

Standard Error Tables for Supplemental Tables





Contents

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 1991–99	8
Table S2-3	Standard errors for the private elementary and secondary school enrollment in grades K–12 (in thousands), by region: School years 1989–90 through 1997–98	9
Table S3-1	Standard errors for the percentage distribution of public school students enrolled in grades K–12 who were minorities: October 1972–99	10
Table S3-2	Standard errors for the percentage distribution of public school students enrolled in grades K–12 who were minorities, by region: October 1972–99	11
Table S4-1	Standard errors for the percentage distribution of 6- to 18-year-olds according to parents' highest education level, by child's race/ethnicity: 1974–99	13
Table S7-1	Standard errors for the percentage of adults age 18 and above who participated in learning activities in the past 12 months, by educational attainment and age: 1991, 1995, and 1999	14
Table S7-2	Standard errors for the percentage of adults age 18 and above who participated in various learning activities with different providers, by type of activity: 1999	14
Table S8-1	Standard errors for the children's reading and mathematics scale scores from kindergarten through 1 st grade, by mother's education: 1998–2000	15
Table S9-1	Standard errors for the percentage of children demonstrating specific reading knowledge and skills from kindergarten through 1 st grade, by mother's education: 1998–2000	16
Table S9-2	Standard errors for the percentage of children demonstrating specific mathematics knowledge and skills from kindergarten through 1 st grade, by mother's education: 1998–2000	17
Table S10-1	Standard errors for the average reading scale scores, by race/ethnicity and age: 1971–99	18
Table S10-2	Standard errors for the average white-black and white-Hispanic score gaps in reading achievement: 1971–99	18
Table S10-3	Standard errors for the average reading scale scores, by sex and age: 1971–99	19
Table S10-4	Standard errors for the average reading scale scores, by type of school and age: 1980–99	19
Table S11-1	Standard errors for the trends in the black-white gap in average reading scale scores, by age: 1971–99	20
Table S11-2	Standard errors for the trends in average reading scale scores, by age, score quartile, and race/ethnicity: 1971–99	20
Table S12-1	Standard errors for the average mathematics scale scores, by race/ethnicity and age: 1973–99	21
Table S12-2	Standard errors for the average white-black and white-Hispanic score gaps in mathematics achievement: 1973–99	21
Table S12-3	Standard errors for the average mathematics scale scores, by sex and age: 1973–99	22
Table S12-4	Standard errors for the average mathematics scale scores, by type of school and age: 1978–99	22
Table S13-1	Standard errors for the average science scale scores, by race/ethnicity and age: 1970–99	23
Table S13-2	Standard errors for the average white-black and white-Hispanic score gaps in science achievement: 1970–99	23
Table S13-3	Standard errors for the average science scale scores, by sex and age: 1970–99	24
Table S13-4	Standard errors for the average science scale scores, by type of school and age: 1977–99	24

Contents

Continued

Table S14-1	Standard errors for the average mathematics and science performance of 8 th -graders, by sex and country: 1999	25
Table S14-2	Standard errors for the average mathematics and science performance of 8 th -graders, by country: 1995 and 1999	26
Table S14-3	Standard errors for the score difference from the international average for all participating countries, by mathematics and science performance of 4 th -graders in 1995 and 8 th -graders in 1999	27
Table S15-1	Standard errors for the percentage distribution of the population age 25 and above according to their reading habits, by selected personal and community characteristics: 1999	28
Table S16-1	Standard errors for the percentage of students in grades 6–12 who participated in community service and service-learning, by selected characteristics: 1996 and 1999	30
Table S16-2	Standard errors for the percentage distribution of students in grades 6–12 who reported school practices to promote student community service, by selected characteristics: 1996 and 1999	31
Table S17-1	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	32
Table S18-1	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 1970–99	33
Table S18-2	Standard errors for the ratio of median annual earnings of all wage and salary workers ages 25–34 whose highest level of education was grades 9–11, some college, or a bachelor's degree or higher, compared with those with a high school diploma or equivalent, by sex: March 1970–99	34
Table S18-3	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 1970–99	35
Table S19-1	Standard errors for the percentage distributions of high school seniors according to their plans for postsecondary education, by sex: 1983, 1990, and 1998	36
Table S20-1	Standard errors for the percentage distributions of 12 th -graders according to the importance they placed on various student characteristics for having high status in their school, by sex: 1983, 1990, and 1998	37
Table S23-1	Standard errors for the status dropout rates of 16- to 24-year olds, by race/ethnicity: October 1972–99	38
Table S23-2	Standard errors for the status dropout rates and number and percentage distribution of dropouts ages 16–24, by selected characteristics: October 1999	39
Table S24-1	Standard errors for the percentage of 1992 high school graduates who completed advanced mathematics courses in high school, by 8 th -grade mathematics proficiency and parents' education according to whether they had taken algebra in the 8 th grade	40
Table S25-1	Standard errors for among 6 th - to 12 th -graders and their parents who reported postsecondary education plans for the student, the percentage distributions according to the accuracy of their estimates for tuition and fees for the postsecondary institution that students planned to attend: 1999	40
Table S26-1	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 1972–99	41
Table S26-2	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 1972–99	42
Table S26-3	Standard errors for the percentage of high school completers who were enrolled in college the October after completing high school, by parents' education: October 1990–99	42

