS), previously unpublished tabulation (November 2004).

Availability of Advanced Courses in High Schools

Table S25-2. Standard errors for the percentage distribution of students by the number of advanced mathematics and English courses offered in their school and the average number of advanced courses offered by subject, by student and school characteristics: 2000

Student or school characteristic	Advanced mathematics					Advanced English				
	Percentage of students in schools offering				Average number of courses offered	Percentage of students in schools offering				Average number of courses offered
	No courses	One to three courses	Four to six courses	Seven or more courses		No courses	One to three courses	Four to six courses	Seven or more courses	
Total	0.49	2.66	3.30	3.27	0.27	1.59	2.33	3.63	2.59	0.17
Race/ethnicity										
American Indian	†	7.80	8.16	9.74	0.38	3.55	5.86	10.46	8.46	0.46
Asian/Pacific Islander	1.62	3.10	6.13	6.58	0.69	1.66	3.78	7.06	6.35	0.38
Black	0.57	2.73	4.96	5.74	0.43	0.87	4.64	5.04	3.19	0.29
White	0.07	3.21	3.94	3.85	0.29	2.07	3.09	4.52	2.79	0.19
Hispanic	2.49	2.71	4.50	3.90	0.27	2.81	2.55	5.35	5.25	0.30
Location										
Central city	0.73	4.48	5.63	6.54	0.48	1.52	4.97	6.01	4.94	0.38
Urban fringe/large town	0.89	3.90	5.14	5.35	0.48	1.49	4.18	5.35	4.60	0.24
Rural/small town	0.28	6.31	6.31	4.15	0.25	5.18	5.78	7.32	3.52	0.34
Region										
Northeast	0.86	4.82	8.89	6.87	0.78	3.18	5.49	9.45	7.71	0.43
Southeast	0.17	6.15	5.06	8.59	0.60	1.34	2.98	5.27	5.22	0.34
Central	†	7.05	8.18	7.28	0.41	4.21	6.48	8.24	2.88	0.31
West	1.48	2.98	4.68	5.00	0.40	2.70	3.87	6.22	4.41	0.31
12th-grade enrollment										
Less than 150	2.19	5.92	7.57	5.16	0.27	5.58	5.24	6.99	4.11	0.34
150–299	†	6.14	6.41	6.97	0.48	1.43	5.96	6.75	4.96	0.38
300–449	†	6.13	6.70	6.72	0.77	1.18	5.38	8.18	7.39	0.39
450 or more	†	2.30	7.41	7.55	0.47	†	6.15	8.15	7.02	0.29

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 High School Transcript Study (HSTS), previously unpublished tabulation (November 2004).

Availability of Advanced Courses in High Schools

Table S25-3. Standard errors for the percentage distribution of students by the number of advanced science and foreign language courses offered in their school and the average number of advanced courses offered by subject, by student and school characteristics: 2000

Student or school characteristic	Advanced science					Advanced foreign language				
	Percentage of students in schools offering				Average number of courses offered	Percentage of students in schools offering				Average number of courses offered
	No courses	One course	Two to three courses	Four or more courses		No courses	One course	Two to three courses	Four or more courses	
Total	1.90	1.88	2.97	3.35	0.16	1.91	2.69	2.68	3.04	0.26
Race/ethnicity										
American Indian	5.19	4.11	7.63	4.81	0.28	6.00	4.71	5.93	6.83	0.30
Asian/Pacific Islander	2.16	1.09	6.98	7.12	0.35	2.08	4.07	2.94	5.43	0.49
Black	2.02	2.89	4.97	6.32	0.29	4.36	3.74	4.23	6.22	0.84
White	2.31	2.19	3.77	3.77	0.19	2.49	3.38	3.02	3.53	0.24
Hispanic	3.07	3.44	5.52	5.42	0.23	2.74	2.31	5.49	5.95	0.47
Location										
Central city	1.76	3.25	6.26	6.68	0.35	2.36	3.71	5.26	6.94	0.75
Urban fringe/large town	2.29	2.48	4.94	5.06	0.24	3.04	2.71	4.02	4.36	0.30
Rural/small town	5.42	5.77	5.52	7.26	0.32	6.49	6.82	4.16	4.63	0.22
Region										
Northeast	2.89	4.86	7.52	7.19	0.42	3.97	2.47	5.82	5.39	0.55
Southeast	3.52	3.95	6.42	5.35	0.37	4.55	5.28	4.20	6.76	0.70
Central	5.00	3.96	5.09	7.80	0.32	3.81	7.89	6.73	5.96	0.34
West	2.71	2.28	5.52	5.41	0.27	2.88	4.01	4.43	5.41	0.45
12th-grade enrollment										
Less than 150	6.33	4.97	5.52	4.87	0.22	5.60	4.99	5.05	5.04	0.20
150–299	3.59	4.63	6.77	6.40	0.31	4.72	4.67	5.80	7.70	0.79
300–449	0.82	2.45	6.57	6.99	0.40	4.54	6.06	7.62	7.52	0.60
450 or more	†	1.52	8.77	8.56	0.40	1.51	1.64	6.14	6.59	0.44

