

# *Standard Error Tables for Supplemental Tables*





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## Enrollment in Early Childhood Education Programs

**Table S1-1** Standard errors for the percentage of children ages 3–5 who were enrolled in center-based early childhood care and education programs, by child and family characteristics: Selected years 1991–2001

Characteristic	1991	1993	1995	1996	1999	2001
<b>Total</b>	<b>0.9</b>	<b>0.8</b>	<b>1.0</b>	<b>0.7</b>	<b>0.6</b>	<b>0.5</b>
<b>Age</b>						
3	1.4	1.2	1.6	1.4	1.3	1.1
4	1.0	1.2	1.4	1.4	1.2	1.3
5	2.1	2.5	2.4	2.9	2.4	2.7
<b>Sex</b>						
Male	1.1	1.1	1.5	1.3	1.1	1.2
Female	1.3	1.3	1.5	1.3	1.2	1.1
<b>Race/ethnicity</b>						
White	1.0	1.0	1.4	1.2	0.8	0.9
Black	2.5	2.1	3.3	2.7	2.4	2.8
Hispanic	2.2	2.1	2.2	2.6	2.2	1.8
<b>Poverty status</b>						
Below poverty	1.8	1.8	2.2	2.3	2.2	2.1
At or above poverty	1.0	1.0	1.0	1.0	0.8	0.7
<b>Poverty status and race/ethnicity</b>						
<b>Below poverty</b>						
White	2.2	2.8	3.8	4.0	3.9	3.9
Black	3.6	3.2	4.4	3.9	4.1	5.1
Hispanic	3.4	3.7	3.4	4.3	3.6	6.5
<b>At or above poverty</b>						
White	1.1	1.1	1.4	1.3	0.9	1.0
Black	3.0	2.9	3.7	3.7	2.7	3.5
Hispanic	2.7	2.6	2.9	3.5	2.5	2.2
<b>Family type</b>						
Two parents	0.9	1.0	1.1	1.0	0.9	0.8
One or no parent	2.1	1.7	2.1	2.0	1.7	2.3
<b>Mother's education</b>						
Less than high school	2.1	2.7	2.9	2.9	3.0	3.2
High school diploma or equivalent	1.4	1.4	1.7	1.6	1.4	1.5
Some college, including vocational/technical	1.4	1.6	1.8	1.7	1.6	1.7
Bachelor's degree or higher	1.6	1.4	2.2	1.8	1.4	1.9
<b>Mother's employment status</b>						
Worked 35 hours or more per week	1.3	1.3	1.6	1.7	1.5	1.4
Worked less than 35 hours per week	1.6	1.9	2.1	2.6	1.9	1.9
Looking for work	3.4	3.5	3.9	4.6	4.3	5.2
Not in labor force	1.2	1.4	1.6	1.6	1.3	1.6

SOURCE: U.S. Department of Education, NCES. National Household Education Surveys Program (NHES), "Parent Interview" survey, various years.

## Past and Projected Elementary and Secondary School Enrollments

**Table S2-3** Standard errors for the private elementary and secondary school enrollment (in thousands), by grade level and region: School years 1989–90 through 1999–2000

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

— Not available.

SOURCE: U.S. Department of Education, NCES. Private School Surveys (PSS), various years.



## Racial/Ethnic Distribution of Public School Students

Table S3-1 Standard errors for the percentage distribution of public school students enrolled in grades K–12 who were minorities: October 1972–2000

October	White	Minority enrollment			
		Total	Black	Hispanic	Other
1972	0.3	0.3	0.3	0.2	0.1
1973	0.3	0.3	0.3	0.2	0.1
1974	0.3	0.3	0.3	0.2	0.1
1975	0.3	0.3	0.3	0.2	0.1
1976	0.3	0.3	0.3	0.2	0.1
1977	0.3	0.3	0.3	0.2	0.1
1978	0.3	0.4	0.3	0.2	0.1
1979	0.5	0.6	0.5	0.4	0.2
1980	0.4	0.5	0.4	0.3	0.2
1981	0.3	0.4	0.3	0.3	0.1
1982	0.3	0.4	0.3	0.3	0.2
1983	0.3	0.4	0.3	0.3	0.2
1984	0.3	0.4	0.3	0.3	0.2
1985	0.3	0.4	0.3	0.3	0.2
1986	0.3	0.4	0.3	0.4	0.2
1987	0.3	0.4	0.3	0.4	0.2
1988	0.4	0.4	0.4	0.4	0.2
1989	0.4	0.4	0.4	0.4	0.2
1990	0.4	0.4	0.3	0.4	0.2
1991	0.4	0.4	0.3	0.4	0.2
1992	0.4	0.4	0.3	0.4	0.2
1993	0.4	0.4	0.3	0.4	0.2
1994	0.3	0.4	0.3	0.3	0.1
1995	0.3	0.4	0.3	0.3	0.1
1996	0.3	0.4	0.3	0.3	0.2
1997	0.3	0.4	0.3	0.3	0.2
1998	0.3	0.4	0.3	0.3	0.2
1999	0.3	0.4	0.3	0.3	0.2
2000	0.3	0.4	0.3	0.3	0.2

SOURCE: U.S. Department of Commerce, Bureau of the Census. October Current Population Surveys, 1972–2000.

## Racial/Ethnic Distribution of Public School Students

Table S3-2 Standard errors for the percentage distribution of public school students enrolled in grades K–12 who were minorities, by region: October 1972–2000

October	White	Minority enrollment				White	Minority enrollment			
		Total	Black	Hispanic	Other		Total	Black	Hispanic	Other
		Northeast					Midwest			
1972	0.5	0.6	0.5	0.4	0.1	0.4	0.5	0.5	0.2	0.1
1973	0.5	0.6	0.5	0.4	0.1	0.4	0.5	0.5	0.2	0.1
1974	0.5	0.6	0.5	0.4	0.1	0.4	0.5	0.5	0.2	0.1
1975	0.5	0.6	0.5	0.4	0.1	0.5	0.5	0.5	0.2	0.1
1976	0.5	0.6	0.5	0.5	0.2	0.4	0.5	0.5	0.2	0.1
1977	0.6	0.6	0.5	0.4	0.2	0.5	0.5	0.5	0.2	0.1
1978	0.6	0.6	0.6	0.4	0.1	0.5	0.6	0.5	0.2	0.2
1979	1.0	1.1	1.0	0.8	0.2	0.8	0.9	0.8	0.4	0.3
1980	0.7	0.9	0.7	0.6	0.3	0.7	0.8	0.7	0.3	0.3
1981	0.6	0.7	0.6	0.5	0.2	0.5	0.6	0.5	0.3	0.2
1982	0.7	0.8	0.6	0.6	0.3	0.5	0.6	0.6	0.3	0.2
1983	0.7	0.8	0.6	0.6	0.3	0.6	0.7	0.6	0.3	0.2
1984	0.7	0.8	0.6	0.6	0.3	0.6	0.7	0.6	0.3	0.2
1985	0.7	0.8	0.6	0.7	0.3	0.6	0.7	0.6	0.4	0.3
1986	0.7	0.8	0.6	0.8	0.3	0.6	0.7	0.6	0.4	0.2
1987	0.7	0.8	0.6	0.7	0.3	0.6	0.7	0.6	0.4	0.3
1988	0.8	0.9	0.7	0.8	0.3	0.7	0.8	0.7	0.5	0.3
1989	0.8	0.9	0.7	0.9	0.4	0.7	0.8	0.7	0.5	0.3
1990	0.7	0.9	0.7	0.8	0.4	0.6	0.7	0.6	0.4	0.3
1991	0.7	0.9	0.7	0.8	0.3	0.6	0.7	0.6	0.4	0.3
1992	0.7	0.9	0.7	0.7	0.4	0.6	0.7	0.6	0.4	0.3
1993	0.7	0.9	0.7	0.7	0.4	0.6	0.7	0.6	0.4	0.3
1994	0.7	0.7	0.6	0.5	0.3	0.6	0.6	0.6	0.4	0.2
1995	0.7	0.7	0.6	0.6	0.3	0.6	0.6	0.5	0.3	0.2
1996	0.7	0.8	0.6	0.6	0.3	0.6	0.6	0.5	0.4	0.3
1997	0.7	0.8	0.6	0.6	0.3	0.6	0.6	0.5	0.4	0.3
1998	0.7	0.8	0.6	0.6	0.3	0.6	0.7	0.5	0.4	0.3
1999	0.7	0.8	0.6	0.6	0.3	0.6	0.7	0.6	0.4	0.3
2000	0.7	0.8	0.6	0.6	0.4	0.6	0.7	0.6	0.4	0.3

See footnotes at end of table.

## Racial/Ethnic Distribution of Public School Students

Table S3-2 Standard errors for the percentage distribution of public school students enrolled in grades K–12 who were minorities, by region: October 1972–2000—Continued

October	White	Minority enrollment				White	Total	Minority enrollment			
		Total	Black	Hispanic	Other			Black	Hispanic	Other	
		South						West			
1972	0.6	0.7	0.6	0.4	0.1	0.7	0.8	0.5	0.8	0.4	
1973	0.6	0.7	0.6	0.4	0.1	0.8	0.8	0.5	0.8	0.4	
1974	0.6	0.7	0.6	0.4	0.1	0.9	0.8	0.5	0.8	0.4	
1975	0.6	0.7	0.6	0.4	0.1	0.9	0.8	0.5	0.8	0.5	
1976	0.6	0.7	0.6	0.4	0.1	0.9	0.9	0.5	0.8	0.4	
1977	0.6	0.7	0.6	0.4	0.1	0.9	0.9	0.5	0.8	0.5	
1978	0.6	0.7	0.6	0.4	0.2	0.9	0.9	0.5	0.9	0.5	
1979	1.0	1.2	1.1	0.7	0.2	1.6	1.6	0.9	1.5	0.8	
1980	0.8	0.9	0.8	0.6	0.2	1.2	1.2	0.6	1.2	0.6	
1981	0.6	0.7	0.6	0.5	0.2	1.0	0.9	0.5	0.9	0.5	
1982	0.6	0.7	0.7	0.5	0.2	1.0	1.0	0.5	1.0	0.6	
1983	0.6	0.7	0.7	0.5	0.2	1.1	1.0	0.5	1.0	0.6	
1984	0.6	0.7	0.7	0.5	0.2	1.1	1.0	0.5	1.0	0.6	
1985	0.6	0.7	0.7	0.6	0.2	1.1	1.0	0.5	1.1	0.6	
1986	0.6	0.7	0.7	0.6	0.2	1.0	1.0	0.5	1.1	0.6	
1987	0.6	0.7	0.7	0.6	0.2	1.1	1.0	0.5	1.1	0.6	
1988	0.7	0.8	0.7	0.7	0.2	1.1	1.0	0.5	1.3	0.7	
1989	0.7	0.8	0.7	0.7	0.3	1.2	1.0	0.5	1.3	0.6	
1990	0.7	0.8	0.7	0.6	0.2	1.1	1.0	0.5	1.1	0.6	
1991	0.7	0.8	0.7	0.6	0.2	1.1	1.0	0.5	1.1	0.6	
1992	0.7	0.8	0.7	0.6	0.3	1.1	1.0	0.5	1.1	0.6	
1993	0.7	0.8	0.7	0.6	0.3	1.1	1.0	0.5	1.1	0.6	
1994	0.6	0.6	0.6	0.4	0.2	1.0	0.8	0.4	0.8	0.5	
1995	0.6	0.6	0.6	0.4	0.2	1.0	0.8	0.4	0.8	0.4	
1996	0.6	0.7	0.6	0.5	0.2	1.1	0.8	0.4	0.8	0.5	
1997	0.6	0.7	0.6	0.5	0.2	1.0	0.8	0.4	0.8	0.5	
1998	0.6	0.7	0.6	0.5	0.2	1.1	0.8	0.4	0.8	0.5	
1999	0.6	0.7	0.6	0.5	0.2	1.0	0.8	0.4	0.8	0.5	
2000	0.6	0.7	0.6	0.5	0.2	1.0	0.8	0.4	0.8	0.5	

SOURCE: U.S. Department of Commerce, Bureau of the Census. October Current Population Surveys, 1972–2000.

## Poverty Among School-Aged Children

Table S4-1 Standard errors for the poverty rates of related children ages 5–17, by region: 1990–2001

Year	Total	Region			
		Northeast	Midwest	South	West
1990	0.3	0.6	0.6	0.5	0.6
1991	0.3	0.6	0.6	0.5	0.6
1992	0.3	0.7	0.6	0.5	0.6
1993	0.3	0.7	0.6	0.5	0.6
1994	0.3	0.6	0.5	0.5	0.6
1995	0.3	0.6	0.5	0.5	0.6
1996	0.3	0.6	0.5	0.5	0.6
1997	0.3	0.6	0.5	0.5	0.6
1998	0.3	0.6	0.5	0.5	0.6
1999	0.3	0.6	0.5	0.5	0.6
2000	0.2	0.6	0.5	0.4	0.5
2001	0.2	0.5	0.5	0.4	0.5

SOURCE: U.S. Department of Commerce, Bureau of the Census. March Current Population Surveys, 1990–2001.

## Reading Performance of Students in Grade 4

Table S7-1 Standard errors for the average reading scale score and percentage of 4<sup>th</sup>-grade students at or above each reading achievement level, by sex: 1992, 1994, 1998, and 2000

Sex and achievement level	1992	1994	1998	2000
	Average scale score			
All 4 <sup>th</sup> -graders	0.9	1.0	0.8	0.8
Male	1.2	1.3	1.1	1.1
Female	1.0	1.1	0.7	0.9
	Percentage at achievement level			
All 4 <sup>th</sup> -graders				
Below Basic	1.1	1.0	0.9	0.8
At or above Basic	1.1	1.0	0.9	0.8
At or above Proficient	1.2	1.1	0.9	0.9
At Advanced	0.6	0.7	0.5	0.5
Male				
Below Basic	1.6	1.4	1.4	1.2
At or above Basic	1.6	1.4	1.4	1.2
At or above Proficient	1.4	1.3	1.2	1.1
At Advanced	0.7	0.8	0.6	0.5
Female				
Below Basic	1.3	1.2	1.0	1.2
At or above Basic	1.3	1.2	1.0	1.2
At or above Proficient	1.4	1.5	1.0	1.2
At Advanced	0.8	0.9	0.6	0.8

SOURCE: U.S. Department of Education, NCES. (2001). *The Nation's Report Card: Fourth-Grade Reading 2000* (NCES 2001-499).

## Reading Performance of Students in Grade 4

Table S7-2 Standard errors for the average reading scale score for 4<sup>th</sup>-graders, by selected student, family, and school characteristics: 2000

School and student characteristics	Average scale score
Total	0.8
Sex	
Male	1.1
Female	0.9
Race/ethnicity	
White	1.0
Black	1.7
Hispanic	1.7
Asian/Pacific Islander	4.6
American Indian/Alaska Native	4.7
Number of pages per day read in school and for homework	
5 or fewer	2.1
6–10	1.5
11 or more	0.9
How often discuss studies at home	
Almost every day	1.1
Once or twice a week	1.2
Once or twice a month	3.5
Never/hardly ever	1.7
Control	
Public	0.9
Private	1.7
Type of location	
Central city	1.6
Urban fringe/large town	1.8
Rural/small town	1.8
Enrollment	
Less than 300	2.3
300–999	1.0
1,000 or more	4.7
Percentage of students in the school eligible for free or reduced-price lunch	
0–10	1.6
11–25	2.0
26–50	1.8
51–74	2.4
76–100	2.1

SOURCE: U.S. Department of Education, NCES. (2001). *The Nation's Report Card: Fourth-Grade Reading 2000* (NCES 2001–499), and unpublished data from the NAEP 2000 Grade 4 Reading Assessment, provided by the Educational Testing Service.

## Trends in the Achievement Gap in Reading Between White and Black Students

**Table S8-1** Standard errors for the trends in the Black-White gap in average reading scale scores, by age: 1971–99

Age	1971	1975	1980	1984	1988	1990	1992	1994	1996	1999
9	1.9	1.4	1.9	1.3	2.8	3.2	2.4	2.6	2.8	2.8
13	1.4	1.4	1.6	1.1	2.6	2.4	2.7	2.7	2.8	2.7
17	2.0	2.1	2.0	1.3	2.7	2.6	2.5	4.2	3.0	2.3

SOURCE: U.S. Department of Education, NCES. (2000). *NAEP 1999 Trends in Academic Progress: Three Decades of Student Performance* (NCES 2000–469) and National Assessment of Educational Progress (NAEP), 1999 Long-Term Trend Assessment, unpublished data produced by the Educational Testing Service.