Contents

Continued

Table S27-1	Standard errors for the percentage distribution of 1995–96 beginning postsecondary students according to attainment by 1998, by initial goal and transfer status	43
Table S29-1	Standard errors for the percentage distribution of postsecondary education students in degree-granting institutions according to type and amount of remedial coursework and degree completion: 1980–93	44
Table S29-2	Standard errors for the percentage distribution of students who took any remedial reading or mathematics courses in college according to other remedial coursework taken: 1980–93	44
Table S29-3	Standard errors for the percentage distribution of postsecondary education students according to type and amount of remedial coursework in college and types of degree-granting institutions attended: 1980–93	44
Table S31-1	Standard errors for the percentage of 25- to 29-year-olds who completed high school, by race/ethnicity and sex: March 1971–2000	45
Table S31-2	Standard errors for the percentage of 25- to 29-year-old high school completers with some college, by race/ethnicity and sex: March 1971–2000	46
Table S31-3	Standard errors for the percentage of 25- to 29-year-old high school completers with a bachelor's degree or higher, by race/ethnicity and sex: March 1971–2000	47
Table S33-1	Standard errors for the percentage distribution of high school graduates according to the type of English courses they completed: 1982, 1987, 1990, 1992, 1994, and 1998	48
Table S33-2	Standard errors for the percentage distribution of high school graduates according to the highest level of foreign language courses completed: 1982, 1987, 1990, 1992, 1994, and 1998	48
Table S35-1	Standard errors for the average credits earned in vocational education and percentage distribution of credits earned by public high school graduates, by vocational curriculum: 1982–98	49
Table S35-2	Standard errors for the percentage of public high school graduates who were investors, concentrators, and investors who concentrated in occupational education: 1982–98	49
Table S35-3	Standard errors for the percentage of public high school graduates completing advanced academic coursework, by occupational investment and academic subject: 1982–98	50
Table S36-1	Standard errors for the percentage distribution of teachers' responses to the question "What was the main thing you wanted students to learn from today's lesson?," by response and country: 1994–95	51
Table S36-2	Standard errors for the percentage distribution of 8 th -grade mathematics lessons containing task-controlled tasks, solver-controlled tasks, or a combination of task- and solver-controlled tasks, by country: 1994–95	51
Table S36-3	Standard errors for the percentage of lessons with nodes coded as including illustrations, motivations, increase in complexity, and deductive reasoning, by country: 1994–95	51
Table S37-1	Standard errors for the average size of kindergarten classrooms and percentage distribution according to class size and selected characteristics: Fall 1998	52
Table S39-1	Standard errors for the percentage of public school teachers who reported using computers and the Internet for various activities at school, by how well prepared they felt to use computers or the Internet for instruction: 1999	53
Table S39-2	Standard errors for the percentage of public school teachers who reported assigning students various activities that use computers or the Internet, by how well prepared they felt to use computers or the Internet for instruction: 1999	53
Table S39-3	Standard errors for the percentage distribution of public school teachers who reported participating in professional development activities related to using computers or the Internet according to how well prepared they felt and according to hours of professional development, by level of preparedness: 1999	54

Contents

Continued

Table S39-4	Standard errors for the percentage distribution of public school teachers according to how well prepared they felt to use computers and the Internet for instruction, by number of years of teaching experience: 1999	54
Table S39-5	Standard errors for the percentage of public school teachers who reported various conditions were barriers to their using computers and the Internet for instruction, by extent to which they felt these conditions were barriers: 1999	54
Table S39-6	Standard errors for the percentage distribution of public school teachers according to how well prepared they felt to use computers and the Internet for instruction, by school characteristics: 1999	55
Table S41-1	Standard errors for the percentage distribution of students in grades 3–12 who attended a chosen or assigned school, by child's race/ethnicity, parents' highest education level, and household income: 1993, 1996, and 1999	56
Table S41-2	Standard errors for the percentage of students in grades 3–12 with parents who were very satisfied with aspects of their child's school, by school choice type, grade level, and race/ethnicity: 1993 and 1999	57
Table S42-1	Standard errors for the percentage distributions of 1992–93 bachelor's degree recipients according to whether their college entrance examination scores were available and the quartile ranking of available scores, by selected characteristics: 1997	58
Table S42-2	Standard errors for the percentage distributions of 1992–93 bachelor's degree recipients who taught after receiving a bachelor's degree according to major, by selected characteristics: 1997	59
Table S43-1	Standard errors for the percentage of 8 th -graders taught science by teachers who reported various main areas of study for their bachelor's and master's degrees: 1999	60
Table S44-1	Standard errors for the percentage of high school students who reported they were threatened or injured with a weapon on school property, engaged in a physical fight on school property, or reported carrying a weapon to school, by sex, race/ethnicity, and grade: 1993, 1995, 1997, and 1999	60
Table S45-1	Standard errors for the percentage of public schools with an inadequate or unsatisfactory building, building feature, or environmental feature, by categories of underenrolled and overcrowded: 1999	61
Table S45-2	Standard errors for the percentage distribution of public schools reporting that they are underenrolled, at capacity, or overcrowded, by selected school characteristics: 1999	62
Table S46-1	Standard errors for the percentage of postsecondary instructional faculty and staff who used specific assessment methods in some or all of their undergraduate classes, by teaching discipline: Fall 1998	63
Table S48-1	Standard errors for the percentage of full-time postsecondary instructional faculty and staff according to access to the Internet, use of electronic mail, and use of course-specific Web site, by principal field of teaching: Fall 1998	63
Table S52-1	Standard errors for the percentage of 3- to 5-year-old children not yet enrolled in kindergarten who participated in home literacy activities with a family member three or more times in the week before the survey, by selected child and family characteristics: 1993 and 1999	64
Table S53-1	Standard errors for the percentage of children in grades K–8 who received various types of care before or after school, by selected student characteristics: 1999	65
Table S54-1	Standard errors for the percentage of students in grades K–12 whose parents reported involvement in their child's school, by grade and selected characteristics: 1996 and 1999	66
Table S55-1	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	67

Enrollment in Preprimary Education

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 1991–99

Characteristic	1991	1993	1995	1996	1999
Total	0.9	0.8	1.0	0.7	0.6
Sex					
Male	1.1	1.1	1.5	1.3	1.1
Female	1.3	1.3	1.5	1.3	1.2
Race/ethnicity					
White	1.0	1.0	1.4	1.2	0.8
Black	2.5	2.1	3.3	2.7	2.4
Hispanic	2.2	2.1	2.2	2.6	2.2
Other	3.5	4.3	5.5	4.5	4.1
Poverty status					
Below poverty	1.8	2.2	2.2	2.3	2.3
At or above poverty	1.0	0.9	1.0	1.0	0.8
Family type					
Two parents	2.1	1.0	1.1	1.0	0.9
One or no parent	0.9	1.7	2.1	2.0	1.7
Mother's education					
Less than high school	2.1	2.7	2.9	2.9	3.0
High school diploma or equivalent	1.4	1.4	1.7	1.6	1.4
Some college, including vocational/technical	1.4	1.6	1.8	1.7	1.6
Bachelor's degree or higher	1.6	1.4	2.2	1.8	1.4
Mother's employment status					
Worked 35 hours or more per week	1.3	1.3	1.6	1.7	1.5
Worked less than 35 hours per week	1.6	1.9	2.1	2.6	1.9
Looking for work	3.4	3.5	3.9	4.6	4.3
Not in labor force	1.2	1.4	1.6	1.6	1.3

SOURCE: U.S. Department of Education, NCES, National Household Education Surveys Program (NHES), and Federal Interagency Forum on Child and Family Statistics, *America's Children: Key National Indicators of Well-Being*, 2000.

Past and Projected Elementary and Secondary School Enrollment

Table S2-3 Standard errors for the private elementary and secondary school enrollment in grades K–12 (in thousands), by region: School years 1989–90 through 1997–98

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

— 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 1972–99

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

SOURCE: U.S. Department of Commerce, Bureau of the Census. October Current Population Surveys, 1972–99.