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 High School Transcript Study (HSTS), previously unpublished tabulation (November 2004).

Time Spent in School

Table S26-1. Standard errors for the average number of hours per year and day spent in public school per student, by instructional level and selected school characteristics: 1987–88 and 1999–2000

School characteristic	Students in								
	Students in all grades		Elementary		Middle		High		
	Hours per year	Hours per day	Hours per year	Hours per day	Hours per year	Hours per day	Hours per year	Hours per day	
1987–88									
Total	1	0.01	2	0.01	4	0.02	3	0.02	
Region									
Northeast	3	0.02	3	0.02	8	0.04	6	0.03	
South	3	0.01	3	0.02	5	0.03	5	0.03	
Midwest	2	0.01	3	0.02	6	0.03	4	0.02	
West	4	0.02	4	0.02	9	0.05	12	0.07	
Location									
Central city	3	0.02	4	0.02	7	0.04	5	0.03	
Urban fringe/large town	3	0.01	4	0.02	6	0.03	6	0.03	
Rural/small town	2	0.01	3	0.02	6	0.03	4	0.02	
Percent of students eligible for free or reduced-price lunch									
Less than 25	2	0.01	2	0.01	5	0.03	4	0.02	
25–49	3	0.02	4	0.02	7	0.04	5	0.03	
50–74	4	0.02	5	0.03	11	0.07	9	0.05	
75 or more	5	0.03	6	0.03	15	0.08	12	0.07	
1999–2000									
Total	2	0.01	2	0.01	3	0.02	4	0.02	
Region									
Northeast	4	0.02	4	0.02	10	0.06	7	0.04	
South	3	0.01	5	0.01	4	0.02	5	0.02	
Midwest	2	0.01	3	0.02	5	0.03	4	0.02	
West	4	0.02	5	0.03	5	0.03	14	0.08	
Location									
Central city	4	0.01	5	0.02	8	0.04	7	0.04	
Urban fringe/large town	3	0.01	3	0.02	5	0.03	7	0.04	
Rural/small town	2	0.01	3	0.02	5	0.02	4	0.02	
Percent of students eligible for free or reduced-price lunch									
Less than 25	3	0.02	5	0.01	4	0.02	7	0.04	
25–49	3	0.02	3	0.02	6	0.03	9	0.05	
50–74	5	0.03	6	0.03	7	0.04	12	0.07	
75 or more	4	0.02	4	0.02	11	0.06	13	0.07	

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Questionnaire" and "School District Questionnaire," 1987–88 and 1999–2000, previously unpublished tabulation (November 2004).

Time Spent in School

Table S26-2. Standard errors for the average number of instructional hours per year spent in public school, by age or grade of student and country: 2000 and 2001

Country	15-year-olds in 2000	4th-graders in 2001
Austria	13.8	†
Belgium	9.4	†
Czech Republic	5.3	16.4
Denmark	10.9	†
Finland	0.2	†
France	13.9	#
Germany	5.0	11.3
Greece	7.8	11.3
Hungary	7.2	†
Iceland	2.0	12.4
Ireland	7.1	†
Italy	10.6	13.1
Japan	13.7	†
Korea	17.9	†
New Zealand	8.6	4.7
Poland	18.1	†
Portugal	10.8	†
Spain	7.8	†
Sweden	13.7	14.0
Switzerland	6.0	†
United Kingdom	3.4	7.0
United States	26.8	11.3

† Not applicable.

Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2000 Program for International Student Assessment (PISA), "School Administrator Questionnaire" and 2001 Progress in International Reading Literacy Study (PIRLS).