**Table S8-2** Standard errors for the trends in average reading scale scores, by race, age, and score quartile: 1971–99

Age and score quartile	1971	1975	1980	1984	1988	1990	1992	1994	1996	1999	Difference 1971–88	Difference 1988–99
<b>White</b>												
<b>Age 9</b>												
Total	0.9	0.7	0.8	0.8	1.4	1.3	1.0	1.3	1.2	1.6	1.7	2.1
Lower quartile	0.8	0.5	0.8	0.6	1.3	1.6	1.1	1.5	1.8	1.5	1.5	2.0
Middle two quartiles	0.5	0.4	0.4	0.3	0.8	0.9	0.7	0.8	1.0	1.2	1.0	1.4
Upper quartile	0.5	0.7	0.9	0.5	1.9	1.3	1.0	0.9	0.9	1.2	2.0	2.2
<b>Age 13</b>												
Total	0.7	0.7	0.7	0.6	1.1	0.9	1.2	1.1	1.0	1.2	1.4	1.7
Lower quartile	0.5	0.4	0.4	0.5	1.1	1.2	1.4	1.2	1.5	1.0	1.2	1.5
Middle two quartiles	0.4	0.4	0.3	0.3	0.9	0.6	0.7	0.8	0.5	1.0	1.0	1.3
Upper quartile	0.5	0.4	0.7	0.6	1.1	1.1	1.3	0.8	1.6	1.3	1.2	1.7
<b>Age 17</b>												
Total	1.0	0.6	0.9	0.7	1.2	1.2	1.4	1.5	1.2	1.4	1.6	1.9
Lower quartile	0.8	0.7	0.9	0.6	1.2	1.8	1.3	1.8	1.3	2.2	1.4	2.5
Middle two quartiles	0.6	0.5	0.5	0.3	0.8	0.6	0.8	0.8	1.0	0.7	1.0	1.0
Upper quartile	0.6	0.5	0.8	0.6	1.8	1.1	1.2	1.9	1.4	1.5	1.9	2.3
<b>Black</b>												
<b>Age 9</b>												
Total	1.7	1.2	1.8	1.1	2.4	2.9	2.2	2.3	2.6	2.3	2.9	3.3
Lower quartile	1.3	0.8	2.1	1.2	3.3	3.0	3.0	5.0	3.4	3.3	3.5	4.7
Middle two quartiles	1.3	0.7	0.8	0.8	1.9	2.0	1.5	2.1	2.5	2.3	2.3	3.0
Upper quartile	1.0	1.0	1.2	1.2	1.9	1.7	1.9	2.6	2.6	1.5	2.2	2.4
<b>Age 13</b>												
Total	1.2	1.2	1.5	1.0	2.4	2.2	2.3	2.4	2.6	2.4	2.6	3.4
Lower quartile	1.1	1.4	1.8	1.0	2.6	3.2	3.5	4.1	3.2	3.4	2.8	4.3
Middle two quartiles	0.7	0.8	0.9	0.7	1.7	1.9	2.6	1.5	2.3	1.4	1.8	2.2
Upper quartile	1.0	1.2	1.2	1.0	2.5	1.8	2.8	2.6	2.1	2.6	2.7	3.6
<b>Age 17</b>												
Total	1.7	2.0	1.8	1.0	2.4	2.3	2.1	3.9	2.7	1.7	3.0	2.9
Lower quartile	1.2	2.6	1.9	1.3	2.6	3.3	2.8	4.2	3.8	3.0	2.8	4.0
Middle two quartiles	0.7	0.8	0.9	1.0	1.9	2.1	2.2	2.4	2.1	1.6	2.0	2.5
Upper quartile	1.5	1.2	2.2	1.2	2.9	2.6	3.3	4.9	3.8	2.5	3.2	3.8

SOURCE: U.S. Department of Education, NCES. (2000). *NAEP 1999 Trends in Academic Progress: Three Decades of Student Performance* (NCES 2000–469) and National Assessment of Educational Progress (NAEP), 1999 Long-Term Trend Assessment, unpublished data produced by the Educational Testing Service.

## International Comparisons of Reading Literacy

**Table S9-1** Standard errors for the combined reading literacy average scores, standard deviation, and average subscale scores of 15-year-olds, by country: 2000

Country	Combined reading literacy score	Standard deviation	Reading subscales		
			Retrieving information	Interpreting texts	Reflecting on texts
International average	0.6	0.4	0.7	0.6	0.7
Australia	3.5	1.6	3.7	3.5	3.4
Austria	2.4	1.6	2.3	2.4	2.7
Belgium	3.6	2.4	3.9	3.2	4.3
Brazil	3.1	1.9	3.4	3.0	3.3
Canada	1.6	1.1	1.7	1.6	1.6
Czech Republic	2.4	1.9	2.7	2.4	2.6
Denmark	2.4	1.8	2.8	2.4	2.6
Finland	2.6	2.6	2.8	2.9	2.7
France	2.7	1.7	3.0	2.7	2.9
Germany	2.5	1.9	2.4	2.5	2.9
Greece	5.0	2.7	5.4	4.5	5.6
Hungary	4.0	2.1	4.4	3.8	4.3
Iceland	1.5	1.4	1.6	1.4	1.3
Ireland	3.2	1.7	3.3	3.3	3.1
Italy	2.9	2.7	3.1	2.6	3.1
Japan	5.2	3.0	5.5	5.0	5.4
Korea, Republic of	2.4	1.6	2.5	2.3	2.6
Latvia	5.3	2.3	5.7	4.9	5.9
Liechtenstein	4.1	3.9	4.9	4.5	5.7
Luxembourg	1.6	1.5	1.6	1.6	1.9
Mexico	3.3	2.1	3.9	2.9	3.7
New Zealand	2.8	2.0	2.8	2.7	2.9
Norway	2.8	1.7	2.9	2.8	3.0
Poland	4.5	3.1	5.0	4.3	4.7
Portugal	4.5	1.8	4.9	4.3	4.5
Russian Federation	4.2	1.8	4.9	4.0	4.0
Spain	2.7	1.2	3.0	2.6	2.8
Sweden	2.2	1.2	2.4	2.1	2.3
Switzerland	4.2	2.0	4.4	4.2	4.8
United Kingdom	2.6	1.5	2.5	2.5	2.5
United States	7.0	2.7	7.4	7.1	7.1

SOURCE: U.S. Department of Education, NCES. (2001). *Outcomes of Learning: Results from the 2000 Program for International Student Assessment of 15-Year-Olds in Reading, Mathematics, and Science Literacy* (NCES 2002-115).



## International Comparisons of Reading Literacy

**Table S9-2** Standard errors for the relationship between socioeconomic status and combined reading literacy average score and combined reading literacy average score, by sex and parents' education, by country: 2000

Country	Socioeconomic status Average score increase with a one- point increase on the ISEI index (#)	Sex			Parents' education			Differ- ence
		Female	Male	Differ- ence	Less than high school	High school diploma or equivalent	Bachelor's degree or higher	
International average		0.7	0.8	0.9	0.9	0.8	0.8	1.2
Australia	0.1	4.7	4.0	5.4	3.7	3.6	4.4	5.7
Austria	0.1	3.6	3.2	5.2	2.5	6.4	3.5	4.3
Belgium	0.1	4.9	4.2	6.0	4.7	3.0	4.0	6.2
Brazil	0.1	3.4	3.9	4.0	3.4	3.5	5.9	6.8
Canada	0.1	1.7	1.8	1.6	2.8	2.1	1.6	3.2
Czech Republic	0.1	2.5	4.1	4.7	4.1	2.5	4.1	5.8
Denmark	0.1	2.9	3.0	3.3	4.0	3.3	2.6	4.8
Finland	0.1	2.8	3.0	2.6	3.3	3.9	3.2	4.6
France	0.1	2.7	3.5	3.4	3.5	3.3	2.8	4.5
Germany	0.1	3.9	3.2	5.2	3.8	5.3	4.6	6.0
Greece	0.2	4.6	6.1	5.0	6.0	4.3	6.0	8.5
Hungary	0.1	4.3	5.3	5.7	4.3	3.9	5.5	7.0
Iceland	0.1	2.1	2.1	3.1	2.3	3.3	2.6	3.5
Ireland	0.1	3.6	4.2	4.6	3.8	3.7	4.2	5.7
Italy	0.1	3.6	5.1	7.0	4.0	3.4	4.5	6.0
Japan	0.2	5.4	6.7	6.4	—	—	—	—
Korea, Republic of	0.1	3.7	3.8	6.0	2.9	2.8	3.5	4.5
Latvia	0.1	5.4	5.5	4.2	8.6	5.4	6.4	10.7
Liechtenstein	0.3	6.8	7.3	11.5	6.5	(#)	8.7	10.9
Luxembourg	0.1	2.3	2.6	3.8	3.0	4.0	3.6	4.7
Mexico	0.1	3.8	4.2	4.3	2.9	5.2	6.5	7.1
New Zealand	0.1	3.8	4.2	6.3	3.8	5.7	3.6	5.2
Norway	0.1	2.9	3.8	4.0	3.8	3.9	3.6	5.2
Poland	0.2	5.5	6.0	7.0	4.9	4.3	7.2	8.7
Portugal	0.1	4.6	5.0	3.8	4.2	6.3	6.8	8.0
Russian Federation	0.1	4.1	4.5	2.9	7.4	3.9	4.3	8.6
Spain	0.1	2.8	3.4	3.2	3.0	3.1	2.8	4.1
Sweden	0.1	2.5	2.6	2.7	3.5	2.9	2.6	4.4
Switzerland	0.1	4.5	4.9	4.2	4.0	7.2	5.2	6.6
United Kingdom	0.1	3.4	3.0	4.1	3.0	5.6	3.1	4.3
United States	0.2	6.2	8.4	4.1	7.2	4.9	6.4	9.6

—Not available.

#Too small to report.

SOURCE: U.S. Department of Education, NCES. (2001). *Outcomes of Learning: Results from the 2000 Program for International Student Assessment of 15-Year-Olds in Reading, Mathematics, and Science Literacy* (NCES 2002-115).

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

**Table S10-1** Standard errors for the average mathematics scale score and percentage of students at or above each mathematics achievement level, by grade: 1990, 1992, 1996, and 2000

Grade and achievement level	1990	1992	1996	2000
	Average scale score			
Grade 4	0.9	0.7	0.9	0.9
Grade 8	1.3	0.9	1.1	0.8
Grade 12	1.1	0.9	1.0	0.9
	Percentage at achievement level			
Grade 4				
Below Basic	1.4	1.0	1.2	1.1
At or above Basic	1.4	1.0	1.2	1.1
At or above Proficient	1.2	1.0	0.9	1.1
At Advanced	0.4	0.3	0.3	0.3
Grade 8				
Below Basic	1.4	1.1	1.1	0.8
At or above Basic	1.4	1.1	1.1	0.8
At or above Proficient	1.1	1.0	1.1	0.9
At Advanced	0.3	0.4	0.5	0.5
Grade 12				
Below Basic	1.6	1.1	1.3	1.1
At or above Basic	1.6	1.1	1.3	1.1
At or above Proficient	0.9	0.8	1.1	0.9
At Advanced	0.3	0.3	0.3	0.3

SOURCE: U.S. Department of Education, NCES. (2001). *The Nation's Report Card: Mathematics 2000* (NCES 2001-517).

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

Table S10-2 Standard errors for the average mathematics scale score for 4<sup>th</sup>-, 8<sup>th</sup>-, and 12<sup>th</sup>-graders, by selected student and school characteristics: 2000

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

—Not available.

†Not applicable.

SOURCE: U.S. Department of Education, NCES. (2001). *The Nation's Report Card: Mathematics 2000* (NCES 2001–517), and unpublished data from the NAEP 2000 Mathematics Assessment, provided by the Educational Testing Service.

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

**Table S10-3** Standard errors for the average mathematics scale score for public school 4<sup>th</sup>- and 8<sup>th</sup>-graders in 2000 and change in score since 1992 in grade 4 and since 1990 in grade 8, by state and jurisdiction: 2000

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

See footnotes at end of table.

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

Table S10-3 Standard errors for the average mathematics scale score for public school 4<sup>th</sup>- and 8<sup>th</sup>-graders in 2000 and change in score since 1992 in grade 4 and since 1990 in grade 8, by state and jurisdiction: 2000—Continued

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

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

SOURCE: U.S. Department of Education, NCES. (2001). *The Nation's Report Card: Mathematics 2000* (NCES 2001-517).

## Poverty and Student Achievement

**Table S11-1** Standard errors for the average mathematics scale score and percentage of public school students in 4<sup>th</sup>-grade mathematics, by percentage of students in the school eligible for free or reduced-priced lunch and selected student characteristics: 2000

Student characteristic	10 percent or less		11–25 percent		26–50 percent		51–75 percent		More than 75 percent		Total population	
	Score	Percent	Score	Percent	Score	Percent	Score	Percent	Score	Percent	Score	Percent
Total	1.8	0.0	1.7	0.0	1.7	0.0	1.6	0.0	1.6	0.0	1.0	0.0
Language other than English spoken in the home												
Never	1.7	2.7	1.8	2.3	1.8	1.8	1.9	1.9	2.0	3.3	1.0	1.0
Sometimes	3.2	2.1	2.0	1.9	2.9	1.8	2.4	1.5	2.2	2.3	1.4	0.9
Always	10.4	1.1	8.4	1.0	3.3	0.8	3.2	1.1	3.0	1.7	2.3	0.5
Race/ethnicity												
White	1.7	1.7	1.3	2.1	1.9	2.5	2.0	3.1	3.8	3.7	1.1	0.4
Black	(#)	0.8	7.3	1.5	2.4	2.2	2.5	2.4	1.6	3.4	1.7	0.2
Hispanic	5.4	0.9	5.2	1.1	3.4	1.4	2.8	2.1	2.4	2.1	1.6	0.3
Student is eligible for free or reduced-price lunch												
Eligible	(#)	1.3	4.7	1.8	2.0	2.2	1.8	2.1	1.4	2.3	1.0	1.5
Not eligible	2.2	1.3	1.4	1.8	2.1	2.2	1.8	2.1	5.4	2.3	1.3	1.5

#Too few sample cases for a reliable estimate.

SOURCE: U.S. Department of Education, NCES. National Assessment of Educational Progress (NAEP), unpublished data provided by the Educational Testing Service, 2000.

## Poverty and Student Achievement

Table S11-2 Standard errors for the percentage of 4<sup>th</sup>-grade students in the school eligible for free or reduced-priced lunch, by selected school and teacher characteristics of public schools: 2000

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

See footnotes at end of table.

## Poverty and Student Achievement

**Table S11-2** Standard errors for the percentage of 4<sup>th</sup>-grade students in the school eligible for free or reduced-priced lunch, by selected school and teacher characteristics of public schools: 2000—Continued

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

#Standard error estimates cannot be accurately determined.

†Not applicable.

SOURCE: U.S. Department of Education, NCES. National Assessment of Educational Progress (NAEP), unpublished data provided by the Educational Testing Service, 2000.



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

Table S12-1 Standard errors for the average science scale score and percentage of students at or above each science achievement level, by grade: 1996 and 2000

Achievement level	1996	2000	1996	2000	1996	2000
			Average scale score			
Total	0.8	0.7	0.9	0.6	0.9	1.0
			Percentage at achievement level			
Below Basic	1.2	0.8	1.1	0.8	1.1	1.1
At or above Basic	1.2	0.8	1.1	0.8	1.1	1.1
At or above Proficient	0.9	0.8	1.2	0.8	1.1	1.0
At Advanced	0.4	0.3	0.5	0.4	0.3	0.3

SOURCE: U.S. Department of Education, NCES. (forthcoming). *The Nation's Report Card: Science 2000* (NCES 2002-451).

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

Table S12-2 Standard errors for the average science scale score for 4<sup>th</sup>-, 8<sup>th</sup>-, and 12<sup>th</sup>-graders, by selected student and school characteristics: 2000

Student and school characteristics	Average scale score		
	Grade 4	Grade 8	Grade 12
Total	0.7	0.6	1.0
Sex			
Male	0.8	0.7	1.1
Female	0.8	0.8	1.0
Race/ethnicity			
White	0.8	0.7	1.2
Black	1.6	1.3	1.4
Hispanic	1.3	1.3	1.9
Asian/Pacific Islander	(†)	2.4	2.5
American Indian/Alaska Native	2.8	3.2	3.6
Parents' education			
High school diploma or less	—	0.8	1.2
Bachelor's degree or higher	—	0.8	1.1
Current science class in 8th grade			
Not taking	—	2.8	—
Life sciences	—	2.5	—
Earth sciences	—	1.3	—
Integrated sciences	—	1.3	—
Physical sciences	—	1.3	—
General sciences	—	1.1	—
Courses taken by 12th grade			
General science			
Not taken	—	—	1.1
Taken	—	—	1.2
1st-year biology			
Not taken	—	—	3.5
Taken	—	—	0.9
1st-year chemistry			
Not taken	—	—	1.2
Taken	—	—	0.9
1st-year physics			
Not taken	—	—	1.0
Taken	—	—	1.1

See footnotes at end of table.

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

Table S12-2 Standard errors for the average science scale score for 4<sup>th</sup>-, 8<sup>th</sup>-, and 12<sup>th</sup>-graders, by selected student and school characteristics: 2000—Continued

Student and school characteristics	Average scale score		
	Grade 4	Grade 8	Grade 12
Control			
Public	0.8	0.7	1.1
Private	0.9	0.9	1.0
Type of location			
Central city	1.7	1.6	1.9
Urban fringe/large town	1.2	1.1	1.3
Rural/small town	1.7	1.7	2.0
Enrollment			
Less than 300	1.9	2.6	3.8
300–999	0.9	0.9	1.7
1,000 or more	4.5	2.3	1.3
Percentage of students in the school eligible for free or reduced-price lunch			
0–10	1.2	1.2	1.8
11–25	1.4	1.3	1.5
26–50	1.3	1.1	1.7
51–75	1.7	2.3	3.0
76–100	2.1	2.2	2.1

—Not available.

†Not applicable.

SOURCE: U.S. Department of Education, NCES. (forthcoming). *The Nation's Report Card: Science 2000* (NCES 2002–451), and unpublished data from the NAEP 2000 Grade 4 Science Assessment, provided by the Educational Testing Service.

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

**Table S12-3** Standard errors for the average science scale score for public school 4<sup>th</sup>- and 8<sup>th</sup>-graders in 2000 and change in score since 1996 in grade 8, by state and jurisdiction

State and jurisdiction	Grade 4	Grade 8	
	Average scale score in 2000	Average scale score in 2000	Change from 1996 average scale score
<b>Nation</b>	<b>0.8</b>	<b>0.7</b>	<b>1.2</b>
Alabama	1.7	1.9	2.5
Arizona	1.4	1.6	2.3
Arkansas	1.7	1.3	1.9
California	2.0	1.5	2.3
Connecticut	1.3	1.4	1.9
Georgia	1.4	1.5	2.1
Hawaii	1.4	1.2	1.5
Idaho	1.5	1.1	—
Illinois	1.6	1.9	—
Indiana	1.6	1.7	2.2
Iowa	1.4	—	—
Kentucky	1.1	1.3	1.8
Louisiana	1.9	1.7	2.3
Maine	1.0	1.0	1.4
Maryland	1.3	1.3	2.0
Massachusetts	1.2	1.6	2.1
Michigan	1.8	1.7	2.2
Minnesota	1.5	2.1	2.4
Mississippi	1.4	1.2	1.8
Missouri	1.6	1.1	1.6
Montana	2.1	1.2	1.7
Nebraska	1.8	1.0	1.4
Nevada	1.3	1.1	—
New Mexico	2.0	1.6	1.9
New York	1.4	2.4	2.9
North Carolina	1.4	1.5	1.9
North Dakota	0.8	0.9	1.2
Ohio	1.6	1.5	—
Oklahoma	1.4	1.2	—
Oregon	1.9	1.6	2.2
Rhode Island	1.5	1.3	1.5
South Carolina	1.2	1.3	2.0
Tennessee	1.5	1.5	2.4

See footnotes at end of table.