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 1972–99

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

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 1972–99—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	

SOURCE: U.S. Department of Commerce, Bureau of the Census. October Current Population Surveys, 1972–99.

Parental Education, by Race/Ethnicity

Table S4-1 Standard errors for the percentage distribution of 6- to 18-year-olds according to parents' highest education level, by child's race/ethnicity: 1974–99

Parents' highest education level and child's race/ethnicity	1974	1979	1984	1989	1994	1999
White						
Mother's highest education level	—	—	—	—	—	—
Less than high school	0.4	0.4	0.4	0.4	0.4	0.3
High school diploma or equivalent	0.5	0.5	0.6	0.7	0.6	0.6
Some college, including vocational/technical	0.3	0.4	0.5	0.5	0.6	0.6
Bachelor's degree or higher	0.3	0.3	0.4	0.5	0.5	0.6
Father's highest education level	—	—	—	—	—	—
Less than high school	0.5	0.5	0.5	0.5	0.4	0.4
High school diploma or equivalent	0.5	0.5	0.6	0.7	0.7	0.6
Some college, including vocational/technical	0.4	0.4	0.5	0.6	0.6	0.6
Bachelor's degree or higher	0.4	0.5	0.6	0.6	0.7	0.7
Black						
Mother's highest education level	—	—	—	—	—	—
Less than high school	1.5	1.5	1.6	1.5	1.5	1.3
High school diploma or equivalent	1.4	1.5	1.6	1.7	1.8	1.6
Some college, including vocational/technical	0.8	1.0	1.2	1.4	1.7	1.5
Bachelor's degree or higher	0.6	0.7	0.8	1.0	1.1	1.1
Father's highest education level	—	—	—	—	—	—
Less than high school	1.9	2.1	2.2	2.2	2.1	1.7
High school diploma or equivalent	1.7	2.0	2.2	2.5	2.6	1.9
Some college, including vocational/technical	1.0	1.4	1.7	2.0	2.3	1.8
Bachelor's degree or higher	0.8	1.1	1.5	1.7	2.0	1.5
Hispanic						
Mother's highest education level	—	—	—	—	—	—
Less than high school	1.8	1.9	1.9	2.2	2.5	1.7
High school diploma or equivalent	1.7	1.7	1.7	2.0	2.2	1.5
Some college, including vocational/technical	0.9	1.0	1.0	1.4	1.8	1.3
Bachelor's degree or higher	0.7	0.8	0.7	1.0	1.2	0.9
Father's highest education level	—	—	—	—	—	—
Less than high school	2.0	2.1	2.2	2.6	2.9	1.9
High school diploma or equivalent	1.8	1.8	1.9	2.3	2.5	1.4
Some college, including vocational/technical	1.1	1.2	1.3	1.8	2.2	1.2
Bachelor's degree or higher	1.1	1.2	1.2	1.4	1.6	1.0

— Not available.

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

Participation in Adult Learning

Table S7-1 Standard errors for the percentage of adults age 18 and above who participated in learning activities in the past 12 months, by educational attainment and age: 1991, 1995, and 1999

Educational attainment and age	1991 Total	1995 Total	1999					
			Type of adult learning activity					
			Total	Basic skills	Credential		Work-related	Personal
Full-time	Part-time							
Total	0.7	0.5	0.8	0.2	0.3	0.4	0.6	0.6
Educational attainment								
Grade 8 or less	1.5	1.1	2.8	2.2	—	0.4	0.6	2.3
Grades 9–12	2.3	1.4	2.1	1.1	0.4	0.9	0.9	1.5
High school diploma or equivalent	1.1	0.8	1.5	0.3	0.5	0.6	1.2	1.3
Some college, including technical/vocational	1.9	0.7	1.3	0.2	0.9	0.9	1.2	1.2
Bachelor's degree or higher	2.0	1.0	1.4	—	0.5	0.8	1.3	1.2
Age								
18–24	2.4	1.1	2.5	1.5	2.1	1.3	1.7	2.2
25–34	2.0	0.9	2.0	0.5	0.8	1.1	1.8	1.6
35–44	2.2	0.9	1.7	0.3	0.4	1.1	1.4	1.4
45–54	2.2	1.2	2.1	0.3	0.4	0.9	1.5	1.5
55–64	2.1	1.1	2.1	0.2	0.1	0.9	1.7	1.5
65 and above	1.3	1.0	1.1	0.2	0.2	0.4	0.6	1.1

— Not applicable.

NOTE: Data have been revised from previously published figures.

SOURCE: U.S. Department of Education, NCES. National Household Education Surveys Program (NHES), 1991, 1995, and 1999 (Adult Education Survey).

Table S7-2 Standard errors for the percentage of adults age 18 and above who participated in various learning activities with different providers, by type of activity: 1999

Type of activity	Type of provider for various adult learning activities						
	Elementary/ secondary	Post- secondary	Trade organization	Private organization	Business	Government	Other
Credential	0.5	1.6	1.0	0.4	0.9	0.7	0.7
Full-time	0.6	1.9	1.3	0.9	0.3	0.9	0.8
Part-time	0.7	2.2	1.5	0.5	1.5	1.1	0.9
Work-related	0.6	1.1	1.0	0.6	1.4	1.0	0.5
Personal	0.6	1.0	0.9	1.3	1.2	0.8	0.7

NOTE: Data have been revised from previously published figures.

SOURCE: U.S. Department of Education, NCES. National Household Education Surveys Program (NHES), 1999 (Adult Education Survey).

Students' Overall Reading and Mathematics Performance Through 1st Grade

Table S8-1 Standard errors for the children's reading and mathematics scale scores from kindergarten through 1st grade, by mother's education: 1998–2000

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

SOURCE: U.S. Department of Education, NCES. Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K) Public-use file.