Profile and Demographic Characteristics of Public Charter Schools

Table S28-1. Standard errors for the percentage distribution of students attending public charter schools, by entity granting school charter, origin of school, and selected charter school characteristics: 2003

Charter school characteristic	All public charter schools	Entity granting school charter				Origin	
		School district	State board of education	Post-secondary institution	State-chartering agency	Newly created school	Pre-existing school
Entity granting school charter							
School district	5.17	†	†	†	†	5.71	11.16
State board of education	5.08	†	†	†	†	5.31	10.74
Postsecondary institution	1.85	†	†	†	†	2.72	1.31
State-chartering agency	1.90	†	†	†	†	2.30	‡
Origin							
Newly created school	5.05	8.25	10.13	1.89	‡	†	†
Pre-existing school	5.05	8.25	10.13	1.89	‡	†	†
Control of pre-existing school							
Public	6.78	‡	12.49	†	†	†	7.34
Private	6.78	‡	12.49	†	†	†	7.34
Educational focus							
Comprehensive curriculum/ no specialized area	6.93	11.97	12.76	8.04	‡	8.07	11.84
Specialized curriculum	6.26	11.64	10.93	8.04	†	8.04	6.95
Particular educational philosophy	3.17	1.76	‡	†	‡	1.14	‡

† Not applicable.

‡ Reporting standards not met.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Charter School Pilot Study, previously unpublished tabulation (May 2005).

Profile and Demographic Characteristics of Public Charter Schools

Table S28-2. Standard errors for the percentage distribution of students attending public schools by type of school, entity granting school charter, origin of school, and selected school characteristics: 2003

School characteristic	All public schools		All public charter schools				Origin	
	Conventional	Charter	Entity granting school charter				Newly created school	Pre-existing school
			School district	State board of education	Post-secondary institution	State-chartering agency		
Students served								
All	†	1.65	1.70	4.89	‡	†	1.65	3.78
At-risk	†	1.51	1.70	4.27	†	†	1.59	2.94
Gifted/talented	†	‡	†	‡	‡	†	†	‡
Enrollment								
1–299	0.44	5.74	10.56	5.99	9.10	‡	7.65	5.69
300–499	0.86	4.18	5.63	11.20	12.06	‡	5.43	4.54
500–699	0.89	7.94	12.60	14.17	8.99	†	10.59	10.06
700 or more	1.03	4.17	6.50	10.51	†	†	4.55	8.18
Location								
Central city	0.33	5.43	6.99	11.38	4.40	19.84	6.78	10.74
Urban fringe/large town	0.47	5.78	7.93	10.47	4.95	9.41	6.67	11.06
Rural/small town	0.42	3.27	5.11	4.72	6.54	16.92	4.24	5.27
Region								
Northeast	0.26	2.39	1.13	8.20	†	†	3.36	0.18
Southeast	0.32	5.70	9.53	10.25	†	†	6.73	13.10
Central	0.30	2.84	2.68	8.10	†	†	3.69	5.73
West	0.38	3.55	8.10	7.56	†	†	3.93	10.78

† Not applicable.

‡ Reporting standards not met.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Charter School Pilot Study, previously unpublished tabulation (May 2005).

Profile and Demographic Characteristics of Public Charter Schools

Table S28-3. Standard errors for the percentage distribution of students attending public schools by type of school, entity granting school charter, origin of school, and selected student characteristics: 2003

Student characteristic	All public schools		All public charter schools					
	Conventional	Charter	Entity granting school charter				Origin	
			School district	State board of education	Post-secondary institution	State-chartering agency	Newly created school	Pre-existing school
Race/ethnicity								
American Indian	0.06	0.20	0.35	†	†	†	0.23	0.40
Asian	0.20	0.49	0.67	1.19	‡	‡	0.47	1.10
Black	0.31	3.77	3.75	8.17	9.17	2.94	5.11	6.56
White	0.38	4.41	5.86	5.16	9.06	8.12	5.54	8.33
Hispanic	0.39	2.56	3.84	5.58	1.50	5.36	2.25	6.08
Eligibility for free or reduced-price lunch								
Eligible	0.42	2.96	3.98	6.12	4.23	†	3.76	6.74
Not eligible	0.42	2.96	3.98	6.12	4.23	†	3.76	6.74
Limited-English-proficient								
No	0.30	1.31	2.27	2.00	‡	‡	1.39	3.86
Yes	0.30	1.31	2.27	2.00	‡	‡	1.39	3.86

† Not applicable.