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

Table S12-3 Standard errors for the average science scale score for public school 4<sup>th</sup>- and 8<sup>th</sup>-graders in 2000 and change in score since 1996 in grade 8, by state and jurisdiction—Continued

State and jurisdiction	Grade 4	Grade 8	Change from 1996 average scale score
	Average scale score in 2000	Average scale score in 2000	
Texas	1.6	1.5	2.3
Utah	1.1	0.9	1.2
Vermont	1.7	0.9	1.3
Virginia	1.6	1.2	2.0
West Virginia	1.1	1.1	1.4
Wyoming	1.1	1.0	1.2
Other jurisdictions			
American Samoa	1.7	2.3	—
DDESS	0.7	1.2	1.7
DoDDS	0.5	0.8	1.1
Guam	2.3	4.5	4.7
Virgin Islands	1.1	—	—

—The jurisdiction did not participate in 1996 or 2000 or did not meet the minimum guidelines for participation.

SOURCE: U.S. Department of Education, NCES. (forthcoming). *The Nation's Report Card: Science 2000* (NCES 2002–451).

## International Comparisons of 8<sup>th</sup>-Graders' Performance in Mathematics and Science

Table S13-1 Standard errors for the average mathematics and science performance of 8<sup>th</sup>-graders for the 38 participating countries, by sex and country: 1999

Country	Mathematics: mean score			Science: mean score		
	Total	Male	Female	Total	Male	Female
International average	0.7	0.9	0.8	0.7	0.9	0.9
Australia	4.8	5.7	5.7	4.4	6.0	5.1
Belgium-Flemish	3.3	8.3	7.2	3.1	7.2	4.7
Bulgaria	5.9	6.9	5.9	5.4	6.5	5.8
Canada	2.5	3.2	2.5	2.1	2.4	3.2
Chile	4.4	5.8	4.3	3.7	5.1	4.3
Chinese Taipei	4.0	5.3	3.9	4.4	5.7	3.9
Cyprus	1.8	2.7	2.1	2.4	3.0	3.1
Czech Republic	4.2	5.8	4.0	4.2	4.9	4.8
England	4.2	5.0	5.4	4.8	5.3	6.2
Finland	2.7	3.5	3.0	3.5	4.5	4.0
Hong Kong SAR	4.3	5.9	4.7	3.7	5.1	4.4
Hungary	3.7	4.3	4.0	3.7	4.5	4.0
Indonesia	4.9	5.0	5.4	4.5	4.8	6.5
Iran, Islamic Republic of	3.4	4.8	4.2	3.8	4.4	5.7
Israel	3.9	4.8	4.2	4.9	5.5	6.0
Italy	3.8	4.3	4.5	3.9	5.6	4.1
Japan	1.7	2.3	2.4	2.2	3.6	2.8
Jordan	3.6	5.9	4.7	3.8	5.9	5.0
Korea, Republic of	2.0	2.2	3.1	2.6	3.2	4.0
Latvia-LSS	3.4	4.4	3.8	4.8	4.8	5.6
Lithuania	4.3	4.8	4.7	4.1	5.0	4.4
Macedonia, Republic of	4.2	4.3	5.3	5.2	5.4	6.0
Malaysia	4.4	6.0	4.7	4.4	5.8	5.5
Moldova	3.9	4.7	4.1	4.0	5.4	4.4
Morocco	2.6	4.1	5.3	4.3	5.9	5.9
Netherlands	7.1	7.0	7.6	6.9	7.3	7.1
New Zealand	5.2	7.6	5.5	4.9	7.0	5.4
Philippines	6.0	6.5	6.9	7.5	8.9	8.2
Romania	5.8	6.2	6.3	5.8	6.5	6.4
Russian Federation	5.9	6.4	6.0	6.4	6.2	7.1
Singapore	6.3	7.5	6.1	8.0	9.7	7.9
Slovak Republic	4.0	4.5	4.2	3.3	4.5	3.4
Slovenia	2.8	3.6	3.0	3.2	3.7	3.7
South Africa	6.8	7.3	7.5	7.9	7.7	9.2
Thailand	5.1	5.5	5.7	4.0	4.4	4.6
Tunisia	2.4	2.9	2.4	3.4	4.3	3.3
Turkey	4.3	4.4	4.7	4.3	4.3	4.8
United States	4.0	4.8	3.9	4.6	5.5	4.6

SOURCE: U.S. Department of Education, NCES. (2000). *Pursuing Excellence: Comparisons of International Eighth-Grade Mathematics and Science Achievement from a U.S. Perspective, 1995 and 1999* (NCES 2001-028) (TIMSS-R).

## International Comparisons of 8<sup>th</sup>-Graders' Performance in Mathematics and Science

Table S13-2 Standard errors for the average mathematics and science performance of 8<sup>th</sup>-graders for the 23 countries that participated in both assessments, by country: 1995 and 1999

Country	Mathematics: mean score			Science: mean score		
	1995	1999	1995-99 difference	1995	1999	1995-99 difference
International average	0.9	0.9	1.3	0.9	0.9	1.3
Australia	3.8	4.8	6.1	4.0	4.4	6.0
Belgium-Flemish	5.9	3.3	6.8	6.4	3.1	7.1
Bulgaria	5.8	5.9	8.2	5.2	5.4	7.5
Canada	2.2	2.5	3.2	2.6	2.1	3.3
Cyprus	2.2	1.8	2.9	2.1	2.4	3.3
Czech Republic	4.5	4.2	6.1	4.5	4.2	6.1
England	3.0	4.2	5.2	3.6	4.8	5.8
Hong Kong SAR	6.1	4.3	7.5	5.8	3.7	6.8
Hungary	3.2	3.7	4.9	3.1	3.7	4.9
Iran, Islamic Republic of	3.9	3.4	5.2	3.6	3.8	5.2
Italy	3.4	4.8	6.0	3.6	4.8	5.9
Japan	1.6	1.7	2.2	1.8	2.2	3.0
Korea, Republic of	2.0	2.0	2.8	2.0	2.6	3.4
Latvia-LSS	3.6	3.4	5.0	3.3	4.8	5.9
Lithuania	4.1	4.3	6.1	4.0	4.1	5.7
Netherlands	6.1	7.1	9.5	6.0	6.9	9.1
New Zealand	4.7	5.2	7.1	4.9	4.9	6.9
Romania	4.6	5.8	7.4	5.1	5.8	7.8
Russian Federation	5.3	5.9	8.0	4.5	6.4	7.9
Singapore	4.0	6.3	7.4	5.5	8.0	9.8
Slovak Republic	3.1	4.0	4.9	3.3	3.3	4.5
Slovenia	2.8	2.8	3.9	2.8	3.2	4.4
United States	4.7	4.0	6.2	5.6	4.6	7.2

SOURCE: U.S. Department of Education, NCES. (2000). *Pursuing Excellence: Comparisons of International Eighth-Grade Mathematics and Science Achievement from a U.S. Perspective, 1995 and 1999* (NCES 2001-028) (TIMSS and TIMSS-R).

## International Comparisons of 8<sup>th</sup>-Graders' Performance in Mathematics and Science

**Table S13-3** Standard errors for the score difference from the international average for the 17 participating countries, by mathematics and science performance of 4<sup>th</sup>-graders in 1995 and 8<sup>th</sup>-graders in 1999

Country	Mathematics		Science	
	4 <sup>th</sup> -graders in 1995	8 <sup>th</sup> -graders in 1999	4 <sup>th</sup> -graders in 1995	8 <sup>th</sup> -graders in 1999
International average	0.9	1.0	0.9	1.1
Australia	3.0	4.7	3.5	4.3
Canada	3.3	2.7	3.0	2.1
Cyprus	3.1	1.9	3.1	2.3
Czech Republic	3.1	4.1	3.0	4.1
England	3.3	4.0	3.1	4.5
Hong Kong SAR	3.8	4.2	3.3	3.5
Hungary	3.5	3.6	3.3	3.6
Iran, Islamic Republic of	4.8	3.3	4.4	3.7
Italy	4.5	4.6	4.4	4.5
Japan	2.0	1.8	1.9	2.4
Korea, Republic of	1.9	2.0	2.2	2.6
Latvia-LSS	4.4	3.3	4.7	4.9
Netherlands	2.9	6.8	3.1	6.5
New Zealand	4.2	4.9	5.1	4.8
Singapore	4.3	5.9	4.6	7.6
Slovenia	3.1	2.8	3.9	3.3
United States	2.9	3.8	3.2	4.5

SOURCE: U.S. Department of Education, NCES. (2000). *Pursuing Excellence: Comparisons of International Eighth-Grade Mathematics and Science Achievement from a U.S. Perspective, 1995 and 1999* (NCES 2001-028) (TIMSS and TIMSS-R).



## Education and Health

**Table S14-1** Standard errors for the percentage of the population age 25 and above who reported being in excellent or very good health, by educational attainment and selected characteristics: 1997

Characteristic	Less than high school	High school diploma or equivalent	Some college, including vocational/technical	Bachelor's degree or higher	Total
Total	0.3	0.8	0.6	0.7	1.9
Sex					
Male	0.5	0.8	0.3	0.5	1.6
Female	0.5	0.7	0.9	0.8	2.1
Family income					
Less than \$20,000	1.2	0.3	0.4	1.4	0.5
\$20,000–34,999	0.6	0.3	0.5	0.3	0.8
\$35,000–54,999	0.8	0.4	0.4	0.6	0.8
\$55,000–74,999	1.7	0.7	0.9	0.5	1.1
\$75,000 or more	3.2	0.9	0.3	0.5	0.6
Race/ethnicity					
White	0.5	0.3	0.0	0.2	0.6
Black	0.3	2.0	1.1	0.5	1.5
Hispanic	1.6	1.6	1.6	1.9	2.6
Asian/Pacific Islander	1.0	3.1	1.7	2.0	1.5
American Indian/Alaskan Native	0.7	1.2	2.6	3.3	0.5
Age					
25–34	0.9	1.8	0.8	0.7	2.4
35–44	1.3	1.0	1.2	0.7	2.1
45–54	0.5	1.1	1.0	1.2	2.4
55–64	0.8	1.6	1.5	0.5	2.3
65 and above	0.8	0.7	0.4	0.6	1.3
Metropolitan area status					
2.5 million or more	0.7	1.0	1.6	0.8	3.4
1–2.49 million	0.5	0.8	0.4	0.5	1.5
Less than 1 million	0.2	0.7	0.6	1.0	1.8
Nonmetropolitan area	0.7	1.1	0.1	0.2	1.1
Region					
Northeast	0.3	0.4	0.5	0.5	1.3
Midwest	0.5	0.7	0.8	0.2	1.1
South	0.6	1.1	0.7	1.3	2.2
West	0.3	0.9	0.4	0.7	2.7

SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control, National Center for Health Statistics. National Health Interview Survey, 1997.

## Annual Earnings of Young Adults

**Table S16-1** Standard errors for the median annual earnings (in constant 2000 dollars) of all wage and salary workers ages 25–34, by sex and educational attainment level: March 1971–2000

Year	Male					Female				
	All males	Grades 9–11	High school diploma or GED	Some college	Bachelor's degree or higher	All females	Grades 9–11	High school diploma or GED	Some college	Bachelor's degree or higher
1971	\$299	\$574	\$423	\$728	\$734	\$394	\$654	\$508	\$1,094	\$875
1972	297	793	366	672	684	379	823	505	906	735
1973	287	777	396	645	652	341	743	395	774	672
1974	264	733	375	526	607	306	689	387	657	631
1975	259	812	389	560	651	308	451	410	598	520
1976	267	702	375	610	602	298	687	392	602	556
1977	334	861	416	640	637	266	781	381	528	561
1978	361	844	609	680	527	245	362	325	571	565
1979	264	751	489	501	498	244	667	356	468	374
1980	229	630	347	470	582	245	696	319	464	401
1981	240	595	359	466	495	258	494	296	363	531
1982	247	592	351	523	442	193	623	319	351	494
1983	282	581	354	571	499	202	611	314	402	377
1984	319	533	849	567	786	190	615	277	355	374
1985	324	447	341	429	420	189	586	253	370	479
1986	292	519	369	491	489	193	585	236	527	502
1987	228	653	430	447	605	268	589	240	480	439
1988	222	684	383	472	914	291	514	241	495	376
1989	210	679	275	524	696	279	739	241	404	350
1990	205	653	337	605	666	193	621	220	352	534
1991	215	732	315	605	405	221	712	242	375	512
1992	223	687	365	525	398	208	533	339	355	424
1993	221	706	276	467	438	210	456	372	326	425
1994	286	625	286	545	598	202	660	352	354	348
1995	310	489	304	560	1,015	186	420	435	361	360
1996	220	478	352	342	520	276	613	357	398	315
1997	189	559	434	351	453	266	798	338	398	593
1998	402	610	320	682	811	209	589	363	420	397
1999	212	690	300	433	435	207	525	245	287	329
2000	193	722	351	365	754	256	620	284	245	298

SOURCE: U.S. Department of Commerce, Bureau of the Census. March Current Population Surveys, 1972–2001.

# Annual Earnings of Young Adults

**Table S16-2** Standard errors for the ratio of median annual earnings of all wage and salary workers ages 25–34 whose highest education level was grades 9–11, some college, or a bachelor’s degree or higher, compared with those with a high school diploma or GED, by sex: March 1971–2000

Year	Grades 9–11		Some college		Bachelor’s degree or higher	
	Male	Female	Male	Female	Male	Female
1971	0.02	0.05	0.02	0.08	0.02	0.08
1972	0.02	0.05	0.02	0.07	0.02	0.07
1973	0.02	0.05	0.02	0.06	0.02	0.06
1974	0.02	0.05	0.02	0.05	0.02	0.06
1975	0.03	0.03	0.02	0.05	0.02	0.06
1976	0.02	0.04	0.02	0.05	0.02	0.05
1977	0.03	0.05	0.02	0.04	0.02	0.05
1978	0.03	0.02	0.03	0.04	0.03	0.05
1979	0.02	0.04	0.02	0.04	0.02	0.04
1980	0.02	0.04	0.02	0.04	0.02	0.04
1981	0.02	0.03	0.02	0.03	0.02	0.04
1982	0.02	0.04	0.02	0.03	0.02	0.05
1983	0.02	0.04	0.02	0.04	0.02	0.04
1984	0.03	0.04	0.04	0.03	0.05	0.04
1985	0.02	0.04	0.02	0.03	0.02	0.04
1986	0.02	0.04	0.02	0.04	0.03	0.04
1987	0.03	0.04	0.02	0.03	0.03	0.04
1988	0.03	0.03	0.02	0.04	0.04	0.03
1989	0.03	0.05	0.02	0.03	0.03	0.04
1990	0.03	0.04	0.03	0.03	0.03	0.04
1991	0.03	0.05	0.03	0.03	0.02	0.04
1992	0.03	0.04	0.03	0.04	0.03	0.05
1993	0.03	0.03	0.02	0.04	0.03	0.06
1994	0.03	0.04	0.03	0.03	0.03	0.05
1995	0.02	0.03	0.03	0.04	0.05	0.06
1996	0.02	0.04	0.02	0.04	0.03	0.05
1997	0.02	0.05	0.02	0.04	0.03	0.05
1998	0.02	0.04	0.03	0.04	0.04	0.05
1999	0.03	0.03	0.02	0.03	0.02	0.03
2000	0.03	0.04	0.02	0.03	0.04	0.04

SOURCE: U.S. Department of Commerce, Bureau of the Census. March Current Population Surveys, 1972–2001.

## Annual Earnings of Young Adults

**Table S16-3** Standard errors for the ratio of median annual earnings of all male to all female wage and salary workers ages 25–34, by educational attainment: March 1971–2000

Year	All	Grades 9–11	High school diploma or GED	Some college	Bachelor's degree or higher
1971	0.06	0.21	0.08	0.14	0.05
1972	0.05	0.25	0.08	0.10	0.05
1973	0.05	0.21	0.07	0.08	0.04
1974	0.04	0.23	0.06	0.07	0.04
1975	0.04	0.14	0.06	0.06	0.04
1976	0.04	0.20	0.05	0.07	0.04
1977	0.03	0.21	0.05	0.05	0.04
1978	0.03	0.16	0.06	0.07	0.04
1979	0.03	0.14	0.05	0.05	0.03
1980	0.03	0.16	0.04	0.04	0.03
1981	0.03	0.13	0.04	0.04	0.04
1982	0.02	0.13	0.04	0.04	0.03
1983	0.02	0.12	0.04	0.04	0.03
1984	0.02	0.14	0.06	0.04	0.04
1985	0.02	0.11	0.03	0.04	0.03
1986	0.02	0.11	0.03	0.05	0.03
1987	0.02	0.11	0.03	0.04	0.03
1988	0.02	0.14	0.03	0.04	0.03
1989	0.02	0.16	0.03	0.04	0.03
1990	0.02	0.16	0.03	0.04	0.03
1991	0.02	0.14	0.03	0.04	0.03
1992	0.02	0.09	0.04	0.03	0.02
1993	0.02	0.12	0.04	0.03	0.02
1994	0.02	0.14	0.04	0.04	0.02
1995	0.02	0.10	0.05	0.04	0.04
1996	0.02	0.12	0.04	0.03	0.02
1997	0.02	0.15	0.04	0.03	0.03
1998	0.02	0.11	0.04	0.04	0.03
1999	0.02	0.12	0.03	0.03	0.02
2000	0.02	0.11	0.03	0.02	0.03

SOURCE: U.S. Department of Commerce, Bureau of the Census. March Current Population Surveys, 1972–2001.