Children’s Skills and Proficiency in Reading and Mathematics Through 1st Grade

Table S9-1 Standard errors for the percentage of children demonstrating specific reading knowledge and skills from kindergarten through 1st grade, by mother’s education: 1998–2000

Mother’s education	Letter recognition					Beginning sounds					Ending sounds				
	Kindergarten		1 st grade		Total gain	Kindergarten		1 st grade		Total gain	Kindergarten		1 st grade		Total gain
	Fall	Spring	Fall	Spring		Fall	Spring	Fall	Spring		Fall	Spring	Fall	Spring	
Total	0.7	0.3	0.2	0.1	0.7	0.8	0.8	0.8	0.1	0.8	0.5	0.9	1.2	0.3	0.6
Less than high school	1.6	1.2	0.8	0.2	1.6	0.8	1.6	2.0	0.6	1.0	0.5	1.3	2.4	0.9	1.0
High school diploma or equivalent	1.1	0.6	0.4	0.1	1.1	0.9	1.1	1.1	0.2	0.9	0.6	1.0	1.4	0.4	0.7
Some college, including vocational/technical	0.9	0.3	0.2	0.0	0.9	0.9	0.9	1.0	0.1	0.9	0.6	0.9	1.5	0.2	0.6
Bachelor’s degree or higher	0.7	0.2	0.1	0.0	0.7	1.0	0.6	0.5	0.1	1.0	0.8	0.9	1.1	0.1	0.8
Difference	1.7	1.2	0.8	0.2	1.8	1.3	1.7	2.1	0.6	1.4	0.9	1.6	2.6	0.9	1.3

Mother’s education	Sight words					Words in context				
	Kindergarten		1 st grade		Total gain	Kindergarten		1 st grade		Total gain
	Fall	Spring	Fall	Spring		Fall	Spring	Fall	Spring	
Total	0.1	0.5	1.3	0.6	0.6	0.1	0.2	0.7	0.9	0.9
Less than high school	0.1	0.3	1.4	1.7	1.7	0.0	0.1	0.5	1.4	1.4
High school diploma or equivalent	0.2	0.5	1.3	0.9	0.9	0.1	0.2	0.7	1.0	1.0
Some college, including vocational/technical	0.2	0.6	1.5	0.6	0.6	0.1	0.3	0.8	0.9	0.9
Bachelor’s degree or higher	0.4	0.9	2.4	0.5	0.6	0.2	0.5	1.8	1.1	1.1
Difference	0.4	0.9	2.8	1.8	1.8	0.2	0.5	1.9	1.8	1.8

SOURCE: U.S. Department of Education, NCES. Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K) Public-use file.

Children's Skills and Proficiency in Reading and Mathematics Through 1st Grade

Table S9-2 Standard errors for the percentage of children demonstrating specific mathematics knowledge and skills from kindergarten through 1st grade, by mother's education: 1998–2000

Mother's education	Number and shape					Relative size					Ordinality and sequence				
	Kindergarten		1 st grade		Total gain	Kindergarten		1 st grade		Total gain	Kindergarten		1 st grade		Total gain
	Fall	Spring	Fall	Spring		Fall	Spring	Fall	Spring		Fall	Spring			
Total	0.3	0.1	0.0	0.0	0.3	0.7	0.5	0.4	0.1	0.7	0.6	0.8	1.2	0.3	0.7
Less than high school	0.9	0.3	0.3	0.1	0.9	1.3	1.3	1.5	0.3	1.3	0.6	1.5	2.8	0.8	1.0
High school diploma or equivalent	0.5	0.1	0.1	0.0	0.5	0.9	0.8	0.6	0.2	0.9	0.6	1.0	1.4	0.5	0.8
Some college, including vocational/technical	0.3	0.1	0.0	0.0	0.3	0.7	0.5	0.4	0.1	0.7	0.7	0.8	1.2	0.3	0.8
Bachelor's degree or higher	0.1	0	0	0	0.1	0.8	0.3	0.2	0	0.8	0.9	0.8	0.9	0.2	0.9
Difference	0.9	0.3	0.3	0.1	0.9	1.5	1.3	1.5	0.3	1.6	1.1	1.7	2.9	0.8	1.4

Mother's education	Addition and subtraction					Multiplication and division				
	Kindergarten		1 st grade		Total gain	Kindergarten		1 st grade		Total gain
	Fall	Spring	Fall	Spring		Fall	Spring	Fall	Spring	
Total	0.2	0.5	1.3	0.7	0.7	0.0	0.1	0.6	0.8	0.8
Less than high school	0.1	0.6	1.9	1.6	1.6	0.0	0.2	0.6	0.9	0.9
High school diploma or equivalent	0.2	0.5	1.3	0.8	0.8	0.0	0.1	0.4	0.7	0.7
Some college, including vocational/technical	0.2	0.5	1.3	0.7	0.7	0.1	0.2	0.5	0.8	0.8
Bachelor's degree or higher	0.5	0.9	1.5	0.6	0.8	0.1	0.3	1.2	1.1	1.1
Difference	0.5	1.1	2.4	1.7	1.8	0.1	0.4	1.3	1.4	1.4

SOURCE: U.S. Department of Education, NCES. Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K) Public-use file.

Trends in the Reading Performance of 9-, 13-, and 17-Year-Olds

Table S10-1 Standard errors for the average reading scale scores, by race/ethnicity and age: 1971–99

Year	White			Black			Hispanic		
	Age 9	Age 13	Age 17	Age 9	Age 13	Age 17	Age 9	Age 13	Age 17
1971	0.9	0.7	1.0	1.7	1.2	1.7	—	—	—
1975	0.7	0.7	0.6	1.2	1.2	2.0	2.2	3.0	3.6
1980	0.8	0.7	0.9	1.8	1.5	1.8	2.3	2.0	2.7
1984	0.8	0.6	0.7	1.1	1.0	1.0	2.1	1.7	2.2
1988	1.4	1.1	1.2	2.4	2.4	2.4	3.5	3.5	4.3
1990	1.3	0.9	1.2	2.9	2.2	2.3	2.3	2.3	3.6
1992	1.0	1.2	1.4	2.2	2.3	2.1	3.1	3.5	3.7
1994	1.3	1.1	1.5	2.3	2.4	3.9	3.9	1.9	4.9
1996	1.2	1.0	1.2	2.6	2.6	2.7	3.4	2.9	4.1
1999	1.6	1.2	1.4	2.3	2.4	1.7	2.7	2.9	3.9

— Not available.

SOURCE: U.S. Department of Education, NCES. *NAEP 1999 Trends in Academic Progress: Three Decades of Student Performance* (NCES 2000–469), 2000.

Table S10-2 Standard errors for the average white-black and white-Hispanic score gaps in reading achievement: 1971–99

Score gap	1971	1975	1980	1984	1988	1990	1992	1994	1996	1999
White-black										
Age 9	1.9	1.4	1.9	1.3	2.8	3.2	2.4	2.6	2.8	2.8
Age 13	1.4	1.4	1.6	1.1	2.6	2.4	2.7	2.7	2.8	2.7
Age 17	2.0	2.1	2.0	1.3	2.7	2.6	2.5	4.2	3.0	2.3
White-Hispanic										
Age 9	—	2.4	2.4	2.3	3.8	2.6	3.2	4.1	3.6	3.2
Age 13	—	3.1	2.1	1.8	3.6	2.5	3.7	2.2	3.1	3.1
Age 17	—	3.6	2.9	2.4	4.4	3.8	3.9	5.2	4.2	4.2

— Not available.