‡ Reporting standards not met.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Charter School Pilot Study, previously unpublished tabulation (May 2005).

Student Perceptions of Their School’s Social and Learning Environment

Table S29-1. Standard errors for the percentage of 10th-graders in public schools who agreed and disagreed with selected statements about their school’s learning environment, by race/ethnicity of students and level of minority enrollment at school: 2002

Selected statements, all schools, and level of minority enrollment	Race/ethnicity of students											
	All students		Asian/Pacific Islander		Black		White		Hispanic		Other	
	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree
When I work hard on schoolwork, my teachers praise my effort												
All schools	0.58	0.58	1.92	1.92	1.37	1.37	0.79	0.79	1.35	1.35	2.25	2.25
High-minority	0.98	0.98	2.62	2.62	1.70	1.70	2.52	2.52	1.76	1.76	4.49	4.49
Medium-minority	1.35	1.35	3.23	3.23	2.48	2.48	1.98	1.98	3.10	3.10	4.77	4.77
Low-minority	0.86	0.86	4.28	4.28	4.30	4.30	0.94	0.94	2.94	2.94	3.29	3.29
In class I often feel “put down” by my teachers												
All schools	0.41	0.41	1.15	1.15	0.89	0.89	0.49	0.49	1.17	1.17	1.68	1.68
High-minority	0.73	0.73	1.61	1.61	1.09	1.09	1.49	1.49	1.50	1.50	2.91	2.91
Medium-minority	0.83	0.83	1.85	1.85	1.71	1.71	1.17	1.17	2.21	2.21	3.83	3.83
Low-minority	0.60	0.60	2.86	2.86	2.72	2.72	0.61	0.61	2.67	2.67	2.28	2.28
Misbehaving students often get away with it												
All schools	0.64	0.64	2.10	2.10	1.58	1.58	0.82	0.82	1.59	1.59	2.45	2.45
High-minority	1.16	1.16	2.99	2.99	1.98	1.98	2.63	2.63	2.03	2.03	4.22	4.22
Medium-minority	1.34	1.34	4.39	4.39	3.15	3.15	1.79	1.79	3.01	3.01	5.12	5.12
Low-minority	0.89	0.89	3.94	3.94	4.53	4.53	0.99	0.99	3.53	3.53	3.37	3.37
Disruptions by other students get in the way of my learning												
All schools	0.60	0.60	1.86	1.86	1.47	1.47	0.74	0.74	1.34	1.34	2.46	2.46
High-minority	1.02	1.02	2.48	2.48	1.94	1.94	2.55	2.55	1.56	1.56	3.38	3.38
Medium-minority	1.37	1.37	3.98	3.98	2.67	2.67	1.83	1.83	3.18	3.18	6.23	6.23
Low-minority	0.79	0.79	3.97	3.97	3.75	3.75	0.84	0.84	3.90	3.90	2.92	2.92

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), “Base Year, Student Questionnaire, 2002” and Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey” 2001–02, previously unpublished tabulation (October 2004).

Student Perceptions of Their School's Social and Learning Environment

Table S29-2. Standard errors for the percentage of 10th-graders in public schools who agreed and disagreed with selected statements about their school's social environment, by race/ethnicity of students and level of minority enrollment at school: 2002