## Annual Earnings of Young Adults

Table S16-4 Standard errors for the difference in average annual earnings (in constant 2000 dollars) for all wage and salary workers ages 25–34 between the highest and the lowest quartiles, by sex and educational attainment: March 1971–2000

Year	Male				Female			
	Grades 9–11	High school diploma or GED	Some college	Bachelor's degree or higher	Grades 9–11	High school diploma or GED	Some college	Bachelor's degree or higher
1971	\$1,144	\$668	\$1,187	\$1,488	\$893	\$549	\$1,187	\$1,595
1972	1,274	580	1,049	1,458	1,053	695	1,019	1,489
1973	1,275	707	1,487	1,197	920	605	958	1,301
1974	1,164	740	1,185	1,139	857	632	1,062	1,405
1975	1,158	698	1,124	822	1,012	483	794	1,176
1976	1,290	714	1,000	1,170	810	526	992	926
1977	1,587	670	828	912	834	590	964	914
1978	1,467	798	1,057	873	792	598	760	1,176
1979	1,479	661	875	792	915	443	811	1,062
1980	1,010	533	708	898	926	510	883	785
1981	1,104	472	848	834	784	453	695	994
1982	1,180	547	850	1,176	911	540	800	770
1983	952	654	847	1,022	920	545	621	965
1984	1,265	601	770	732	1,026	515	680	645
1985	1,436	554	976	942	888	478	856	830
1986	1,055	498	1,071	823	745	443	896	827
1987	1,072	500	983	1,115	807	394	721	742
1988	1,167	549	917	1,226	755	423	682	1,095
1989	927	615	688	804	696	391	656	996
1990	944	616	737	870	867	495	730	772
1991	854	709	760	1,325	616	481	795	908
1992	686	703	914	1,389	1,216	492	622	915
1993	758	779	828	897	1,044	495	744	736
1994	888	720	1,112	1,023	838	463	609	752
1995	915	521	843	1,485	917	502	556	654
1996	743	526	650	1,453	1,031	446	563	702
1997	943	500	774	1,982	910	495	483	1,248
1998	1,095	801	888	1,691	1,015	638	514	616
1999	869	471	503	1,568	802	741	838	855
2000	1,153	547	1,165	1,386	1,286	509	664	794

SOURCE: U.S. Department of Commerce, Bureau of the Census. March Current Population Surveys, 1972–2001.

## Annual Earnings of Young Adults

**Table S16-5** Standard errors for the percentage of young adults ages 25–34 whose highest education level was a high school diploma or GED and whose annual earnings were higher than the median, and the highest quartile of those with a bachelor's degree or higher, by sex: March 1971–2000

Year	Male		Female	
	Median	Highest quartile	Median	Highest quartile
1971	1.0	0.5	0.9	0.5
1972	1.0	0.6	0.9	0.5
1973	1.1	0.6	0.9	0.5
1974	1.1	0.7	0.9	0.5
1975	1.1	0.7	0.9	0.5
1976	1.1	0.7	1.0	0.6
1977	1.1	0.8	1.0	0.6
1978	1.1	0.7	0.9	0.6
1979	1.0	0.7	0.9	0.5
1980	1.0	0.6	0.9	0.5
1981	0.9	0.6	0.8	0.5
1982	0.9	0.6	0.8	0.5
1983	0.9	0.5	0.8	0.5
1984	0.9	0.5	0.8	0.5
1985	0.8	0.4	0.8	0.4
1986	0.7	0.4	0.7	0.4
1987	0.8	0.4	0.7	0.4
1988	0.8	0.4	0.7	0.3
1989	0.7	0.4	0.6	0.3
1990	0.7	0.4	0.6	0.3
1991	0.7	0.4	0.7	0.4
1992	0.7	0.4	0.7	0.4
1993	0.8	0.4	0.7	0.3
1994	0.8	0.4	0.7	0.4
1995	0.8	0.4	0.7	0.4
1996	0.8	0.4	0.8	0.4
1997	0.8	0.4	0.7	0.4
1998	0.8	0.3	0.7	0.4
1999	0.8	0.3	0.7	0.4
2000	0.8	0.4	0.8	0.5

SOURCE: U.S. Department of Commerce, Bureau of the Census. March Current Population Surveys, 1972–2001.

## Students' Absence From School

**Table S17-1** Standard errors for the percentage distributions of 8<sup>th</sup>-, 10<sup>th</sup>-, and 12<sup>th</sup>-grade students according to how many school days they missed in a 4-week period, and average percentage of their total absences attributed to illness, skipping school, or other reasons: 1983, 1991, and 2000

Grade	Total days absent from school				Percentage of total absences attributed to each reason		
	0 days	1 day	2 to 5 days	More than 5 days	Illness	Skipped school	Other reasons
<b>1983</b>							
12	0.7	0.6	0.7	0.6	0.8	0.6	0.7
<b>1991</b>							
8	0.8	0.6	0.6	0.6	0.7	0.4	0.7
10	0.8	0.6	0.7	0.6	0.8	0.6	0.7
12	0.7	0.6	0.7	0.6	0.8	0.7	0.8
<b>2000</b>							
8	0.8	0.6	0.6	0.5	0.9	0.5	0.8
10	0.8	0.6	0.7	0.5	0.9	0.6	0.9
12	0.7	0.6	0.7	0.7	0.8	0.8	0.9

SOURCE: University of Michigan, Institute for Social Research. Monitoring the Future 8<sup>th</sup>-, 10<sup>th</sup>-, and 12<sup>th</sup>-Grade Studies, 1983, 1991, and 2000.

## Students' Absence From School

**Table S17-2** Standard errors for the percentage distributions of 8<sup>th</sup>-, 10<sup>th</sup>-, and 12<sup>th</sup>-grade students according to how many days of school they missed in a 4-week period, by reason for absence, and according to how many classes they cut: 1983, 1991, and 2000

Grade	Days absent from school, by reason for absence								
	Illness			Skipped school			Other reasons		
	0 days	1 day	2 or more days	0 days	1 day	2 or more days	0 days	1 day	2 or more days
	<b>1983</b>								
12	0.8	0.6	0.7	0.7	0.5	0.6	0.8	0.6	0.6
	<b>1991</b>								
8	0.7	0.6	0.7	0.5	0.3	0.3	0.7	0.5	0.5
10	0.8	0.6	0.7	0.6	0.4	0.5	0.7	0.6	0.6
12	0.8	0.6	0.7	0.7	0.5	0.6	0.8	0.6	0.6
	<b>2000</b>								
8	0.7	0.6	0.6	0.5	0.3	0.3	0.7	0.6	0.5
10	0.8	0.6	0.6	0.6	0.4	0.4	0.7	0.6	0.6
12	0.8	0.6	0.7	0.8	0.6	0.6	0.8	0.7	0.7
Grade	Number of classes cut								
	None	1 or 2	3 or more						
	<b>1983</b>								
12	0.7	0.6	0.5						
	<b>1991</b>								
8	0.5	0.4	0.3						
10	0.7	0.6	0.4						
12	0.7	0.6	0.5						
	<b>2000</b>								
8	0.5	0.4	0.3						
10	0.7	0.6	0.5						
12	0.8	0.7	0.6						

SOURCE: University of Michigan, Institute for Social Research. Monitoring the Future 8<sup>th</sup>-, 10<sup>th</sup>-, and 12<sup>th</sup>-Grade Studies, 1983, 1991, and 2000.



## 12<sup>th</sup>-Graders' Effort and Interest in School

Table S18-1 Standard errors for the percentage distributions of 12<sup>th</sup>-graders according to their ratings of school work's meaningfulness, courses' degree of interest, and the importance of their school learning in later life, by sex, high school program, and average grades: 1983, 1990, 1995, and 2000

Student characteristics	How often school work is meaningful			How interesting most courses are			How important school learning will be in later life		
	Seldom or never	Sometimes	Often or always	Very or slightly dull	Fairly interesting	Quite or very interesting	Not or slightly important	Fairly important	Quite or very important
<b>1983</b>									
<b>Total</b>	<b>0.9</b>	<b>1.2</b>	<b>1.2</b>	<b>1.0</b>	<b>1.2</b>	<b>1.1</b>	<b>1.0</b>	<b>1.1</b>	<b>1.2</b>
Sex									
Male	1.3	1.6	1.6	1.4	1.6	1.5	1.3	1.5	1.6
Female	1.1	1.5	1.6	1.2	1.6	1.5	1.2	1.4	1.6
High school program									
Academic/college-prep	1.1	1.6	1.6	1.2	1.6	1.6	1.2	1.5	1.6
General	1.6	1.9	1.8	1.6	1.9	1.7	1.7	1.8	1.9
Vocational/technical	2.3	2.9	2.8	2.2	2.9	2.9	2.1	2.6	2.9
Average grades in high school									
A's	1.5	2.4	2.4	1.7	2.4	2.4	1.7	2.1	2.4
B's	1.2	1.6	1.5	1.2	1.6	1.5	1.2	1.4	1.6
C's or D's	1.7	2.0	1.9	1.8	2.0	1.7	1.8	1.9	2.0
<b>1990</b>									
<b>Total</b>	<b>0.8</b>	<b>1.0</b>	<b>1.0</b>	<b>0.9</b>	<b>1.0</b>	<b>0.9</b>	<b>0.8</b>	<b>1.0</b>	<b>1.0</b>
Sex									
Male	1.1	1.3	1.2	1.1	1.3	1.2	1.1	1.2	1.3
Female	1.0	1.3	1.3	1.1	1.3	1.2	1.1	1.3	1.3
High school program									
Academic/college-prep	1.0	1.3	1.2	1.1	1.3	1.2	1.0	1.2	1.3
General	1.4	1.6	1.5	1.5	1.6	1.4	1.4	1.5	1.6
Vocational/technical	2.2	2.5	2.5	2.1	2.5	2.5	1.9	2.2	2.5
Average grades in high school									
A's	1.5	1.9	1.9	1.5	1.9	1.8	1.5	1.8	1.9
B's	1.0	1.3	1.2	1.0	1.3	1.2	1.0	1.2	1.3
C's or D's	1.5	1.7	1.6	1.6	1.7	1.3	1.6	1.6	1.7
<b>1995</b>									
<b>Total</b>	<b>0.9</b>	<b>1.0</b>	<b>0.9</b>	<b>0.9</b>	<b>1.0</b>	<b>0.9</b>	<b>0.9</b>	<b>1.0</b>	<b>1.0</b>
Sex									
Male	1.2	1.3	1.2	1.2	1.3	1.2	1.2	1.3	1.3
Female	1.0	1.3	1.2	1.1	1.3	1.1	1.1	1.2	1.3
High school program									
Academic/college-prep	1.0	1.2	1.2	1.1	1.2	1.1	1.0	1.2	1.2
General	1.6	1.7	1.5	1.6	1.7	1.2	1.6	1.6	1.7
Vocational/technical	2.6	2.8	2.6	2.5	2.8	2.6	2.4	2.5	2.8
Average grades in high school									
A's	1.3	1.6	1.6	1.4	1.6	1.5	1.3	1.6	1.6
B's	1.1	1.3	1.2	1.2	1.3	1.1	1.1	1.2	1.3
C's or D's	1.9	1.9	1.7	1.9	1.9	1.4	1.8	1.8	1.9

See footnotes at end of table.

## 12<sup>th</sup>-Graders' Effort and Interest in School

Table S18-1 Standard errors for the percentage distributions of 12<sup>th</sup>-graders according to their ratings of school work's meaningfulness, courses' degree of interest, and the importance of their school learning in later life, by sex, high school program, and average grades: 1983, 1990, 1995, and 2000—Continued

Student characteristics	How often school work is meaningful			How interesting most courses are			How important school learning will be in later life		
	Seldom or never	Sometimes	Often or always	Very or slightly dull	Fairly interesting	Quite or very interesting	Not or slightly important	Fairly important	Quite or very important
<b>Total</b>	<b>1.0</b>	<b>1.1</b>	<b>1.0</b>	<b>1.0</b>	<b>1.1</b>	<b>0.9</b>	<b>1.0</b>	<b>1.0</b>	<b>1.1</b>
Sex									
Male	1.4	1.4	1.3	1.4	1.4	1.2	1.3	1.4	1.4
Female	1.2	1.4	1.3	1.3	1.4	1.2	1.2	1.4	1.4
High school program									
Academic/college-prep	1.2	1.4	1.3	1.2	1.4	1.2	1.2	1.3	1.4
General	1.7	1.8	1.5	1.7	1.8	1.3	1.6	1.7	1.7
Vocational/technical	2.9	3.0	2.9	2.9	3.1	2.8	2.7	2.9	3.1
Average grades in high school									
As	1.4	1.7	1.7	1.5	1.7	1.6	1.5	1.7	1.7
Bs	1.3	1.4	1.3	1.3	1.4	1.2	1.3	1.4	1.4
Cs or D's	2.1	2.1	1.9	2.2	2.1	1.5	2.0	2.0	2.1

SOURCE: University of Michigan, Institute for Social Research. Monitoring the Future 12<sup>th</sup>-Grade Study: 1983, 1990, 1995, and 2000.

## 12<sup>th</sup>-Graders' Effort and Interest in School

**Table S18-2** Standard errors for the percentage distributions of 12<sup>th</sup>-graders according to frequency of engaging in three activities related to effort in school, by sex, high school program, and average grades: 1990, 1995, and 2000

Student characteristics	Try to do best work			Fool around in class			Fail to complete/hand in assignments		
	Seldom or never	Sometimes	Often or always	Seldom or never	Sometimes	Often or always	Seldom or never	Sometimes	Often or always
<b>1990</b>									
<b>Total</b>	<b>0.7</b>	<b>1.2</b>	<b>1.2</b>	<b>1.2</b>	<b>1.2</b>	<b>1.2</b>	<b>1.3</b>	<b>1.2</b>	<b>0.8</b>
Sex									
Male	1.1	1.6	1.7	1.5	1.6	1.6	1.7	1.6	1.2
Female	0.8	1.5	1.6	1.8	1.7	1.4	1.7	1.5	0.9
High school program									
Academic/college-prep	1.0	1.5	1.7	1.7	1.7	1.5	1.6	1.5	1.0
General	1.3	2.0	2.1	2.0	2.1	1.9	2.1	2.0	1.5
Vocational/technical	1.9	3.2	3.4	3.3	3.3	3.3	3.5	3.2	2.6
Average grades in high school									
As	1.1	1.8	2.1	2.6	2.6	2.3	2.1	1.9	1.1
Bs	0.9	1.5	1.6	1.6	1.6	1.5	1.6	1.5	0.9
C's or D's	1.7	2.2	2.1	1.9	2.1	2.1	2.1	2.2	1.9
<b>1995</b>									
<b>Total</b>	<b>0.7</b>	<b>1.1</b>	<b>1.2</b>	<b>1.2</b>	<b>1.2</b>	<b>1.1</b>	<b>1.2</b>	<b>1.1</b>	<b>0.8</b>
Sex									
Male	1.6	1.7	1.6	1.6	1.7	1.7	1.8	1.7	1.3
Female	0.8	1.4	1.5	1.7	1.6	1.3	1.6	1.4	1.0
High school program									
Academic/college-prep	0.8	1.4	1.5	1.6	1.6	1.4	1.6	1.4	0.9
General	1.5	2.1	2.3	2.2	2.1	2.1	2.3	2.1	1.7
Vocational/technical	2.3	3.2	3.6	3.5	3.5	3.5	3.7	3.5	2.3
Average grades in high school									
As	0.8	1.6	1.7	2.2	2.1	1.9	1.7	1.6	0.9
Bs	0.9	1.5	1.6	1.6	1.6	1.5	1.7	1.6	0.9
C's or D's	2.0	2.5	2.5	2.3	2.4	2.5	2.4	2.4	2.4
<b>2000</b>									
<b>Total</b>	<b>0.8</b>	<b>1.2</b>	<b>1.3</b>	<b>1.3</b>	<b>1.3</b>	<b>1.2</b>	<b>1.3</b>	<b>1.2</b>	<b>0.8</b>
Sex									
Male	1.2	1.8	1.9	1.7	1.8	1.9	1.9	1.8	1.3
Female	0.8	1.5	1.6	1.8	1.7	1.5	1.7	1.5	0.9
High school program									
Academic/college-prep	1.0	1.5	1.6	1.7	1.7	1.6	1.7	1.5	1.0
General	1.5	2.2	2.3	2.2	2.2	2.2	2.4	2.3	1.5
Vocational/technical	2.3	3.7	4.0	4.0	4.2	3.8	4.3	4.0	3.3
Average grades in high school									
As	1.0	1.6	1.8	2.3	2.2	2.0	1.8	1.7	0.7
Bs	1.1	1.7	1.8	1.8	1.8	1.7	1.8	1.7	1.1
C's or D's	2.0	2.8	2.9	2.6	2.8	2.8	2.7	2.9	2.5

SOURCE: University of Michigan, Institute for Social Research. Monitoring the Future 12<sup>th</sup>-Grade Study: 1990, 1995, and 2000.