SOURCE: U.S. Department of Education, NCES. *NAEP 1999 Trends in Academic Progress: Three Decades of Student Performance* (NCES 2000–469), 2000.

Trends in the Reading Performance of 9-, 13-, and 17-Year-Olds

Table S10-3 Standard errors for the average reading scale scores, by sex and age: 1971–99

Year	Total			Male			Female		
	Age 9	Age 13	Age 17	Age 9	Age 13	Age 17	Age 9	Age 13	Age 17
1971	1.0	0.9	1.2	1.1	1.0	1.2	1.0	0.9	1.3
1975	0.7	0.8	0.8	0.8	0.8	1.0	0.8	0.9	1.0
1980	1.0	0.9	1.2	1.1	1.1	1.3	1.1	0.9	1.2
1984	0.7	0.5	0.6	0.8	0.6	0.6	0.8	0.6	0.8
1988	1.1	1.0	1.0	1.4	1.3	1.5	1.3	1.0	1.5
1990	1.2	0.8	1.1	1.7	1.1	1.6	1.2	1.1	1.2
1992	0.9	1.2	1.1	1.3	1.7	1.6	0.9	1.2	1.1
1994	1.2	0.9	1.3	1.3	1.2	2.2	1.4	1.2	1.5
1996	1.0	1.0	1.1	1.4	1.2	1.3	1.1	1.2	1.2
1999	1.3	1.0	1.3	1.6	1.3	1.6	1.5	1.2	1.4

SOURCE: U.S. Department of Education, NCES. *NAEP 1999 Trends in Academic Progress: Three Decades of Student Performance* (NCES 2000–469), 2000.

Table S10-4 Standard errors for the average reading scale scores, by type of school and age: 1980–99

Year	Public			Private		
	Age 9	Age 13	Age 17	Age 9	Age 13	Age 17
1980	1.1	1.1	1.2	1.8	1.5	2.7
1984	0.8	0.6	0.6	1.6	1.7	2.0
1988	1.2	1.0	1.0	3.0	2.8	3.8
1990	1.4	0.8	1.1	3.3	2.9	4.2
1992	1.0	1.3	1.0	2.3	2.6	4.2
1994	1.4	1.0	1.5	2.7	3.4	5.8
1996	1.0	1.1	1.1	3.0	3.4	5.7
1999	1.3	1.4	1.3	3.3	3.4	3.5

SOURCE: U.S. Department of Education, NCES. *NAEP 1999 Trends in Academic Progress: Three Decades of Student Performance* (NCES 2000–469), 2000.

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

Table S11-1 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, National Assessment of Educational Progress (NAEP), 1999 Long-Term Trend Assessment, and *NAEP 1999 Trends in Academic Progress: Three Decades of Student Performance* (NCES 2000–469), 2000.

Table S11-2 Standard errors for the trends in average reading scale scores, by age, score quartile, and race/ethnicity: 1971–99

Age and score quartile	1971	1975	1980	1984	1988	1990	1992	1994	1996	1999	Difference 1971–88	Difference 1988–99
White												
Age 9												
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
Age 13												
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
Age 17												
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
Black												
Age 9												
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
Age 13												
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
Age 17												
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, National Assessment of Educational Progress (NAEP), 1999 Long-Term Trend Assessment, and *NAEP 1999 Trends in Academic Progress: Three Decades of Student Performance* (NCES 2000–469), 2000.

Trends in the Mathematics Performance of 9-, 13-, and 17-Year-Olds

Table S12-1 Standard errors for the average mathematics scale scores, by race/ethnicity and age: 1973–99

Year	White			Black			Hispanic		
	Age 9	Age 13	Age 17	Age 9	Age 13	Age 17	Age 9	Age 13	Age 17
1973	1.0	0.9	1.1	1.8	1.9	1.3	2.4	2.2	2.2
1978	0.9	0.8	0.9	1.1	1.9	1.3	2.2	2.0	2.3
1982	1.1	1.0	0.9	1.6	1.6	1.2	1.3	1.7	1.8
1986	1.1	1.3	1.0	1.6	2.3	2.1	2.1	2.9	2.9
1990	0.8	1.1	1.0	2.2	2.3	2.8	2.1	1.8	2.9
1992	0.8	0.9	0.8	2.0	1.9	2.2	2.3	1.8	2.6
1994	1.0	0.9	1.1	1.6	3.5	1.8	2.3	1.9	3.7
1996	1.0	0.9	1.4	1.4	1.3	1.7	1.7	1.6	2.1
1999	0.9	0.8	1.1	1.6	2.6	1.5	1.9	1.7	2.5

SOURCE: U.S. Department of Education, NCES. *NAEP 1999 Trends in Academic Progress: Three Decades of Student Performance* (NCES 2000–469), 2000.

Table S12-2 Standard errors for the average white-black and white-Hispanic score gaps in mathematics achievement: 1973–99

Score gap	1973	1978	1982	1986	1990	1992	1994	1996	1999
White-black									
Age 9	2.1	1.5	2.0	2.0	2.4	2.2	1.8	1.8	1.8
Age 13	2.1	2.1	1.9	2.6	2.6	2.1	3.7	1.6	2.7
Age 17	1.7	1.6	1.5	2.3	3.0	2.4	2.1	2.2	1.9
White-Hispanic									
Age 9	2.6	2.4	1.7	2.3	2.3	2.5	2.5	2.0	2.1
Age 13	2.4	2.1	1.9	3.2	2.1	2.0	2.1	1.9	1.9
Age 17	2.5	2.4	2.0	3.0	3.1	2.8	3.9	2.5	2.7

SOURCE: U.S. Department of Education, NCES. *NAEP 1999 Trends in Academic Progress: Three Decades of Student Performance* (NCES 2000–469), 2000.

Trends in the Mathematics Performance of 9-, 13-, and 17-Year-Olds

Table S12-3 Standard errors for the average mathematics scale scores, by sex and age: 1973–99

Year	Total			Male			Female		
	Age 9	Age 13	Age 17	Age 9	Age 13	Age 17	Age 9	Age 13	Age 17
1973	0.8	1.1	1.1	0.7	1.3	1.2	1.1	1.1	1.1
1978	0.8	1.1	1.0	0.7	1.3	1.0	1.0	1.1	1.0
1982	1.1	1.1	0.9	1.2	1.4	1.0	1.2	1.1	1.0
1986	1.0	1.2	0.9	1.1	1.1	1.2	1.2	1.5	1.0
1990	0.8	0.9	0.9	0.9	1.2	1.1	1.1	0.9	1.1
1992	0.8	0.9	0.9	1.0	1.1	1.1	1.0	1.0	1.1
1994	0.8	1.0	1.0	1.0	1.3	1.4	0.9	1.0	1.1
1996	0.8	0.8	1.2	1.2	0.9	1.3	0.7	1.0	1.4
1999	0.8	0.8	1.0	1.0	0.9	1.4	0.9	1.1	1.0

SOURCE: U.S. Department of Education, NCES. *NAEP 1999 Trends in Academic Progress: Three Decades of Student Performance* (NCES 2000–469), 2000.