Selected statements, all schools, and level of minority enrollment	Race/ethnicity of students											
	All students		Asian/Pacific Islander		Black		White		Hispanic		Other	
	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree
Students make friends with students of other racial/ethnic groups												
All schools	0.37	0.37	1.06	1.06	0.79	0.79	0.50	0.50	0.84	0.84	1.41	1.41
High-minority	0.69	0.69	1.35	1.35	1.04	1.04	1.88	1.88	0.97	0.97	2.49	2.49
Medium-minority	0.72	0.72	2.29	2.29	1.31	1.31	0.95	0.95	2.01	2.01	2.69	2.69
Low-minority	0.55	0.55	2.06	2.06	2.21	2.21	0.61	0.61	2.46	2.46	2.15	2.15
In class I often feel "put down" by other students												
All schools	0.43	0.43	1.28	1.28	0.90	0.90	0.54	0.54	1.14	1.14	1.75	1.75
High-minority	0.81	0.81	1.69	1.69	1.06	1.06	1.95	1.95	1.47	1.47	2.90	2.90
Medium-minority	0.78	0.78	2.57	2.57	1.73	1.73	1.03	1.03	2.30	2.30	3.34	3.34
Low-minority	0.63	0.63	3.03	3.03	2.82	2.82	0.66	0.66	2.53	2.53	2.87	2.87
Fights often occur between different racial/ethnic groups												
All schools	0.78	0.78	2.21	2.21	1.45	1.45	0.87	0.87	2.20	2.20	2.28	2.28
High-minority	1.68	1.68	3.74	3.74	1.76	1.76	2.79	2.79	2.95	2.95	4.18	4.18
Medium-minority	1.78	1.78	3.95	3.95	2.91	2.91	2.14	2.14	3.87	3.87	4.42	4.42
Low-minority	1.05	1.05	3.59	3.59	3.98	3.98	1.03	1.03	3.62	3.62	3.31	3.31
I don't feel safe at this school												
All schools	0.41	0.41	1.30	1.30	1.18	1.18	0.48	0.48	1.13	1.13	1.71	1.71
High-minority	0.87	0.87	2.13	2.13	1.54	1.54	1.81	1.81	1.55	1.55	2.69	2.69
Medium-minority	0.89	0.89	1.76	1.76	1.41	1.41	1.22	1.22	1.84	1.84	4.46	4.46
Low-minority	0.50	0.50	1.96	1.96	2.61	2.61	0.54	0.54	2.57	2.57	2.43	2.43

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Base Year, Student Questionnaire, 2002" and Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey" 2001-02, previously unpublished tabulation (October 2004).

School Violence and Safety

Table S30-1. Standard errors for the rate of nonfatal crime against students ages 12–18 at school and away from school per 1,000 students, by type of crime: 1992–2002

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

SOURCE: DeVoe, J., Peter, K., Kaufman, P., Miller, A., Noonan, M., Snyder T., and Baum, K. (2004). *Indicators of School Crime and Safety: 2004* (NCES 2005–002/NCJ 205290), tables S2.2 and S2.4. Data from U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 1992–2002.

School Violence and Safety

Table S30-2. Standard errors for the rate of nonfatal crime against students ages 12–18 at school and away from school per 1,000 students, by type of crime and selected student characteristics: 2002

Student characteristic	At school				Away from school			
	Total	Theft	Violent crime		Total	Theft	Violent crime	
			All violent crime	Serious violent crime			All violent crime	Serious violent crime
Total	3.5	2.7	2.0	0.7	3.2	2.2	2.1	1.3
Sex								
Male	4.6	3.5	2.8	1.0	4.3	2.9	2.9	1.8
Female	4.6	3.6	2.5	0.7	4.2	3.0	2.7	1.7
Age								
12–14	5.1	3.7	3.2	1.1	3.4	2.6	2.0	1.2
15–18	4.2	3.4	2.2	0.7	4.8	3.2	3.3	2.1
Race/ethnicity								
Black	6.6	5.3	3.7	1.8	6.9	4.4	5.1	3.3
White	4.5	3.4	2.7	0.7	4.1	2.9	2.6	1.6
Other	10.4	10.4	—	—	10.4	8.5	5.8	2.6
Hispanic	6.5	4.9	4.1	1.9	5.8	3.9	4.1	3.1
Location								
Urban	6.1	4.6	3.8	1.6	5.9	4.1	4.0	2.6
Suburban	4.6	3.6	2.6	0.8	4.0	2.7	2.7	1.6
Rural	5.8	4.4	3.6	0.6	6.3	4.9	3.8	2.5
Household income								
Less than \$15,000	8.0	5.3	5.9	2.5	10.8	8.3	6.7	5.8
\$15,000–29,999	6.4	5.1	3.7	1.7	8.2	5.1	6.3	3.6
30,000–49,999	7.4	5.5	4.8	1.5	6.5	6.8	4.1	2.8
50,000–74,999	7.6	5.9	4.7	1.1	6.1	4.3	4.1	2.4
75,000 or more	7.4	6.2	3.9	1.5	5.0	4.0	2.8	1.7

— Not available.

SOURCE: DeVoe, J., Peter, K., Kaufman, P., Miller, A., Noonan, M., Snyder T., and Baum, K. (2004). *Indicators of School Crime and Safety: 2004* (NCES 2005–002/NCJ 205290), tables S2.2 and S2.4. Data from U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 1992–2002.