## Status Dropout Rates, by Race/Ethnicity

Table S19-1 Standard errors for the status dropout rates of 16- to 24-year olds, by race/ethnicity: October 1972–2000

Year	Race/ethnicity (percent)			
	Total	White	Black	Hispanic
1972	0.3	0.3	1.1	2.2
1973	0.3	0.3	1.1	2.2
1974	0.3	0.3	1.1	2.1
1975	0.3	0.3	1.1	2.0
1976	0.3	0.3	1.0	2.0
1977	0.3	0.3	1.0	2.0
1978	0.3	0.3	1.0	2.0
1979	0.3	0.3	1.0	2.0
1980	0.3	0.3	1.0	1.9
1981	0.3	0.3	0.9	1.8
1982	0.3	0.3	1.0	1.9
1983	0.3	0.3	1.0	1.9
1984	0.3	0.3	0.9	1.9
1985	0.3	0.3	0.9	1.9
1986	0.3	0.3	0.9	1.9
1987	0.3	0.3	0.9	1.8
1988	0.3	0.3	1.0	2.3
1989	0.3	0.3	1.0	2.2
1990	0.3	0.3	0.9	1.9
1991	0.3	0.3	1.0	1.9
1992	0.3	0.3	1.0	1.9
1993	0.3	0.3	0.9	1.8
1994	0.3	0.3	0.8	1.2
1995	0.3	0.3	0.7	1.2
1996	0.3	0.3	0.8	1.1
1997	0.3	0.3	0.8	1.1
1998	0.3	0.3	0.8	1.1
1999	0.3	0.3	0.8	1.1
2000	0.3	0.3	0.8	1.1

SOURCE: U.S. Department of Commerce, Bureau of the Census. October Current Population Surveys, 1972–2000.

## 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 2000

Characteristic	Status dropout rate (percent)	Number of status dropouts (thousands)	Percent of all dropouts (†)	Percent of population (†)
Total	0.3	89	(†)	(†)
Sex				
Male	0.4	66	1.3	0.4
Female	0.4	60	1.3	0.4
Race/ethnicity				
White	0.3	59	1.2	0.4
Black	0.8	39	1.0	0.3
Hispanic	1.1	57	1.4	0.5
Asian/Pacific Islander	0.8	11	0.3	0.1
Age				
16	0.5	19	0.5	0.2
17	0.6	26	0.7	0.2
18	0.8	31	0.8	0.3
19	0.8	33	0.9	0.3
20–24	0.4	69	1.2	0.4
Immigration status				
Born outside the 50 states and the District of Columbia				
Hispanic	1.8	41	1.3	0.4
Non-Hispanic	0.9	18	0.5	0.2
First generation				
Hispanic	1.5	25	0.7	0.2
Non-Hispanic	0.8	14	0.4	0.1
Second generation or more				
Hispanic	1.8	23	0.6	0.2
Non-Hispanic	0.3	68	1.2	0.4
Region				
Northeast	0.6	33	0.9	0.3
Midwest	0.5	40	1.0	0.3
South	0.5	57	1.2	0.4
West	0.5	44	1.1	0.4

†Not applicable.

SOURCE: U.S. Department of Commerce, Bureau of the Census. October Current Population Survey, 2000.

## 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: October 1972–2000

October	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	1.3	3.4	(t)	1.7	2.2	1.4	4.6	(t)	9.7	(t)
1973	1.3	3.2	(t)	1.7	2.1	1.4	4.3	2.6	9.0	5.3
1974	1.3	—	—	—	—	1.4	4.6	2.6	8.9	5.1
1975	1.3	3.6	(t)	1.7	2.1	1.4	4.7	2.7	8.4	4.9
1976	1.3	4.2	2.2	1.8	2.1	1.4	4.8	2.7	8.0	4.7
1977	1.3	3.5	2.2	1.8	2.0	1.4	4.7	2.7	8.0	4.7
1978	1.3	3.7	2.1	1.7	2.1	1.4	4.5	2.7	8.4	4.7
1979	1.3	3.8	2.1	1.7	2.0	1.4	4.7	2.6	7.9	4.8
1980	1.3	3.5	2.1	1.8	2.1	1.4	4.4	2.6	8.7	4.8
1981	1.3	3.9	2.1	1.7	2.1	1.4	4.4	2.5	8.2	4.7
1982	1.4	3.8	2.3	1.8	2.1	1.5	4.3	2.6	8.0	4.9
1983	1.4	4.0	2.2	1.9	2.2	1.6	4.3	2.5	9.0	4.7
1984	1.4	3.6	2.3	1.9	2.1	1.5	4.1	2.5	7.7	4.9
1985	1.4	4.1	2.2	2.0	2.2	1.6	4.8	2.5	9.8	5.2
1986	1.4	3.6	2.2	2.0	2.3	1.6	4.4	2.7	8.9	5.2
1987	1.5	3.9	2.2	2.1	2.2	1.7	4.8	2.7	8.3	5.0
1988	1.6	4.4	2.5	2.1	2.5	1.8	4.9	3.0	10.1	6.0
1989	1.6	4.6	2.7	2.3	2.6	1.9	5.3	3.0	10.5	6.3
1990	1.6	4.8	2.6	2.1	2.5	1.8	5.1	3.0	10.8	5.7
1991	1.6	4.5	2.6	2.2	2.4	1.8	5.2	2.9	9.6	5.5
1992	1.6	4.4	2.6	2.2	2.3	1.8	4.9	3.0	8.5	5.0
1993	1.6	4.6	2.6	2.1	2.5	1.9	5.3	3.0	8.2	5.0
1994	1.4	4.0	2.3	1.9	2.2	1.6	4.4	2.5	6.3	3.2
1995	1.4	3.6	2.2	2.0	1.9	1.6	4.2	2.4	4.9	3.2
1996	1.4	3.8	2.2	1.9	2.3	1.7	4.0	2.4	5.8	3.0
1997	1.4	3.7	2.1	2.0	2.0	1.6	4.1	2.4	4.5	2.9
1998	1.4	3.6	2.1	1.9	2.2	1.6	4.0	2.3	4.9	2.8
1999	1.4	3.7	2.1	1.9	2.2	1.6	3.9	2.3	4.8	2.8
2000	1.4	3.7	(t)	2.0	2.2	1.7	4.1	(t)	5.0	(t)

—Not available.

†Not applicable.

SOURCE: U.S. Department of Commerce, Bureau of the Census. October Current Population Surveys, 1972–2000.

## Immediate Transition to College

Table S20-2 Standard errors for the percentage distribution of high school completers who were enrolled in college the October after completing high school according to sex and type of institution: October 1972–2000

October	Male			Female		
	Total	2-year	4-year	Total	2-year	4-year
1972	1.9	—	—	1.8	—	—
1973	1.9	1.3	1.8	1.8	1.3	1.6
1974	1.8	1.4	1.7	1.8	1.2	1.7
1975	1.8	1.4	1.7	1.7	1.3	1.6
1976	1.9	1.3	1.8	1.8	1.4	1.7
1977	1.9	1.4	1.8	1.8	1.4	1.6
1978	1.9	1.4	1.8	1.8	1.4	1.6
1979	1.9	1.4	1.8	1.8	1.4	1.6
1980	1.9	1.4	1.7	1.8	1.5	1.7
1981	1.9	1.5	1.8	1.8	1.5	1.7
1982	2.0	1.5	1.8	1.9	1.5	1.8
1983	2.0	1.6	1.9	1.9	1.5	1.8
1984	2.0	1.5	2.0	1.9	1.6	1.8
1985	2.1	1.7	2.1	2.0	1.6	2.0
1986	2.1	1.7	2.0	2.0	1.5	1.9
1987	2.1	1.6	2.1	2.0	1.6	2.0
1988	2.2	1.9	2.2	2.2	1.9	2.2
1989	2.4	1.8	2.3	2.3	2.0	2.3
1990	2.3	1.8	2.3	2.2	1.9	2.3
1991	2.3	2.0	2.2	2.2	2.1	2.3
1992	2.2	1.9	2.2	2.2	2.0	2.3
1993	2.3	2.0	2.3	2.2	1.9	2.2
1994	2.0	1.8	2.0	2.0	1.6	2.1
1995	2.0	1.8	2.0	1.9	1.5	2.0
1996	2.1	1.8	2.1	1.9	1.8	2.1
1997	2.0	1.7	2.1	1.9	1.7	2.0
1998	2.0	1.7	2.0	1.9	1.8	2.1
1999	2.0	1.6	2.0	2.0	1.7	2.0
2000	2.1	1.8	2.1	1.9	1.6	2.0

—Not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census. October Current Population Surveys, 1972–2000.

## 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' highest level of education: October 1990–2000

Parents' education	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Total	1.6	1.6	1.6	1.6	1.4	1.4	1.4	1.4	1.4	1.4	1.4
Less than high school	4.9	4.9	5.0	6.0	5.0	4.4	5.6	5.5	5.6	5.0	5.5
High school diploma or equivalent	2.8	3.0	3.0	2.9	3.0	2.9	2.8	3.0	2.8	3.0	3.0
Some college, including vocational/ technical	3.4	3.3	3.0	3.3	2.8	2.5	2.7	2.7	2.6	2.7	2.8
Bachelor's degree or higher	2.4	2.2	2.4	2.1	2.1	1.8	2.0	1.9	2.1	2.0	2.1
Not available	5.7	5.7	5.4	5.0	4.2	4.2	4.4	4.0	4.2	4.1	4.3

SOURCE: U.S. Department of Commerce, Bureau of the Census. October Current Population Surveys, 1990–2000.



## Persistence of Students With Pell Grants

**Table S24-1** Standard errors for the percentage of low- and middle-income 1995–96 beginning postsecondary students who persisted, by receipt of Pell Grant, type of institution, SAT/ACT scores, and high school curriculum: 1998

Characteristics of academic preparation	Pell recipients		Nonrecipients
		<b>Public 4-year</b>	
<b>Total</b>	<b>2.0</b>		<b>1.7</b>
SAT/ACT composite score			
Low quartile (400–700)	4.1		4.2
Middle quartiles (710–1020)	3.1		2.1
High quartile (1030–1600)	3.4		3.9
High school curriculum			
Core or lower	3.5		3.0
Mid-level	3.1		2.5
Rigorous	5.3		4.1
		<b>Private not-for-profit 4-year</b>	
<b>Total</b>	<b>3.2</b>		<b>2.1</b>
SAT/ACT composite score			
Low quartile (400–700)	7.9		6.3
Middle quartiles (710–1020)	4.7		3.4
High quartile (1030–1600)	4.2		2.5
High school curriculum			
Core or lower	6.3		4.3
Mid-level	5.7		3.3
Rigorous	3.8		3.3
		<b>Public 2-year</b>	
<b>Total</b>	<b>4.1</b>		<b>2.8</b>

SOURCE: U.S. Department of Education, NCES. Beginning Postsecondary Students Longitudinal Study, "First Follow-up" (BPS:1996/1998).

## Persistence of Students With Pell Grants

**Table S24-2** Standard errors for the percentage distribution of 1995–96 low- and middle-income beginning postsecondary students according to their academic preparation, by receipt of Pell Grant and type of institution

Characteristics of academic preparation	Total	Pell recipients	
		Less-than-4-year institutions	Nonrecipients
Less-than-4-year institutions			
High school graduation status			
High school diploma	1.4	2.6	1.7
GED or certificate	1.3	2.4	1.5
Did not graduate from high school	0.7	1.4	0.8
4-year institutions			
SAT/ACT composite score			
Low quartile (400–700)	0.8	1.7	0.8
Middle quartiles (710–1020)	1.1	1.9	1.4
High quartile (1030–1600)	1.1	1.5	1.3
High school curriculum			
Core or lower	1.1	2.0	1.3
Mid-level	1.2	2.0	1.5
Rigorous	0.9	1.2	1.1

SOURCE: U.S. Department of Education, NCES. Beginning Postsecondary Students Longitudinal Study, "First Follow-up" (BPS:1996/1998).

**Table S24-3** Standard errors for the percentage of 1995–96 low- and middle-income beginning postsecondary students with each risk factor, by receipt of Pell Grant and type of institution: 1998

Receipt of Pell Grant	No high school diploma	Delayed enrollment	Financially independent	Dependents other than a spouse	Single parent	Enrolled part time	Worked more than 35 hours per week
<b>Total</b>	<b>0.9</b>	<b>1.3</b>	<b>1.2</b>	<b>1.0</b>	<b>0.9</b>	<b>1.4</b>	<b>1.2</b>
Pell recipients	1.6	1.9	2.0	1.9	1.8	1.7	1.6
Nonrecipients	1.1	1.8	1.5	1.1	0.8	1.9	1.6
Public 4-year							
<b>Total</b>	<b>0.4</b>	<b>1.3</b>	<b>0.7</b>	<b>0.5</b>	<b>0.4</b>	<b>0.9</b>	<b>0.8</b>
Pell recipients	0.6	2.0	1.2	1.1	1.0	1.4	1.3
Nonrecipients	0.6	1.6	0.8	0.4	0.2	1.1	1.1
Private not-for-profit 4-year							
<b>Total</b>	<b>0.8</b>	<b>1.6</b>	<b>1.1</b>	<b>0.7</b>	<b>0.5</b>	<b>1.0</b>	<b>1.2</b>
Pell recipients	1.7	2.5	2.1	1.2	1.1	1.7	1.8
Nonrecipients	0.6	1.9	1.3	0.8	0.5	1.3	1.6
Public 2-year							
<b>Total</b>	<b>1.7</b>	<b>2.5</b>	<b>2.4</b>	<b>2.0</b>	<b>1.7</b>	<b>2.5</b>	<b>2.3</b>
Pell recipients	3.6	4.0	4.4	4.2	4.2	3.9	3.8
Nonrecipients	1.8	3.1	2.7	2.0	1.4	3.0	2.8

SOURCE: U.S. Department of Education, NCES. Beginning Postsecondary Students Longitudinal Study, "First Follow-up" (BPS:1996/1998).

## Educational Attainment

Table S25-1 Standard errors for the percentage of 25- to 29-year-olds who completed high school, by race/ethnicity and sex: March 1971–2000

March	All			White			Black			Hispanic		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
1971	0.5	0.7	0.7	0.5	0.7	0.7	2.2	3.2	2.9	2.9	4.3	3.9
1972	0.5	0.7	0.7	0.5	0.7	0.7	2.1	3.2	2.8	2.9	4.3	4.0
1973	0.5	0.7	0.7	0.5	0.7	0.7	2.0	3.0	2.7	2.6	3.8	3.5
1974	0.4	0.6	0.6	0.4	0.6	0.6	1.9	2.8	2.6	2.5	3.6	3.4
1975	0.4	0.6	0.6	0.4	0.6	0.6	1.8	2.7	2.5	2.5	3.5	3.4
1976	0.4	0.5	0.6	0.4	0.5	0.6	1.7	2.7	2.3	2.5	3.6	3.4
1977	0.4	0.5	0.6	0.4	0.5	0.6	1.7	2.4	2.3	2.5	3.6	3.4
1978	0.4	0.5	0.6	0.4	0.5	0.6	1.6	2.4	2.2	2.3	3.3	3.2
1979	0.4	0.5	0.5	0.4	0.5	0.5	1.6	2.5	2.2	2.3	3.4	3.2
1980	0.4	0.5	0.5	0.4	0.5	0.5	1.5	2.3	2.0	2.2	3.1	3.0
1981	0.4	0.5	0.5	0.3	0.5	0.5	1.5	2.1	2.0	2.1	3.0	2.9
1982	0.4	0.5	0.5	0.4	0.5	0.5	1.4	2.1	1.9	2.1	3.1	2.9
1983	0.4	0.5	0.5	0.4	0.5	0.5	1.4	2.1	1.9	2.2	3.1	3.0
1984	0.4	0.5	0.5	0.4	0.5	0.5	1.4	2.2	1.8	2.1	3.0	2.9
1985	0.4	0.5	0.5	0.4	0.5	0.5	1.4	2.0	1.9	2.1	3.1	2.9
1986	0.4	0.5	0.5	0.4	0.5	0.5	1.3	1.7	1.8	2.0	2.9	2.9
1987	0.4	0.5	0.5	0.4	0.5	0.5	1.3	1.8	1.8	2.0	2.8	2.8
1988	0.4	0.6	0.5	0.4	0.6	0.5	1.5	2.2	2.0	2.3	3.2	3.2
1989	0.4	0.6	0.5	0.4	0.6	0.5	1.4	2.2	1.9	2.2	3.1	3.2
1990	0.4	0.6	0.5	0.4	0.6	0.5	1.4	2.1	1.9	2.0	2.7	2.8
1991	0.4	0.6	0.5	0.4	0.6	0.5	1.4	1.9	1.9	2.0	2.8	2.9
1992	0.4	0.5	0.5	0.4	0.6	0.5	1.4	2.0	2.0	2.0	2.7	2.9
1993	0.4	0.6	0.5	0.4	0.6	0.5	1.4	1.9	2.0	1.9	2.6	2.8
1994	0.4	0.5	0.5	0.4	0.5	0.5	1.1	1.7	1.5	1.2	1.7	1.8
1995	0.4	0.5	0.5	0.3	0.5	0.5	1.0	1.5	1.5	1.3	1.7	1.8
1996	0.4	0.5	0.5	0.4	0.5	0.5	1.1	1.6	1.6	1.3	1.7	1.9
1997	0.4	0.5	0.5	0.3	0.5	0.5	1.1	1.7	1.4	1.2	1.7	1.8
1998	0.4	0.5	0.5	0.3	0.5	0.4	1.0	1.5	1.4	1.2	1.7	1.8
1999	0.4	0.6	0.5	0.4	0.5	0.5	1.0	1.6	1.4	1.3	1.8	1.8
2000	0.4	0.6	0.5	0.3	0.5	0.4	1.1	1.7	1.5	1.2	1.8	1.7
2001	0.4	0.6	0.5	0.4	0.5	0.5	1.1	1.6	1.5	1.2	1.8	1.7

SOURCE: U.S. Department of Commerce, Bureau of the Census. March Current Population Surveys, 1971–2001.