Table S12-4 Standard errors for the average mathematics scale scores, by type of school and age: 1978–99

Year	Public			Private		
	Age 9	Age 13	Age 17	Age 9	Age 13	Age 17
1978	0.8	1.2	1.0	1.7	1.4	3.2
1982	1.1	1.3	0.9	2.1	2.1	1.7
1986	1.2	1.2	1.0	2.5	4.9	9.8
1990	0.9	1.0	0.8	2.3	1.7	6.6
1992	0.9	1.0	0.9	1.7	2.5	3.0
1994	0.9	1.1	0.9	2.3	2.4	4.0
1996	0.8	0.9	1.1	2.1	3.6	4.5
1999	0.9	1.2	1.0	1.9	2.6	4.1

SOURCE: U.S. Department of Education, NCES. *NAEP 1999 Trends in Academic Progress: Three Decades of Student Performance* (NCES 2000–469), 2000.

Trends in the Science Performance of 9-, 13-, and 17-Year-Olds

Table S13-1 Standard errors for the average science scale scores, by race/ethnicity and age: 1970–99

Year	White			Black			Hispanic		
	Age 9	Age 13	Age 17	Age 9	Age 13	Age 17	Age 9	Age 13	Age 17
1970	0.9	0.8	0.8	1.9	2.4	1.5	—	—	—
1973	0.9	0.8	0.8	1.9	2.4	1.5	—	—	—
1977	0.9	0.8	0.7	1.8	2.4	1.5	2.7	1.9	2.2
1982	1.9	1.1	1.0	3.0	1.3	1.7	4.2	3.9	2.3
1986	1.2	1.4	1.7	1.9	2.5	2.9	3.1	3.1	3.8
1990	0.8	0.9	1.1	2.0	3.1	4.5	2.2	2.6	4.4
1992	1.0	1.0	1.3	2.7	2.7	3.2	2.8	2.6	5.6
1994	1.3	1.0	1.5	1.7	4.2	3.1	2.7	2.4	6.7
1996	1.4	1.1	1.2	3.0	2.1	2.4	2.8	2.5	3.3
1999	0.9	0.8	1.3	2.5	2.4	2.9	2.2	1.9	4.2

—Not available.

SOURCE: U.S. Department of Education, NCES. *NAEP 1999 Trends in Academic Progress: Three Decades of Student Performance* (NCES 2000–469), 2000.

Table S13-2 Standard errors for the average white-black and white-Hispanic score gaps in science achievement: 1970–99

Score gap	1970	1973	1977	1982	1986	1990	1992	1994	1996	1999
White-black										
Age 9	2.1	2.1	2.0	3.6	2.2	2.1	2.9	2.2	3.3	2.6
Age 13	2.5	2.5	2.5	1.7	2.8	3.2	2.9	4.3	2.4	2.5
Age 17	1.7	1.7	1.7	2.0	3.3	4.6	3.5	3.5	2.7	3.2
White-Hispanic										
Age 9	—	—	2.8	4.6	3.3	2.4	3.0	3.0	3.1	2.4
Age 13	—	—	2.1	4.0	3.4	2.7	2.8	2.6	2.8	2.0
Age 17	—	—	2.3	2.5	4.1	4.5	5.8	6.9	3.5	4.4

—Not available.

SOURCE: U.S. Department of Education, NCES. *NAEP 1999 Trends in Academic Progress: Three Decades of Student Performance* (NCES 2000–469), 2000.

Trends in the Science Performance of 9-, 13-, and 17-Year-Olds

Table S13-3 Standard errors for the average science scale scores, by sex and age: 1970–99

Year	Total			Male			Female		
	Age 9	Age 13	Age 17	Age 9	Age 13	Age 17	Age 9	Age 13	Age 17
1970	1.2	1.1	1.0	1.3	1.3	1.2	1.2	1.2	1.1
1973	1.2	1.1	1.0	1.3	1.3	1.2	1.2	1.2	1.1
1977	1.2	1.1	1.0	1.3	1.3	1.2	1.2	1.2	1.1
1982	1.8	1.3	1.2	2.3	1.5	1.4	2.0	1.3	1.3
1986	1.2	1.4	1.4	1.4	1.6	1.9	1.4	1.5	1.5
1990	0.8	0.9	1.1	1.1	1.1	1.3	1.0	1.1	1.6
1992	1.0	0.8	1.3	1.2	1.2	1.7	1.0	1.0	1.5
1994	1.2	1.0	1.6	1.3	1.2	2.0	1.4	1.2	1.7
1996	1.2	1.0	1.2	1.7	1.0	1.6	1.5	1.3	1.4
1999	0.9	0.7	1.3	1.3	0.9	1.6	1.1	1.0	1.5

SOURCE: U.S. Department of Education, NCES. *NAEP 1999 Trends in Academic Progress: Three Decades of Student Performance* (NCES 2000–469), 2000.

Table S13-4 Standard errors for the average science scale scores, by type of school and age: 1977–99

Year	Public			Private		
	Age 9	Age 13	Age 17	Age 9	Age 13	Age 17
1977	1.4	1.2	1.0	2.2	2.1	2.4
1982	2.0	1.4	1.1	3.2	3.2	2.9
1986	1.4	1.4	1.6	2.9	6.4	10.1
1990	0.9	1.1	1.1	2.4	1.8	6.6
1992	1.0	1.0	1.3	2.7	2.4	3.7
1994	1.4	1.1	1.5	2.8	2.6	4.8
1996	1.3	1.1	1.2	4.1	5.0	5.5
1999	0.9	1.1	1.3	2.6	2.7	4.9

SOURCE: U.S. Department of Education, NCES. *NAEP 1999 Trends in Academic Progress: Three Decades of Student Performance* (NCES 2000–469), 2000.

International Comparisons of 8th-Graders' Performance in Mathematics and Science

Table S14-1 Standard errors for the average mathematics and science performance of 8th-graders, 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. *Pursuing Excellence: Comparisons of International Eighth-Grade Mathematics and Science Achievement from a U.S. Perspective, 1995 and 1999* (NCES 2001-028), 2000.