Early Development of Children

Table S35-1. Standard errors for the percentage of children about 9 months of age who engaged in selected activities with a family member daily in a typical week, by child and family characteristics: 2001–02

Child and family characteristic	Read stories	Told stories	Sung to	Taken on errands	Played peek-a-boo	Played outside
Total	0.8	0.7	0.8	0.9	0.8	0.8
Age						
Less than 10 months	0.9	0.9	0.8	1.0	0.9	1.0
11–13 months	1.5	1.4	1.4	1.5	1.5	1.6
14–22 months	2.7	3.1	2.5	2.6	2.6	3.1
Sex						
Male	1.0	0.9	1.0	1.0	1.0	1.1
Female	1.0	0.9	1.0	1.3	0.9	1.0
Race/ethnicity						
American Indian	3.2	3.1	3.3	3.0	2.5	3.4
Asian/Pacific Islander	1.8	1.8	1.5	2.2	1.6	2.3
Black	1.1	1.1	1.2	1.5	1.8	1.8
White	1.1	1.0	1.2	1.2	1.1	1.2
Hispanic	1.5	1.3	1.1	1.6	1.2	1.5
Birth weight						
Normal	0.8	0.8	0.8	1.0	0.8	0.9
Low	1.6	1.3	1.1	1.4	1.4	1.7
Very low	1.3	1.4	1.3	1.7	1.5	1.7
Poverty status						
Poor	1.4	1.2	1.6	1.6	1.4	1.5
Nonpoor	0.9	0.8	0.7	1.0	0.8	0.9
Mother's education						
Less than high school	1.3	1.2	1.6	1.7	1.2	1.4
High school diploma or equivalent	1.3	1.4	1.3	1.5	1.6	1.8
Some college	1.4	1.2	1.1	1.5	1.4	1.5
Bachelor's degree or higher	1.8	1.5	1.0	1.8	1.3	1.7
Family type						
Two parents, with other siblings	1.1	0.9	0.9	1.0	1.1	1.1
Two parents, without other siblings	1.3	1.4	1.1	1.4	1.0	1.2
One parent, with other siblings	1.9	2.0	2.1	2.1	1.9	2.2
One parent, without other siblings	2.0	1.9	1.9	1.6	1.9	2.3
Primary language spoken in the home						
English	0.9	0.8	0.9	1.0	0.8	1.0
Other than English	1.2	1.4	1.5	1.6	1.4	1.7
Mother's employment						
35 hours or more	1.8	1.1	1.1	1.3	1.1	1.2
Less than 35 hours	2.4	1.5	1.3	1.7	1.4	1.8
Unemployed	2.8	2.1	2.0	1.9	2.1	2.8
Not in labor force	1.5	1.1	1.2	1.2	1.1	1.1
Number of family risk factors						
Zero	1.1	0.9	0.8	1.1	1.0	1.2
One	1.1	1.2	1.5	1.3	1.2	1.2
Two or more	1.4	1.4	1.7	1.8	1.5	1.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort (ECLS–B), Restricted-Use File (NCES 2004–093), previously unpublished tabulation (January 2005).

Early Development of Children

Table S35-2. Standard errors for the children's mean motor scale score at about 9 months of age and the percentage possessing specific motor skills, by child and family characteristics: 2001–02