## Educational Attainment

Table S25-2 Standard errors for the percentage of 25- to 29-year-olds with some college, by race/ethnicity and sex: March 1971–2000

March	All			White			Black			Hispanic		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
1971	0.6	0.8	0.8	0.6	0.9	0.9	1.7	2.4	2.4	2.0	3.4	2.4
1972	0.6	0.8	0.8	0.6	0.9	0.9	1.8	2.6	2.5	2.1	3.3	2.7
1973	0.6	0.8	0.8	0.6	0.9	0.9	1.7	2.6	2.3	1.9	3.1	2.3
1974	0.6	0.8	0.8	0.6	0.9	0.9	1.8	2.7	2.3	2.0	3.1	2.6
1975	0.5	0.8	0.8	0.6	0.9	0.8	1.8	2.8	2.4	2.0	3.1	2.6
1976	0.5	0.8	0.7	0.6	0.8	0.8	1.8	2.7	2.3	2.0	3.2	2.7
1977	0.5	0.8	0.8	0.6	0.9	0.8	1.8	2.7	2.3	2.2	3.3	2.8
1978	0.5	0.8	0.8	0.6	0.9	0.9	1.8	2.8	2.4	2.0	3.0	2.7
1979	0.5	0.8	0.7	0.6	0.8	0.8	1.7	2.6	2.4	2.0	3.1	2.7
1980	0.5	0.7	0.7	0.6	0.8	0.8	1.7	2.5	2.3	1.8	2.7	2.5
1981	0.5	0.7	0.7	0.6	0.8	0.8	1.6	2.5	2.2	1.8	2.6	2.4
1982	0.5	0.8	0.7	0.6	0.8	0.8	1.7	2.6	2.4	1.9	2.7	2.6
1983	0.5	0.7	0.7	0.6	0.8	0.8	1.7	2.5	2.3	1.9	2.7	2.7
1984	0.5	0.7	0.7	0.6	0.8	0.8	1.6	2.4	2.3	1.9	2.7	2.6
1985	0.5	0.7	0.7	0.6	0.8	0.8	1.6	2.4	2.2	1.9	2.8	2.7
1986	0.5	0.7	0.7	0.6	0.8	0.8	1.7	2.4	2.3	1.8	2.5	2.6
1987	0.5	0.7	0.7	0.6	0.8	0.8	1.6	2.4	2.3	1.8	2.5	2.5
1988	0.6	0.8	0.8	0.6	0.9	0.9	1.8	2.6	2.4	2.1	2.9	3.1
1989	0.6	0.8	0.8	0.6	0.9	0.9	1.8	2.6	2.4	2.0	2.8	2.9
1990	0.5	0.8	0.8	0.6	0.9	0.9	1.7	2.5	2.3	1.7	2.3	2.5
1991	0.5	0.8	0.8	0.6	0.9	0.9	1.7	2.4	2.4	1.7	2.3	2.5
1992	0.6	0.8	0.8	0.7	0.9	0.9	1.7	2.5	2.4	1.8	2.4	2.7
1993	0.6	0.8	0.8	0.7	0.9	0.9	1.8	2.6	2.5	1.8	2.4	2.7
1994	0.5	0.7	0.7	0.6	0.9	0.9	1.5	2.3	2.1	1.2	1.5	1.8
1995	0.5	0.7	0.7	0.6	0.9	0.9	1.5	2.3	2.1	1.1	1.6	1.7
1996	0.5	0.8	0.8	0.6	0.9	0.9	1.6	2.4	2.2	1.2	1.6	1.9
1997	0.5	0.8	0.8	0.7	0.9	0.9	1.6	2.4	2.2	1.2	1.6	1.8
1998	0.6	0.8	0.8	0.7	0.9	0.9	1.6	2.4	2.2	1.2	1.6	1.8
1999	0.6	0.8	0.8	0.7	1.0	0.9	1.6	2.4	2.2	1.2	1.6	1.8
2000	0.6	0.8	0.8	0.7	1.0	0.9	1.7	2.5	2.2	1.2	1.6	1.7
2001	0.6	0.8	0.8	0.7	1.0	0.9	1.7	2.5	2.2	1.2	1.6	1.8

SOURCE: U.S. Department of Commerce, Bureau of the Census. March Current Population Surveys, 1971–2001.

# Educational Attainment

Table S25-3 Standard errors for the percentage of 25- to 29-year-olds with a bachelor's degree or higher, by race/ethnicity and sex: March 1971–2000

March	All			White			Black			Hispanic		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
1971	0.5	0.7	0.6	0.5	0.8	0.7	1.1	1.6	1.5	1.3	2.3	1.3
1971	0.5	0.7	0.6	0.5	0.8	0.7	1.2	1.7	1.7	1.1	1.8	1.4
1971	0.5	0.7	0.6	0.5	0.8	0.7	1.2	1.6	1.6	1.2	1.9	1.5
1971	0.5	0.7	0.6	0.5	0.8	0.7	1.1	1.8	1.4	1.1	1.6	1.6
1971	0.5	0.7	0.6	0.5	0.8	0.7	1.2	1.9	1.6	1.4	2.2	1.8
1971	0.5	0.7	0.6	0.5	0.8	0.7	1.3	1.9	1.8	1.3	2.2	1.5
1971	0.5	0.7	0.6	0.5	0.8	0.7	1.3	1.9	1.7	1.3	1.9	1.7
1971	0.5	0.7	0.6	0.5	0.8	0.7	1.2	1.8	1.7	1.4	2.0	1.9
1971	0.5	0.7	0.6	0.5	0.8	0.7	1.2	1.9	1.6	1.2	1.9	1.6
1971	0.4	0.6	0.6	0.5	0.7	0.7	1.1	1.6	1.6	1.2	1.7	1.6
1971	0.4	0.6	0.6	0.5	0.7	0.7	1.1	1.7	1.5	1.1	1.7	1.4
1971	0.4	0.6	0.6	0.5	0.7	0.7	1.2	1.7	1.7	1.3	2.0	1.7
1971	0.4	0.6	0.6	0.5	0.7	0.7	1.2	1.8	1.6	1.3	1.9	1.9
1971	0.4	0.6	0.6	0.5	0.7	0.7	1.1	1.7	1.5	1.3	1.8	1.9
1971	0.4	0.6	0.6	0.5	0.7	0.7	1.1	1.6	1.6	1.4	1.9	1.9
1971	0.4	0.6	0.6	0.5	0.7	0.7	1.1	1.5	1.6	1.2	1.7	1.7
1971	0.4	0.6	0.6	0.5	0.7	0.7	1.1	1.6	1.5	1.1	1.6	1.6
1971	0.5	0.7	0.6	0.6	0.8	0.8	1.2	1.8	1.6	1.5	2.1	2.1
1971	0.5	0.7	0.7	0.6	0.8	0.8	1.2	1.8	1.7	1.4	1.9	2.0
1971	0.5	0.7	0.6	0.6	0.8	0.8	1.2	1.9	1.6	1.1	1.4	1.7
1971	0.5	0.7	0.7	0.6	0.8	0.8	1.1	1.7	1.5	1.2	1.5	1.8
1992	0.5	0.7	0.7	0.6	0.8	0.8	1.1	1.7	1.5	1.2	1.6	1.8
1993	0.5	0.7	0.7	0.6	0.8	0.8	1.2	1.8	1.7	1.1	1.4	1.7
1994	0.4	0.6	0.6	0.6	0.8	0.8	1.1	1.5	1.5	0.7	0.8	1.1
1995	0.5	0.6	0.6	0.6	0.8	0.8	1.1	1.7	1.4	0.7	0.9	1.1
1996	0.5	0.7	0.7	0.6	0.9	0.9	1.1	1.6	1.6	0.8	1.1	1.2
1997	0.5	0.7	0.7	0.6	0.9	0.9	1.1	1.6	1.6	0.8	1.0	1.3
1998	0.5	0.7	0.7	0.6	0.9	0.9	1.2	1.7	1.6	0.8	1.0	1.2
1999	0.5	0.7	0.7	0.7	0.9	0.9	1.2	1.7	1.6	0.7	1.0	1.1
2000	0.5	0.7	0.7	0.7	0.9	1.0	1.3	2.0	1.7	0.7	1.0	1.1
2001	0.5	0.7	0.8	0.7	0.9	1.0	1.3	1.9	1.7	0.8	1.0	1.2

SOURCE: U.S. Department of Commerce, Bureau of the Census. March Current Population Surveys, 1971–2001.

## Trends in Science and Mathematics Coursetaking

**Table S26-1** Standard errors for the percentage distribution of high school graduates according to the highest level of advanced science courses completed: 1982, 1987, 1990, 1992, 1994, and 1998

Year	Low academic level				Advanced academic level				
	No science	Primary physical science	Secondary physical science and basic biology	Total	General biology	Chemistry I or physics I	Chemistry I and physics I	Chemistry II or physics II or advanced biology	Total
1982	0.3	0.7	0.8	1.0	1.0	0.5	0.4	0.7	0.9
1987	0.1	0.6	0.9	1.2	1.4	1.0	0.8	0.9	1.2
1990	0.1	0.7	0.9	1.1	1.4	0.9	0.6	1.0	1.2
1992	0.1	0.3	0.6	0.6	1.0	1.0	0.6	0.8	1.1
1994	0.1	0.2	0.8	0.9	1.1	1.0	0.7	0.8	1.2
1998	0.1	0.5	0.7	0.8	1.1	1.3	1.1	1.3	1.5

SOURCE: U.S. Department of Education, NCES. High School and Beyond Longitudinal Study of 1980 Sophomores, "First Follow-up" (HS&B:1980/1982); National Education Longitudinal Study of 1988, "High School Transcript Study" (NELS:1988/1992); and National Assessment of Educational Progress (NAEP) High School Transcript Studies, 1987, 1990, 1992, 1994, and 1998.

**Table S26-2** Standard errors for the percentage distribution of high school graduates according to the highest level of advanced mathematics courses completed: 1982, 1987, 1990, 1992, 1994, and 1998

Year	No math-ematics	Non-academic	Low academic	Middle academic			Advanced academic			
				Level I	Level II	Total	Level I	Level II	Level III	Total
1982	0.1	0.7	0.5	0.8	0.6	0.9	0.6	0.4	0.5	0.9
1987	0.1	0.7	0.7	0.9	0.9	1.2	1.2	0.5	0.6	1.3
1990	0.1	0.7	0.7	0.7	0.8	0.9	0.9	0.7	0.5	1.1
1992	0.1	0.4	0.5	0.8	0.9	1.0	0.8	0.6	0.8	1.1
1994	0.1	0.5	0.5	0.8	0.8	1.2	1.0	0.7	0.6	1.2
1998	0.1	0.4	0.4	1.0	1.1	1.3	1.2	1.1	0.9	1.4

SOURCE: U.S. Department of Education, NCES. High School and Beyond Longitudinal Study of 1980 Sophomores, "First Follow-up" (HS&B:1980/1982); National Education Longitudinal Study of 1988, "High School Transcript Study" (NELS:1988/1992); and National Assessment of Educational Progress (NAEP) High School Transcript Studies, 1987, 1990, 1992, 1994, and 1998.

## Parental Choice of Schools

Table S29-1 Standard errors for the percentage of districts with public school choice programs according to type of program, by region: 1993–94 and 1999–2000

Region	Students can enroll in another school within this district		Students can enroll in another school in another district at no cost		Students from other districts can enroll in this district at no cost		District has magnet school program	
	1993–94	1999–2000	1993–94	1999–2000	1993–94	1999–2000	1993–94	1999–2000
Total	0.8	0.6	1.1	0.7	0.9	0.8	0.5	0.4
Northeast	0.8	0.8	1.0	0.9	1.0	1.4	0.7	0.8
Midwest	1.1	1.3	1.8	0.9	1.5	1.0	1.0	1.0
South	0.7	0.8	1.2	2.0	1.3	1.9	0.6	0.3
West	3.2	1.8	3.7	2.2	3.1	2.4	1.3	0.5

SOURCE: U.S. Department of Education, NCES. Schools and Staffing Survey (SASS), "Teacher Demand and Shortage Survey," 1993–94 and "School District Survey," 1999–2000.

## Parental Choice of Schools

**Table S29-2** Standard errors for the percentage distributions of students in grades 1–12 according to type of school, by student and household characteristics: 1993, 1996, and 1999

Student and household characteristics	School type											
	Public, assigned			Public, chosen			Private, church-related			Private, not church-related		
	1993	1996	1999	1993	1996	1999	1993	1996	1999	1993	1996	1999
<b>Total</b>	0.4	0.5	0.4	0.4	0.4	0.4	0.3	0.3	0.3	0.1	0.1	0.1
Grade level												
1–5	0.6	0.7	0.6	0.4	0.5	0.5	0.4	0.4	0.4	0.1	0.2	0.2
6–8	1.2	0.9	0.8	1.3	0.6	0.7	0.5	0.5	0.4	1.9	0.2	0.2
9–12	0.8	0.7	0.7	0.5	0.6	0.6	0.5	0.4	0.4	0.3	0.3	0.2
Race/ethnicity												
White	0.5	0.6	0.5	0.4	0.4	0.4	0.4	0.4	0.4	0.2	0.2	0.2
Black	1.0	1.4	1.2	0.8	1.3	1.2	0.4	0.4	0.5	0.2	0.3	0.3
Hispanic	1.1	1.1	1.0	1.0	0.9	1.0	0.5	0.7	0.4	0.2	0.3	0.2
Other	2.8	1.8	2.2	2.9	1.8	2.0	1.4	1.2	1.1	0.7	0.6	0.6
Number of parents living in the household												
Two parents	0.5	0.5	0.5	0.5	0.4	0.4	0.3	0.4	0.4	0.2	0.2	0.2
One parent	0.8	0.9	0.7	0.6	0.9	0.6	0.5	0.4	0.4	0.2	0.2	0.3
Nonparent guardians	2.3	2.9	2.6	2.0	2.1	2.7	0.5	0.7	0.8	0.4	1.6	0.4
Household income												
\$10,000 or less	1.1	1.5	1.6	0.9	1.4	1.5	0.5	0.5	0.6	0.2	0.5	0.4
\$10,001–20,000	1.6	1.1	1.1	1.7	1.1	1.0	0.4	0.6	0.5	0.2	0.3	0.4
\$20,001–35,000	0.6	0.9	0.8	0.6	0.8	0.7	0.6	0.5	0.4	0.1	0.2	0.2
\$35,001–50,000	1.0	0.9	0.9	0.6	0.8	0.7	0.7	0.6	0.6	0.2	0.2	0.3
\$50,001–75,000	0.9	0.9	0.9	0.6	0.6	0.6	0.7	0.8	0.7	0.3	0.3	0.3
More than \$75,000	1.4	1.1	0.9	0.6	0.7	0.6	1.1	0.9	0.7	0.9	0.5	0.5
Parent's education												
Less than high school	1.1	1.7	1.4	1.1	1.5	1.5	0.5	0.5	0.4	0.1	0.7	0.3
High school diploma or GED	0.6	0.8	0.8	0.6	0.8	0.7	0.3	0.4	0.4	0.2	0.1	0.2
Some college, vocational/technical	0.7	0.9	0.7	0.7	0.7	0.7	0.5	0.5	0.4	0.2	0.2	0.2
Bachelor's degree	1.4	1.2	1.1	0.7	1.0	0.8	1.0	0.9	0.8	0.4	0.4	0.4
Graduate/professional school	1.1	1.2	1.1	0.7	0.9	0.7	0.9	1.0	0.8	0.5	0.5	0.6
Region												
Northeast	0.8	1.0	1.1	0.6	0.9	0.8	0.7	0.9	0.6	0.4	0.4	0.4
South	0.6	0.6	0.6	0.4	0.5	0.5	0.3	0.4	0.4	0.2	0.3	0.2
Midwest	0.8	0.9	0.8	0.6	0.8	0.8	0.5	0.7	0.6	0.2	0.2	0.2
West	1.1	1.0	0.9	1.0	0.8	0.7	0.5	0.5	0.4	0.2	0.3	0.3
Community type												
Urban	0.5	0.6	0.5	0.4	0.6	0.4	0.4	0.4	0.3	0.1	0.2	0.2
Suburban	0.8	1.1	1.1	0.8	0.9	0.9	0.4	0.7	0.6	0.2	0.3	0.3
Rural	1.1	0.8	0.8	1.1	0.6	0.6	0.5	0.4	0.4	0.2	0.3	0.2

SOURCE: U.S. Department of Education, NCES, National Household Education Surveys Program (NHES), "School Readiness" survey, 1993; "School Safety and Discipline" survey, 1993; "Parent and Family Involvement" survey, 1996; and "Parent Interview" survey, 1999.



## Public Charter Schools

Table S30-1 Standard errors for the number and percentage distribution of public charter schools and students, and percentage of charter schools and students by school origin status, by selected school characteristics: 1999–2000

Selected school characteristics	Schools and students					School origin status		
	Number of schools	Number of students	Average enrollment	Percent of schools	Percent of students	Newly created	Pre-existing public school	Pre-existing private school
All public charter schools	4.3	3957.0	3.6	(†)	(†)	0.6	0.4	0.4
State								
Arizona	2.8	1593.8	7.1	0.2	0.5	1.4	0.8	1.3
California	1.3	2540.8	17.4	0.1	0.8	1.8	1.8	0.4
Michigan	0.6	698.8	5.1	0.1	0.3	1.2	0.6	1.0
All other states	3.7	2243.9	4.1	0.3	0.7	0.8	0.6	0.6
Community type								
Central city	8.2	3148.5	4.8	0.8	1.0	0.7	0.6	0.6
Urban fringe/large town	6.9	3272.5	8.3	0.7	1.0	0.9	0.8	0.6
Rural/small town	5.8	1039.6	4.9	0.6	0.4	1.9	1.6	1.1
School level								
Elementary	5.9	2238.7	3.6	0.6	0.9	0.6	0.5	0.5
Combined	6.4	2951.8	9.7	0.6	0.9	1.5	1.3	0.6
Secondary	5.0	2191.5	10.7	0.5	0.7	1.4	1.0	1.2
Enrollment								
Less than 300	6.9	1425.3	1.3	0.7	0.8	0.7	0.5	0.5
300–999	6.6	3568.7	5.3	0.6	1.0	1.2	1.0	0.6
1,000 or more	2.1	3090.2	38.4	0.2	1.0	4.0	4.0	0.0
School origin status								
Newly created	6.6	3483.1	4.1	0.6	0.9	0.0	(†)	(†)
Pre-existing public	4.4	2760.3	14.6	0.4	0.9	(†)	0.0	(†)
Pre-existing private	4.0	871.2	5.5	0.4	0.4	(†)	(†)	0.0
Percent minority enrollment								
Less than 10	5.3	1583.6	7.6	0.5	0.6	1.4	1.2	0.9
10–24	6.0	1956.7	8.6	0.6	0.7	1.5	1.3	1.0
25–49	5.8	2491.0	14.9	0.6	0.9	1.7	1.1	1.3
50–75	4.8	1976.3	11.1	0.5	0.7	1.9	1.6	1.1
More than 75	7.2	2939.4	6.2	0.7	1.0	0.9	0.7	0.8

†Not applicable.