International Comparisons of 8th-Graders' Performance in Mathematics and Science

Table S14-2 Standard errors for the average mathematics and science performance of 8th-graders, 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. *Pursuing Excellence: Comparisons of International Eighth-Grade Mathematics and Science Achievement from a U.S. Perspective, 1995 and 1999* (NCES 2001-028), 2000.

International Comparisons of 8th-Graders' Performance in Mathematics and Science

Table S14-3 Standard errors for the score difference from the international average for all participating countries, by mathematics and science performance of 4th-graders in 1995 and 8th-graders in 1999

Country	Mathematics		Science	
	4 th -graders in 1995	8 th -graders in 1999	4 th -graders in 1995	8 th -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. *Pursuing Excellence: Comparisons of International Eighth-Grade Mathematics and Science Achievement from a U.S. Perspective, 1995 and 1999* (NCES 2001-028), 2000.

Adult Literacy Habits and Media Use

Table S15-1 Standard errors for the percentage distribution of the population age 25 and above according to their reading habits, by selected personal and community characteristics: 1999

Characteristic	Number of magazines read regularly				Frequency of having read a newspaper			Read a book in the past 6 months		Read regularly
	5 or more	3-4	1-2	0	Daily	Weekly	Monthly/hardly ever	Yes	No	
	Total	0.6	0.7	0.7	0.7	0.8	0.8	0.7	0.8	
Sex										
Male	0.9	1.0	1.1	1.0	1.2	1.0	1.0	1.2	1.2	1.2
Female	0.8	1.1	1.0	0.9	1.0	1.0	1.0	0.9	0.9	1.0
Race/ethnicity										
White	0.7	0.9	0.9	0.7	0.9	0.9	0.7	0.9	0.9	1.1
Black	1.6	2.4	2.1	2.0	2.5	2.2	2.5	2.6	2.6	2.5
Hispanic	1.5	1.7	2.7	3.1	2.6	2.8	3.2	2.6	2.6	2.3
Other	3.5	3.1	3.8	2.8	3.6	3.5	2.8	3.4	3.4	3.9
Age										
25-34	1.2	1.7	1.7	1.4	1.4	1.7	1.3	1.9	1.9	1.8
35-44	1.3	1.4	1.6	1.5	1.6	1.7	1.6	1.4	1.4	1.7
45-54	1.2	1.6	1.8	1.2	1.9	1.5	1.6	1.8	1.8	1.8
55-64	1.4	2.0	1.9	1.9	2.5	2.0	2.1	2.1	2.1	2.3
65 and above	1.4	1.6	1.8	1.6	1.6	1.2	1.1	2.1	2.1	2.1
Education										
Less than high school	1.2	1.7	2.2	2.3	2.4	2.5	2.2	2.3	2.3	1.8
High school diploma or equivalent	1.0	1.0	1.3	1.0	1.1	1.1	0.9	1.1	1.1	1.1
Some college, including vocational/technical	2.3	3.0	3.0	1.8	3.2	2.4	2.2	3.0	3.0	3.2
Bachelor's degree or higher	1.2	1.3	1.3	0.7	1.4	1.3	0.9	1.1	1.1	1.4
Household income										
\$15,000 or less	1.5	1.9	2.1	2.4	2.4	2.3	2.1	2.5	2.5	2.2
\$15,001-30,000	1.2	1.8	1.8	1.7	1.9	1.9	1.5	1.8	1.8	1.7
\$30,001-50,000	1.3	1.3	1.6	1.2	1.6	1.4	1.3	1.7	1.7	1.7
\$50,001-75,000	1.7	1.7	2.1	1.5	1.9	1.7	1.3	2.0	2.0	2.0
More than \$75,000	1.6	1.6	1.7	1.2	1.7	1.5	1.2	1.7	1.7	2.0

Adult Literacy Habits and Media Use

Table S15-1 Standard errors for the percentage distribution of the population age 25 and above according to their reading habits, by selected personal and community characteristics: 1999—Continued

Characteristic	Number of magazines read regularly				Frequency of having read a newspaper			Read a book in the past 6 months		Read regularly
	5 or more	3–4	1–2	0	Daily	Weekly	Monthly/hardly ever	Yes	No	
Marital status										
Never married	1.7	2.2	2.0	1.7	2.2	1.9	1.5	1.8	1.8	2.0
Married/remarried	0.8	1.0	0.9	0.8	0.8	0.9	0.9	1.0	1.0	1.1
Divorced/separated/widowed	1.1	1.5	1.8	1.7	1.9	1.7	1.5	1.9	1.9	1.7
Number of children										
None	0.7	0.8	0.9	0.8	0.8	0.6	0.7	1.0	1.0	1.0
One	1.8	2.3	2.2	1.7	2.4	2.4	1.9	2.4	2.4	2.3
Two or more	1.3	1.6	1.7	1.6	1.8	1.9	1.9	1.8	1.8	2.0
Employment status										
Employed	0.7	0.9	1.0	0.9	0.9	0.9	0.8	1.0	1.0	1.0
Unemployed, looking for work	4.9	4.2	6.1	4.3	4.5	5.0	4.6	6.3	6.3	6.7
Not in labor force	1.1	1.3	1.2	1.2	1.3	1.3	1.4	1.8	1.8	1.7
Region										
Northeast	1.4	1.7	2.2	1.6	1.9	1.8	1.5	1.9	1.9	1.9
South	0.9	1.3	1.2	1.1	1.3	1.2	1.1	1.3	1.3	1.3
Midwest	1.4	1.3	1.7	1.4	1.6	1.5	1.3	1.7	1.7	1.7
West	1.4	1.4	1.6	1.6	2.0	1.7	2.0	1.7	1.7	1.7
Urbanicity										
Urban, inside urban area	0.7	0.8	0.9	0.9	0.9	0.9	0.9	1.0	1.0	1.0
Urban, outside urban area	1.9	1.8	2.1	1.4	2.5	2.2	1.5	2.5	2.5	2.4
Rural	1.3	1.5	1.7	1.2	1.9	1.7	1.2	1.7	1.7	1.6

SOURCE: U.S. Department of Education, NCES. *National Household Education Surveys Program (NHES) 1999 Data Files: Adult Education and Life-Long Learning Survey* (NCES 2000–079), 2000.