Child and family characteristic	Mean motor scale score	Percent				
		Eye-hand coordination	Sitting	Prewalking	Independent walking	Balance
Total	0.2	0.1	0.1	0.4	0.7	0.3
Age						
Less than 10 months	0.1	0.1	0.1	0.4	0.4	#
11–13 months	0.2	0.1	0.1	0.3	1.1	0.5
14–22 months	0.4	0.1	0.1	0.2	1.0	1.8
Sex						
Male	0.2	0.1	0.1	0.5	0.8	0.4
Female	0.2	0.2	0.1	0.5	0.8	0.4
Race/ethnicity						
American Indian	0.6	0.4	0.3	1.2	2.7	2.0
Asian/Pacific Islander	0.3	0.2	0.2	0.6	1.2	0.7
Black	0.3	0.2	0.2	0.6	1.4	0.7
White	0.2	0.2	0.2	0.6	0.9	0.5
Hispanic	0.2	0.2	0.2	0.7	1.1	0.5
Birth weight						
Normal	0.2	0.1	0.1	0.4	0.7	0.4
Low	0.2	0.2	0.3	0.6	0.8	0.4
Very low	0.3	0.6	0.6	1.1	0.8	0.2
Poverty status						
Poor	0.2	0.2	0.2	0.6	1.1	0.6
Nonpoor	0.2	0.1	0.1	0.4	0.8	0.4
Mother's education						
Less than high school	0.2	0.2	0.2	0.6	1.1	0.6
High school diploma or equivalent	0.2	0.2	0.2	0.7	1.1	0.6
Some college	0.2	0.2	0.2	0.6	1.0	0.5
Bachelor's degree or higher	0.2	0.2	0.2	0.6	0.9	0.4
Family type						
Two parents, with other siblings	0.2	0.2	0.2	0.5	0.8	0.5
Two parents, without other siblings	0.2	0.2	0.2	0.5	0.9	0.4
One parent, with other siblings	0.4	0.3	0.3	0.9	1.6	0.8
One parent, without other siblings	0.3	0.2	0.2	0.6	1.4	0.8
Primary language spoken in the home						
English	0.2	0.1	0.1	0.4	0.8	0.4
Other than English	0.2	0.3	0.3	0.7	1.0	0.5
Number of family risk factors						
Zero	0.2	0.2	0.2	0.5	0.9	0.4
One	0.2	0.2	0.2	0.5	1.0	0.5
Two or more	0.3	0.3	0.3	0.7	1.1	0.5

Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort (ECLS–B), Restricted-Use File (NCES 2004–093), previously unpublished tabulation (January 2005).

Early Development of Children

Table S35-3. Standard errors for the children's mean mental scale score at about 9 months of age and the percentage possessing specific cognitive abilities, by child and family characteristics: 2001–02

Child and family characteristic	Mean mental scale score	Percent				
		Explores objects in play	Explores purposefully	Babbles	Early problem solving	Uses words
Total	0.2	#	0.3	0.5	0.4	0.2
Age						
Less than 10 months	0.2	#	0.4	0.4	0.1	#
11–13 months	0.2	#	0.1	0.4	0.5	0.2
14–22 months	0.5	#	0.1	0.6	1.5	1.4
Sex						
Male	0.2	#	0.3	0.6	0.4	0.2
Female	0.2	#	0.4	0.6	0.4	0.3
Race/ethnicity						
American Indian	0.8	0.1	1.0	1.8	1.7	1.1
Asian/Pacific Islander	0.3	#	0.6	0.8	0.6	0.3
Black	0.4	0.1	0.5	0.9	0.6	0.3
White	0.3	#	0.4	0.7	0.5	0.3
Hispanic	0.3	#	0.5	0.8	0.5	0.3
Birth weight						
Normal	0.2	#	0.3	0.5	0.4	0.2
Low	0.3	Low	0.5	0.7	0.5	0.3
Very low	0.3	Very low	1.1	0.8	0.3	0.2
Poverty status						
Poor	0.3	#	0.5	0.7	0.6	0.4
Nonpoor	0.2	#	0.3	0.6	0.4	0.2
Mother's education						
Less than high school	0.3	#	0.4	0.7	0.5	0.3
High school diploma or equivalent	0.3	#	0.5	0.7	0.6	0.3
Some college	0.3	#	0.4	0.8	0.5	0.3
Bachelor's degree or higher	0.3	#	0.4	0.7	0.5	0.3
Family type						
Two parents, with other siblings	0.3	#	0.4	0.6	0.4	0.3
Two parents, without other siblings	0.2	#	0.3	0.6	0.4	0.3
One parent, with other siblings	0.5	0.1	0.7	1.2	0.9	0.5
One parent, without other siblings	0.3	#	0.4	0.8	0.7	0.4
Primary language spoken in the home						
English	0.2	#	0.3	0.6	0.4	0.2
Other than English	0.3	0.1	0.6	0.7	0.5	0.3
Number of family risk factors						
Zero	0.2	#	0.4	0.6	0.4	0.2
One	0.3	#	0.4	0.7	0.5	0.3
Two or more	0.3	#	0.5	0.7	0.5	0.3

Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort (ECLS–B), Restricted-Use File (NCES 2004–093), previously unpublished tabulation (January 2005).