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

## Public Charter Schools

**Table S30-2** Standard errors for the number and percentage distribution of public schools according to school level and type, by selected school characteristics: 1999–2000

Selected school characteristics	Elementary		Secondary and combined	
	Traditional public schools	Public charter schools	Traditional public schools	Public charter schools
Number of schools	250.3	5.9	192.1	6.5
Race/ethnicity of students				
White	0.6	0.8	0.6	1.2
Black	0.4	0.8	0.4	0.9
Hispanic	0.5	0.7	0.5	0.4
Asian/Pacific Islander	0.2	0.3	0.2	0.3
American Indian/Alaska Native	0.0	0.1	0.0	0.5
Percent minority enrollment				
Less than 10	0.6	0.7	0.6	0.9
10–24	0.7	0.8	0.6	1.0
25–49	0.7	0.6	0.6	0.9
50–75	0.6	0.6	0.5	0.8
More than 75	0.7	0.8	0.6	1.1
Percent of students eligible for free or reduced-price lunch				
Less than 15	0.7	0.8	0.8	1.0
15–29	0.6	0.6	0.7	0.7
30–49	0.7	0.6	0.7	0.8
50–74	0.6	0.6	0.7	0.9
75–100	0.6	0.8	0.6	1.0

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

## Public Charter Schools

Table S30-3 Standard errors for the percentage of public school teachers according to school level and type, by teacher characteristics: 1999–2000

Teacher characteristics	Elementary		Secondary and combined	
	Traditional public schools	Public charter schools	Traditional public schools	Public charter schools
Race/ethnicity				
White	0.4	0.8	0.3	0.9
Black	0.3	0.6	0.2	0.7
Hispanic	0.3	0.4	0.2	0.4
Asian/Pacific Islander	0.1	0.3	0.1	0.3
American Indian/Alaskan Native	0.1	0.1	0.1	0.3
Years of teaching experience				
3 or fewer	0.6	0.6	0.4	1.0
4–9	0.7	0.5	0.4	0.9
10–19	0.7	0.5	0.4	0.6
20 or more	0.3	0.1	0.1	0.2
Among teachers who taught the following subjects, percent who majored at the undergraduate or graduate levels in:				
Elementary education	0.7	0.9	1.7	1.8
Mathematics	1.7	1.9	0.8	1.7
Science	2.1	2.5	0.9	2.1
Life science	4.4	3.8	1.4	3.1
Social studies/history	2.2	2.7	0.7	2.0
English/language arts	1.5	1.7	5.4	1.8
Foreign languages	4.7	3.2	1.4	2.7
Percent of teachers who somewhat agreed or strongly agreed with the following statements:*				
The level of student misbehavior in this school (such as noise, horseplay, or fighting in the halls, cafeteria, or student lounge) interferes with my teaching.	0.1	0.2	0.1	0.3
The amount of student tardiness and class cutting in this school interferes with my teaching.	0.1	0.2	0.2	0.3
Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes.	0.1	0.1	0.1	0.5
#Too small to report.				
SOURCE: U.S. Department of Education, NCES. Schools and Staffing Survey (SASS), "Public and Public Charter School and Teacher Surveys," 1999–2000				

## Public Charter Schools

**Table S30-4** Standard errors for the percentage of public schools according to school level and type, by parental involvement and selected programs and services: 1999–2000

School characteristics	Elementary		Secondary and combined	
	Traditional public schools	Public charter schools	Traditional public schools	Public charter schools
<b>Number of schools</b>	250.3	5.9	192.1	6.5
Parental involvement				
More than half of parents participated in:				
Parent-teacher conferences	0.6	0.7	0.7	1.1
Written parent-school contracts	0.8	0.8	0.7	1.2
Instructional issues	0.3	0.6	0.2	0.5
Governance	0.2	0.6	0.1	0.4
Programs and services				
Programs with special instructional approaches	0.7	0.9	0.8	1.1
Talented/gifted program	0.8	0.8	0.8	1.1
Immersion in a foreign language program	0.6	0.7	0.6	0.9
A program for students with discipline or adjustment problems	0.9	1.0	1.1	1.4
Extended day or before-school or after-school day care programs	0.9	0.9	0.5	1.2
Advanced Placement (AP) Courses	(t)	(t)	0.8	1.1
International Baccalaureate (IB)	(t)	(t)	0.2	0.3
Specialized career academy	(t)	(t)	0.6	1.1
Specialized Tech-Prep program(s)	(t)	(t)	0.9	1.0

†Not applicable.

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

## Academic Background of College Graduates Who Enter and Leave Teaching

Table S31-1 Standard errors for the percentage distributions of 1992–93 bachelor's degree recipients according to availability of scores and the quartile ranking of their college entrance examination score, by graduate characteristics: 1997

Graduate characteristics	Total	Graduates with scores available	Of graduates with scores available, percentage whose scores ranked in the		
			Bottom quartile	Middle half	Top quartile
<b>Status in teacher pipeline by 1997</b>	(t)				
Pipeline-eligible, but did not enter pipeline	0.7	0.7	1.5	1.0	1.4
Considered teaching or applied to teach	0.6	0.6	1.4	0.8	1.2
Prepared but had not taught	0.3	0.3	0.8	0.4	0.6
Had taught	0.5	0.5	0.8	0.7	0.8
Had taught but not prepared	0.2	0.2	0.4	0.2	0.5
Prepared and had taught	0.4	0.5	0.8	0.6	0.6
<b>Employment expectations in next 3 years</b>	(t)				
Teaching full time	0.3	0.4	0.7	0.6	0.5
Nonteaching full-time work	0.5	0.5	1.0	0.8	1.0
Not working full time	0.4	0.4	0.7	0.6	0.8
<b>Baccalaureate major</b>	(t)				
Education	0.4	0.5	1.0	0.7	0.7
Business/management	0.8	0.7	1.7	1.0	1.4
Humanities	0.5	0.5	0.8	0.7	1.0
Mathematics/computer/natural sciences	0.6	0.7	1.0	0.9	1.5
Social science	0.6	0.6	1.1	0.8	1.2
Other	0.7	0.7	1.5	0.9	1.0

†Not applicable.

SOURCE: U.S. Department of Education, NCES. Baccalaureate and Beyond Longitudinal Study, "Second Follow-up" (B&B:1993/1997).

## Academic Background of College Graduates Who Enter and Leave Teaching

**Table S31-2** Standard errors for the percentage distributions of 1992–93 bachelor's degree recipients who taught in elementary or secondary schools before 1997 according to availability of scores and the quartile ranking of their college entrance examination score, by selected characteristics of teachers' careers: 1997

Characteristics of K–12 teachers' careers	Total	Graduates with scores available	Of graduates with scores available, percentage whose scores ranked in the		
			Bottom quartile	Middle half	Top quartile
<b>By 1997 had taught</b>	(f)				
Only in public schools	1.4	1.6	3.2	2.1	5.3
Only in private schools	1.2	1.5	2.8	1.9	5.2
Both in public and private schools	0.7	0.8	2.0	1.0	1.7
<b>By 1997 had taught</b>	(f)				
Only in elementary school(s)	1.9	2.2	4.1	3.0	5.0
Only in secondary school(s)	2.0	2.2	4.0	2.7	5.5
Only in combined school(s)	0.7	0.8	1.4	1.1	1.8
In a mix of these school levels	1.5	1.7	2.7	2.5	4.1
<b>Had taught most recently in</b>	(f)				
Central city	2.1	2.2	4.4	2.8	5.2
Urban fringe or large town	1.9	2.1	3.4	2.8	3.8
Small town or rural area	2.1	2.3	4.1	2.8	5.5
<b>Had taught most recently at school with enrollment of</b>	(f)				
Less than 300	1.7	1.7	3.0	2.0	4.2
300–999	2.0	2.1	4.2	2.4	4.9
1,000 or more	1.6	1.7	3.4	1.9	4.9
<b>Had taught most recently at school with minority enrollment of</b>	(f)				
Less than 10 percent	2.6	2.6	3.6	3.7	6.0
10–24 percent	1.7	1.7	2.9	2.3	5.0
25–49 percent	1.8	2.2	3.6	2.7	4.7
50–75 percent	1.9	2.2	3.8	3.3	2.7
More than 75 percent	2.2	2.4	3.2	3.0	4.2
<b>Had taught most recently at school with percentage of students in the school lunch program</b>	(f)				
Less than 15 percent	2.4	2.6	4.8	3.8	7.4
15–29 percent	2.1	2.1	3.4	3.1	5.7
30–49 percent	2.2	2.3	4.3	2.4	7.7
50–74 percent	1.9	2.3	3.7	3.5	2.4
75–100 percent	1.9	1.9	4.0	2.2	2.9
<b>Teaching status in 1997</b>	(f)				
Still teaching	1.5	1.6	2.8	2.1	4.1
No longer teaching	1.5	1.6	2.8	2.1	4.1

†Not applicable.

SOURCE: U.S. Department of Education, NCES. Baccalaureate and Beyond Longitudinal Study, "Second Follow-up" (B&B:1993/1997).

## Academic Background of College Graduates Who Enter and Leave Teaching

**Table S31-3** Standard errors for the percentage distribution of all 1992–93 bachelor's degree recipients and those who taught in elementary or secondary schools before 1997 according to whether their college entrance examination scores were available, and the percentage whose available scores were in the top half of their peer group, by selected characteristics of teachers' careers: 1997

Characteristics of K–12 teachers' careers	Of all graduates, percentage with scores		Top half
	Unavailable	Available	
Total of all 1992–93 graduates	0.8	0.8	1.2
<b>By 1997 had taught</b>			
Only in public schools	2.4	2.4	2.5
Only in private schools	2.7	2.7	5.5
Both in public and private schools	6.5	6.5	8.4
<b>By 1997 had taught</b>			
Only in elementary school(s)	2.3	2.3	3.1
Only in secondary school(s)	3.4	3.4	4.5
Only in combined school(s)	4.7	4.7	8.4
In a mix of these school levels	5.5	5.5	6.7
<b>Had taught most recently in</b>			
Central city	3.5	3.5	4.4
Urban fringe or large town	3.1	3.1	3.6
Small town or rural area	2.2	2.2	3.5
<b>Had taught most recently at school with enrollment of</b>			
Less than 300	4.5	4.5	4.9
300–999	2.1	2.1	2.8
1,000 or more	4.5	4.5	5.2
<b>Had taught most recently at school with minority enrollment of</b>			
Less than 10 percent	4.0	4.0	4.1
10–24 percent	4.8	4.8	5.5
25–49 percent	2.9	2.9	4.6
50–75 percent	3.6	3.6	5.7
More than 75 percent	6.7	6.7	7.7
<b>Had taught most recently at school with percentage of students in the school lunch program</b>			
Less than 15 percent	2.3	2.3	4.9
15–29 percent	4.5	4.5	6.0
30–49 percent	4.5	4.5	4.9
50–74 percent	4.6	4.6	6.6
75–100 percent	11.1	11.1	10.2
<b>Teaching status in 1997</b>			
Still teaching	1.7	1.7	2.3
No longer teaching	2.4	2.4	4.2

SOURCE: U.S. Department of Education, NCES, Baccalaureate and Beyond Longitudinal Study, "Second Follow-up" (B&B:1993/1997).

## Educational Background of Teachers

**Table S32-1** Standard errors for the percentage distributions of full-time public and private school teachers who held various degrees, by teacher and school characteristics: 1999–2000

Teacher and school characteristics	Public				Private			
	Less than bachelor's degree	Bachelor's degree	Master's degree	Higher than master's degree	Less than bachelor's degree	Bachelor's degree	Master's degree	Higher than master's degree
Total	0.0	0.1	0.1	0.0	0.2	0.2	0.2	0.0
Years of teaching experience								
3 or fewer	0.0	0.2	0.1	0.1	0.4	0.3	0.2	0.1
4–9	0.0	0.2	0.2	0.1	0.3	0.3	0.3	0.1
10–19	0.0	0.2	0.2	0.1	0.1	0.3	0.3	0.1
20 or more	0.0	0.1	0.1	0.1	0.1	0.3	0.3	0.1
Race/ethnicity								
White	0.0	0.1	0.1	0.0	0.2	0.2	0.2	0.0
Black	0.0	0.3	0.3	0.1	0.5	0.4	0.4	0.2
Hispanic	0.0	0.3	0.2	0.1	0.3	0.8	0.8	0.1
Asian/Pacific Islander	0.0	0.6	0.4	0.4	0.4	0.6	0.7	0.2
American Indian/Alaska Native	0.1	0.5	0.5	0.2	2.6	1.9	0.8	0.3
School level								
Elementary	0.0	0.2	0.2	0.1	0.2	0.2	0.2	0.1
Combined	0.1	0.7	0.6	0.2	0.3	0.4	0.3	0.1
Secondary	0.0	0.2	0.2	0.1	0.2	0.3	0.4	0.1
Enrollment								
Less than 300	0.0	0.4	0.3	0.1	0.3	0.3	0.2	0.1
300–999	0.0	0.1	0.1	0.1	0.0	0.3	0.2	0.1
1,000 or more	0.0	0.3	0.2	0.1	0.1	0.6	0.7	0.1
Region								
Northeast	0.0	0.3	0.2	0.1	0.1	0.3	0.3	0.1
Midwest	0.0	0.2	0.2	0.1	0.3	0.3	0.3	0.0
South	0.0	0.1	0.1	0.1	0.3	0.3	0.3	0.1
West	0.0	0.2	0.2	0.1	0.2	0.3	0.3	0.1
Percent minority enrollment								
Less than 10	0.0	0.2	0.2	0.1	0.2	0.2	0.2	0.0
10–24	0.0	0.2	0.2	0.1	0.2	0.3	0.3	0.1
25–49	0.0	0.2	0.2	0.1	0.3	0.4	0.3	0.2
50–75	0.0	0.2	0.2	0.1	0.3	1.0	1.0	0.2
More than 75	0.0	0.3	0.3	0.1	0.3	0.5	0.3	0.1
Percent of students eligible for free or reduced-price lunch								
Less than 15	0.0	0.2	0.2	0.1	(#)	(#)	(#)	(#)
15–29	0.0	0.2	0.2	0.1	(#)	(#)	(#)	(#)
30–49	0.0	0.2	0.2	0.1	(#)	(#)	(#)	(#)
50–74	0.0	0.2	0.3	0.1	(#)	(#)	(#)	(#)
75–100	0.0	0.3	0.3	0.1	(#)	(#)	(#)	(#)
Percent of students with limited English proficiency								
Less than 1	0.0	0.1	0.1	0.1	0.2	0.2	0.2	0.0
1–10	0.0	0.2	0.2	0.1	0.3	0.4	0.4	0.1
More than 10	0.0	0.3	0.3	0.1	1.3	1.0	0.6	0.8

#Too few sample cases.

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



## Educational Background of Teachers

**Table S32-2** Standard errors for the number and percentage distribution of full-time elementary public and private school teachers according to undergraduate and graduate majors in various fields of study, by teacher characteristics: 1999–2000

Teacher characteristics	Number of teachers	Major field of study				
		Subject area			General education	Other education
		Academic subject	Specialization in education	Total		
<b>Total</b>	<b>17,102</b>	<b>0.5</b>	<b>0.4</b>	<b>0.6</b>	<b>0.6</b>	<b>0.3</b>
For undergraduate or graduate degree						
School where currently teaching						
Public	16,402	0.5	0.4	0.6	0.6	0.4
Private	3,006	1.0	0.7	1.0	0.9	0.4
Years of teaching experience						
3 or fewer years	8,208	1.2	0.7	1.3	1.2	0.7
4 to 9 years	10,301	1.1	0.7	1.2	1.2	0.7
10 to 19 years	9,463	0.8	0.8	1.0	0.9	0.7
20 or more years	12,355	0.6	0.8	0.9	0.8	0.6
<b>Total</b>	<b>16,936</b>	<b>0.5</b>	<b>0.4</b>	<b>0.6</b>	<b>0.6</b>	<b>0.2</b>
For undergraduate degree						
School where currently teaching						
Public	16,245	0.5	0.4	0.7	0.6	0.3
Private	3,009	1.0	0.7	0.9	0.9	0.3
Years of teaching experience						
3 or fewer	8,213	1.2	0.7	1.3	1.3	0.7
4 to 9	10,305	1.1	0.7	1.3	1.2	0.5
10 to 19	9,476	0.8	0.8	0.9	0.9	0.6
20 or more	12,326	0.7	0.7	0.9	0.9	0.4
<b>Total</b>	<b>13,370</b>	<b>0.4</b>	<b>0.6</b>	<b>0.7</b>	<b>0.8</b>	<b>0.8</b>
For graduate degree						
School where currently teaching						
Public	13,040	0.4	0.7	0.8	0.9	0.8
Private	1,612	1.8	1.1	1.9	1.8	1.7
Years of teaching experience						
3 or fewer	3,157	1.8	2.2	2.8	3.0	3.0
4 to 9	6,216	1.0	1.5	1.8	1.8	1.8
10 to 19	6,159	0.8	1.2	1.2	1.4	1.6
20 or more	9,394	0.6	1.0	1.1	1.3	1.1

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

## Educational Background of Teachers

**Table S32-3** Standard errors for the number and percentage distribution of full-time secondary public and private school teachers according to undergraduate and graduate majors in various fields of study, by teacher characteristics: 1999–2000

Teacher characteristics	Number of teachers	Major field of study				
		Academic subject	Specialization in education	Total	General education	Other education
<b>Total</b>	<b>10,972</b>	<b>0.4</b>	<b>0.4</b>	<b>0.2</b>	<b>0.2</b>	<b>0.2</b>
For undergraduate or graduate degree						
School where currently teaching						
Public	10,766	0.4	0.4	0.3	0.2	0.2
Private	2,277	1.2	1.1	0.6	0.5	0.5
Years of teaching experience						
3 or fewer years	3,044	0.9	0.8	0.5	0.4	0.4
4 to 9 years	3,806	0.7	0.7	0.5	0.4	0.4
10 to 19 years	4,087	0.7	0.7	0.5	0.3	0.4
20 or more years	6,038	0.6	0.7	0.4	0.3	0.3
<b>Total</b>	<b>10,881</b>	<b>0.4</b>	<b>0.4</b>	<b>0.2</b>	<b>0.2</b>	<b>0.1</b>
For undergraduate degree						
School where currently teaching						
Public	10,662	0.4	0.4	0.3	0.2	0.1
Private	2,285	1.2	1.1	0.7	0.6	0.4
Years of teaching experience						
3 or fewer	3,027	0.8	0.8	0.5	0.4	0.3
4 to 9	3,753	0.7	0.7	0.5	0.4	0.3
10 to 19	4,032	0.6	0.7	0.5	0.4	0.3
20 or more	6,012	0.6	0.7	0.4	0.4	0.2
<b>Total</b>	<b>7,140</b>	<b>0.4</b>	<b>0.5</b>	<b>0.5</b>	<b>0.5</b>	<b>0.5</b>
For graduate degree						
School where currently teaching						
Public	6,973	0.4	0.5	0.5	0.5	0.5
Private	1,325	1.8	1.8	1.3	0.8	1.1
Years of teaching experience						
3 or fewer	1,368	1.8	1.9	1.7	1.6	1.4
4 to 9	2,225	1.1	1.2	1.1	1.0	1.1
10 to 19	2,476	0.9	0.9	1.1	0.8	1.0
20 or more	4,828	0.6	0.7	0.7	0.6	0.8

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

## Participation in Professional Development

**Table S33-1** Standard errors for the percentage of public school teachers who participated in professional development activities in various content areas during the past 12 months, by focus of activity and hours of participation: 2000

Focus of professional development activity	Total participating in activity	Hours of participation		
		1–8	9–32	More than 32
Teachers participating in any professional development activity	0.2	(†)	(†)	(†)
State or district curriculum and performance standards	0.7	0.9	1.0	0.7
Integration of educational technology in the grade or subject you teach	0.9	1.0	0.7	0.5
In-depth study in the subject area of your main teaching assignment	0.8	0.8	0.8	0.7
New methods of teaching (e.g., cooperative learning)	0.9	1.1	0.8	0.6
Student performance assessment	1.0	1.2	0.8	0.4
Addressing the needs of students with disabilities	1.0	0.9	0.5	0.4
Encouraging parental and community involvement	1.2	1.1	0.5	0.4
Classroom management, including student discipline	1.1	1.0	0.5	0.3
Addressing the needs of students from diverse cultural backgrounds	1.1	1.1	0.6	0.4
Addressing the needs of students with limited English proficiency	1.1	0.9	0.4	0.3

†Not applicable.

SOURCE: U.S. Department of Education, NCES. Fast Response Survey System (FRSS), "Survey on Professional Development and Training in U.S. Public Schools," FRSS 74, 1999–2000.

**Table S33-2** Standard errors for the percentage of public school teachers who participated in various collaborative activities during the past 12 months, by focus of activity and frequency of participation: 2000

Focus of collaborative activity	Total participating in activity	Frequency of participation			
		At least once a week	2 to 3 times a month	Once a month	A few times a year
Teachers participating in any collaborative activity	0.4	(†)	(†)	(†)	(†)
Regularly scheduled collaboration with other teacher(s), excluding meetings held for administrative purposes	1.0	0.7	0.7	0.7	0.7
Networking with teachers outside the school	0.8	0.4	0.5	0.7	0.9
Common planning periods for team teachers	0.9	1.1	0.6	0.5	0.6
Individual or collaborative research on a topic of interest professionally	1.0	0.5	0.5	0.6	0.9
Mentoring another teacher in a formal relationship	0.8	0.6	0.4	0.3	0.5
Being mentored by another teacher in a formal relationship	0.9	0.5	0.3	0.4	0.5

†Not applicable.

SOURCE: U.S. Department of Education, NCES. Fast Response Survey System (FRSS), "Survey on Professional Development and Training in U.S. Public Schools," FRSS 74, 1999–2000.

## Participation in Professional Development

**Table S33-3** Standard errors for the percentage of public school teachers indicating the extent to which participation in professional development activities in various content areas during the past 12 months improved their teaching, by focus of activity and hours of participation: 2000

Focus of professional development activity	Improved classroom teaching			
	A lot	Moderately	Somewhat	Not at all
State or district curriculum and performance standards				
1–8 hours	0.9	1.5	1.2	0.8
More than 8 hours	1.3	1.5	1.3	0.9
Integration of educational technology in the grade or subject you teach				
1–8 hours	1.2	1.4	1.4	0.7
More than 8 hours	1.6	1.7	1.3	0.6
In-depth study in the subject area of your main teaching assignment				
1–8 hours	1.2	1.8	1.6	0.8
More than 8 hours	1.4	1.7	1.2	(#)
New methods of teaching (e.g., cooperative learning)				
1–8 hours	1.0	1.3	1.6	0.7
More than 8 hours	1.9	2.0	1.4	0.5
Student performance assessment				
1–8 hours	0.9	1.9	1.7	0.9
More than 8 hours	1.5	2.5	1.8	0.7
Addressing the needs of students with disabilities				
1–8 hours	1.2	1.6	1.8	1.0
More than 8 hours	2.9	2.8	1.8	0.9
Encouraging parental and community involvement				
1–8 hours	0.7	1.9	1.9	0.9
More than 8 hours	2.7	2.7	2.6	1.1
Classroom management, including student discipline				
1–8 hours	1.1	2.1	2.1	0.9
More than 8 hours	2.8	2.8	2.0	0.8
Addressing the needs of students from diverse cultural backgrounds				
1–8 hours	1.0	1.5	1.9	1.0
More than 8 hours	2.9	3.3	2.1	0.9
Addressing the needs of students with limited English proficiency				
1–8 hours	1.2	2.2	2.5	1.2
More than 8 hours	3.5	3.6	2.2	0.9

#Too small to report.

SOURCE: U.S. Department of Education, NCES. (2001). *Teacher Preparation and Professional Development: 2000* (NCES 2001–088).

## Participation in Professional Development

**Table S33-4** Standard errors for the percentage of public school teachers indicating the extent to which participation in various collaborative activities during the past 12 months improved their teaching, by focus of activity and frequency of participation: 2000

Focus of collaborative activity	Improved classroom teaching			
	A lot	Moderately	Somewhat	Not at all
Regularly scheduled collaboration with other teacher(s), excluding meetings held for administrative purposes				
At least once a week	1.8	2.0	1.6	0.7
2 to 3 times a month	2.5	2.8	2.3	0.9
Once a month	1.7	2.6	2.6	1.0
A few times a year	1.2	2.1	1.9	1.3
Networking with teachers outside the school				
At least once a week	3.9	4.2	3.0	0.8
2 to 3 times a month	3.1	3.3	2.6	0.6
Once a month	2.4	2.9	2.5	1.2
A few times a year	1.0	1.4	1.6	0.8
Common planning periods for team teachers				
At least once a week	1.5	1.5	1.3	0.6
2 to 3 times a month	3.9	4.4	2.6	1.3
Once a month	4.1	4.3	3.6	2.0
A few times a year	2.6	2.7	3.9	2.4
Individual or collaborative research on a topic of interest professionally				
At least once a week	2.7	2.7	1.7	0.6
2 to 3 times a month	3.0	3.4	2.1	(#)
Once a month	2.8	2.6	2.8	0.4
A few times a year	1.4	1.9	2.0	1.0
Mentoring another teacher in a formal relationship				
At least once a week	2.3	2.7	2.3	1.5
2 to 3 times a month	2.9	5.0	4.5	3.2
Once a month	5.2	5.6	5.7	3.4
A few times a year	2.0	3.1	3.6	2.8
Being mentored by another teacher in a formal relationship				
At least once a week	3.2	3.1	1.9	(#)
2 to 3 times a month	5.8	4.9	4.2	2.4
Once a month	5.6	6.8	4.6	2.2
A few times a year	2.2	3.0	4.3	2.5

#Too small to report.

SOURCE: U.S. Department of Education, NCES. (2001). *Teacher Preparation and Professional Development: 2000* (NCES 2001-088).

## Student Victimization

Table S34-1 Standard errors for the percentage of students ages 12–18 who reported criminal victimization at school, by student characteristics: 1999

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

SOURCE: U.S. Department of Education, NCES. (forthcoming). *Are America's Schools Safe? Kids Speak Out* (NCES 2002–146).

## Student Victimization

Table S34-2 Standard errors for the percentage of students ages 12–18 who reported criminal victimization at school, by perception of conditions at school: 1999

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

#Too small to report.

SOURCE: U.S. Department of Education, NCES. (forthcoming). *Are America's Schools Safe? Kids Speak Out* (NCES 2002–146).

## Undergraduate Diversity

**Table S35-1** Standard errors for the percentage distribution of undergraduates according to selected student characteristics, by institution type: 1999–2000

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

See footnotes at end of table.



## Undergraduate Diversity

Table S35-1 Standard errors for the percentage distribution of undergraduates according to selected student characteristics, by institution type: 1999–2000—Continued

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

#Too small to report.

†Not applicable.

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

## Undergraduate Diversity

Table S35-2 Standard errors for the percentage distribution of undergraduates according to selected student characteristics, by institution type: 1989–90

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

#Too small to report.

†Not applicable.

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

## Perceived Impact of Work on Postsecondary Learning

Table S37-1 Standard errors for the percentage distribution of undergraduates according to hours worked per week and average hours worked, by how they identified their primary role, their attendance intensity, and type of institution: 1999–2000

Characteristic	Total	Hours worked per week				35 or more	Average hours per week
		Did not work	1–15	16–20	24–34		
Total	(t)	0.4	0.3	0.3	0.3	0.5	0.2
Primary role							
Student who works	0.5	(t)	0.5	0.4	0.5	0.6	0.2
Employee who studies	0.5	(t)	0.2	0.3	0.5	0.6	0.2
Student only (does not work)	0.4	(t)	(t)	(t)	(t)	(t)	(t)
Attendance intensity							
Exclusively full-time	0.6	0.5	0.4	0.4	0.4	0.5	0.2
Exclusively part-time	0.6	0.5	0.2	0.4	0.5	0.6	0.2
Mixed	0.3	0.8	0.6	0.7	0.8	1.1	0.3
Type of institution							
Public 4-year	0.6	0.6	0.5	0.4	0.4	0.7	0.2
Private not-for-profit 4-year	0.4	0.7	0.9	0.5	0.6	1.2	0.5
Public 2-year	0.8	0.7	0.3	0.5	0.6	0.8	0.2

†Not applicable.

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

## Student Participation in Distance Education

**Table S38-1** Standard errors for the percentage of undergraduates who participated in distance education classes at postsecondary institutions, by type of institution and selected student characteristics: 1999–2000

Selected student characteristics	Total	2-year public	4-year		
			Total	Public	Private not-for-profit
<b>Total</b>	<b>0.3</b>	<b>0.5</b>	<b>0.3</b>	<b>0.4</b>	<b>0.5</b>
Sex					
Male	0.4	0.7	0.4	0.4	0.7
Female	0.4	0.7	0.4	0.5	0.6
Age					
24 or less	0.3	0.6	0.2	0.3	0.4
More than 24	0.6	0.8	0.7	0.9	1.1
Attendance status					
Full-time	0.3	0.6	0.3	0.3	0.4
Part-time	0.5	0.7	0.6	0.7	1.0
Student role					
Students who do not work	0.5	1.0	0.4	0.5	0.7
Students who work	0.3	0.7	0.3	0.4	0.5
Employees who study	0.6	0.8	0.9	1.2	1.2
Hours per week worked					
Less than 20	0.4	0.9	0.3	0.4	0.5
20 or more	0.4	0.6	0.4	0.5	0.7
Distance from home					
30 miles or less	0.4	0.5	0.4	0.4	0.7
More than 30 miles	0.5	1.6	0.4	0.6	0.6

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

**Table S38-2** Standard errors for the percentage of master's students who participated in distance education classes at postsecondary institutions, and percentage of participants with various experiences with distance education: 1999–2000

Distance education characteristics	Total	Education master's degree	MBA	Other master's degree
<b>Total percentage participating</b>	<b>0.7</b>	<b>1.1</b>	<b>1.6</b>	<b>0.9</b>
Percentage of participants				
Type of distance education				
Live TV/audio	2.0	3.9	5.1	2.4
Prerecorded audio/TV	1.9	3.1	5.8	2.5
Internet	2.4	4.0	4.2	2.6
Entire program available through distance education	2.2	3.5	6.6	2.6
Level of satisfaction with distance education classes compared with regular classes				
Total	(†)	(†)	(†)	(†)
More satisfied	1.7	2.4	3.0	2.4
Equally satisfied	2.0	3.3	5.4	2.9
Less satisfied	1.7	2.2	5.7	2.4

†Not applicable.

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

## Parents' Attitudes Toward Schools

Table S40-1 Standard errors for the percentage of children in grades 3–12 with parents who were very satisfied with various aspects of the school their child attends, by selected family characteristics: 1993 and 1999

Characteristic	Child's school		Child's teachers		School's academic standards		School's order and discipline	
	1993	1999	1993	1999	1993	1999	1993	1999
Total	0.7	0.6	0.7	0.5	0.6	0.7	0.7	0.5
Race/ethnicity								
White	0.7	0.7	0.8	0.6	0.7	0.7	0.6	0.7
Black	1.4	1.5	1.5	1.4	1.5	1.4	1.6	1.2
Hispanic	1.8	1.1	1.5	1.1	1.5	1.2	2.1	1.3
Other	3.5	2.4	3.1	2.3	3.3	2.4	4.1	2.4
Household income								
\$10,000 or less	1.9	2.2	2.0	1.9	1.6	2.0	2.3	1.9
\$10,001–20,000	1.4	1.8	1.4	1.6	1.6	1.9	2.1	1.6
\$20,001–35,000	1.4	1.1	1.1	1.1	1.1	1.1	1.8	1.0
\$35,001–50,000	1.4	1.4	1.4	1.2	1.1	1.5	1.1	1.2
More than \$50,000	0.9	1.0	0.9	0.9	0.9	0.9	1.0	0.9
Parents' highest education level								
Less than high school	3.1	2.2	3.2	1.9	3.3	2.0	4.0	1.8
High school diploma or equivalent	1.0	1.1	0.9	1.1	0.9	1.2	1.0	1.1
Some college, including vocational/technical	1.1	1.0	1.2	1.0	1.1	1.0	1.1	1.1
Bachelor's degree	1.6	1.3	1.6	1.2	1.5	1.4	1.5	1.3
Graduate/professional degree	1.2	1.3	1.3	1.2	1.2	1.4	1.4	1.2
Family structure								
Two biological/adoptive parents	0.6	0.7	0.6	0.7	0.6	0.8	0.8	0.7
One biological/adoptive parent	1.3	1.1	1.5	0.8	1.3	1.3	1.9	0.9
One biological/adoptive and one stepparent	33.9	1.6	23.6	1.4	25.8	1.4	31.8	1.4
Other relatives/step- or foster parents	6.6	3.3	6.7	3.3	6.4	3.1	6.4	3.5
Urbanicity								
Live inside urban area	0.7	0.7	0.8	0.7	0.7	0.8	0.8	0.7
Live outside urban area	1.4	1.6	2.2	1.6	1.8	1.5	2.1	1.6
Rural	1.8	1.3	1.7	1.2	1.5	1.3	1.3	1.1

SOURCE: U.S. Department of Education, NCES. National Household Education Surveys Program (NHES), "School Safety and Discipline" survey, 1993 and "Parent Interview" survey, 1999.

## Net Price of College Attendance

**Table S44-1** Standard errors for the percentage of full-time, full-year dependent undergraduates receiving different types of grants, by type of institution and family income: Academic year 1999–2000

Type of institution and family income	Total grants	Total federal grants	Total state grants	Total institutional grants	Total other grants
Total	0.7	0.6	0.6	0.7	0.4
Public 4-year	0.8	0.9	0.7	0.7	0.5
Low income	1.2	1.6	2.2	1.8	1.0
Lower middle	1.4	1.2	1.4	1.2	1.0
Upper middle	1.4	0.4	1.0	1.1	1.0
High income	1.2	0.1	0.8	1.0	0.9
Private not-for-profit 4-year	1.2	1.1	1.3	1.7	0.9
Low income	1.3	1.9	2.7	3.5	1.8
Lower middle	1.7	1.8	2.4	2.4	1.8
Upper middle	2.1	0.6	1.9	2.6	1.6
High income	1.8	0.3	1.1	1.9	1.1
Public 2-year	2.0	1.4	1.6	1.5	1.2
Low income	2.8	3.0	3.2	2.5	1.9
Lower middle	3.3	2.1	2.8	2.5	2.1
Upper middle	3.0	0.6	1.5	2.2	2.3
High income	3.0	0.7	1.7	2.4	1.8

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