Community Service Participation in Grades 6–12

Table S16-1 Standard errors for the percentage of students in grades 6–12 who participated in community service and service-learning, by selected characteristics: 1996 and 1999

Characteristic	Participation in community service		Participation in service-learning among students who did community service	
	1996	1999	1996	1999
Total	0.7	0.7	0.9	1.0
Grade level				
6–8	1.1	1.0	1.4	1.7
9–10	1.0	1.4	2.0	1.8
11–12	1.4	1.3	1.8	1.8
Sex				
Male	0.9	0.9	1.3	1.4
Female	1.1	1.0	1.2	1.5
Race/ethnicity				
White	0.9	0.8	1.2	1.2
Black	1.9	1.8	2.6	2.3
Hispanic	1.8	1.4	3.2	2.2
Other	3.0	2.9	4.6	4.2
Language spoken most at home by student				
English	0.8	0.7	0.9	1.0
Other	2.5	2.1	5.1	3.8
Parents' education				
Less than high school	2.3	2.2	4.2	3.6
High school diploma or equivalent	1.3	1.4	1.8	2.0
Some college, including vocational/technical	1.2	1.2	1.6	2.0
Bachelor's degree	1.5	1.7	2.3	2.0
Professional/graduate degree	1.9	1.6	1.9	2.4
School type				
Public	0.8	0.7	1.0	1.0
Private				
Religious	2.8	2.6	2.7	3.3
Nonsectarian	5.0	4.3	5.5	5.2
Enrollment				
Less than 300	2.1	2.1	3.1	3.1
300–599	1.2	1.4	1.8	1.9
600–999	1.5	1.3	1.9	2.2
1,000 or more	1.2	1.2	1.6	1.6
School practice				
Requires and arranges service	1.9	1.5	2.3	1.8
Requires service only	3.9	5.0	—	9.1
Arranges service only	0.9	0.8	1.2	1.2
Neither requires nor arranges service	1.7	1.9	2.8	3.1

—Not available.

SOURCE: U.S. Department of Education, NCES. *Youth Service-Learning and Community Service Among 6th- Through 12th-Grade Students in the United States: 1996 and 1999* (NCES 2000–028), 2000.

Community Service Participation in Grades 6–12

Table S16-2 Standard errors for the percentage distribution of students in grades 6–12 who reported school practices to promote student community service, by selected characteristics: 1996 and 1999

Characteristic	School requires and arranges community service		School requires but does not arrange community service		School arranges but does not require community service		School neither requires nor arranges community service	
	1996	1999	1996	1999	1996	1999	1996	1999
Total	0.5	0.5	0.2	0.2	0.7	0.7	0.5	0.5
Grade level								
6–8	0.7	0.7	0.3	0.3	1.0	0.9	0.8	0.8
9–10	1.1	1.1	0.4	0.4	1.3	1.1	0.7	0.8
11–12	1.0	1.1	0.2	0.3	1.3	1.4	0.9	0.9
Sex								
Male	0.7	0.7	0.3	0.2	0.9	0.9	0.7	0.7
Female	0.8	0.7	0.3	0.3	1.0	1.0	0.7	0.7
Race/ethnicity								
White	0.6	0.6	0.2	0.2	0.9	0.8	0.6	0.6
Black	1.5	1.3	0.6	0.7	1.7	1.6	1.5	1.2
Hispanic	2.1	1.5	0.6	0.5	2.2	1.6	1.0	1.2
Other	2.4	2.9	0.4	0.3	3.2	3.1	2.3	2.1
School type								
Public	0.5	0.5	0.2	0.2	0.7	0.7	0.5	0.5
Private								
Religious	2.3	2.2	0.6	0.7	2.4	2.6	1.5	1.8
Nonsectarian	4.0	4.4	0.5	1.4	4.3	4.4	2.1	3.0
Enrollment								
Less than 300	1.8	1.7	0.5	0.9	2.3	2.2	1.7	1.6
300–599	1.0	0.9	0.4	0.3	1.3	1.3	1.0	1.0
600–999	1.0	1.2	0.3	0.2	1.4	1.6	1.1	1.0
1,000 or more	1.0	0.8	0.4	0.3	1.0	0.9	0.7	0.8

SOURCE: U.S. Department of Education, NCES. *Youth Service-Learning and Community Service Among 6th- Through 12th-Grade Students in the United States: 1996 and 1999* (NCES 2000–028), 2000.

Education and Health

Table S17-1 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 S18-1 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 1970–99

Year	Male				Female			
	Grades 9–11	High school diploma or equivalent	Some college including vocational/technical	Bachelor's degree or higher	Grades 9–11	High school diploma or equivalent	Some college including vocational/technical	Bachelor's degree or higher
1970	\$728	\$371	\$670	\$776	\$621	\$468	\$1,237	\$982
1971	574	423	728	734	654	508	1,094	875
1972	793	366	672	684	823	505	906	735
1973	777	396	645	652	743	395	774	672
1974	733	375	526	607	689	387	657	631
1975	812	389	560	651	451	410	598	520
1976	702	375	610	602	687	392	602	556
1977	861	416	640	637	781	381	528	561
1978	844	609	680	527	362	325	571	565
1979	751	489	501	498	667	356	468	374
1980	630	347	470	582	696	319	464	401
1981	595	359	466	495	494	296	363	531
1982	592	351	523	442	623	319	351	494
1983	581	354	571	499	611	314	402	377
1984	533	849	567	786	615	277	355	374
1985	447	341	429	420	586	253	370	479
1986	519	369	491	489	585	236	527	502
1987	653	430	447	605	589	240	480	439
1988	684	383	472	914	514	241	495	376
1989	679	275	524	696	739	241	404	350
1990	653	337	605	666	621	220	352	534
1991	732	315	605	405	712	242	375	512
1992	687	365	525	398	533	339	355	424
1993	706	276	467	438	456	372	326	425
1994	625	286	545	598	660	352	354	348
1995	489	304	560	1,015	420	435	361	360
1996	478	352	342	520	613	357	398	315
1997	559	434	351	453	798	338	398	593
1998	610	320	682	811	589	363	420	397
1999	690	300	433	435	525	245	287	329

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

Annual Earnings of Young Adults

Table S18-2 Standard errors for the ratio of median annual earnings of all wage and salary workers ages 25–34 whose highest level of education was grades 9–11, some college, or a bachelor’s degree or higher, compared with those with a high school diploma or equivalent, by sex: March 1970–99

Year	Grades 9–11		Some college, including vocational/technical		Bachelor’s degree or higher	
	Male	Female	Male	Female	Male	Female
1970	0.02	0.04	0.02	0.09	0.02	0.09
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

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

Annual Earnings of Young Adults

Table S18-3 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 1970–99

Year	Grades 9–11	High school diploma or equivalent	Some college, including vocational/technical	Bachelor's degree or higher
1970	0.25	0.08	0.15	0.06
1971	0.21	0.08	0.14	0.05
1972	0.25	0.08	0.10	0.05
1973	0.21	0.07	0.08	0.04
1974	0.23	0.06	0.07	0.04
1975	0.14	0.06	0.06	0.04
1976	0.20	0.05	0.07	0.04
1977	0.21	0.05	0.05	0.04
1978	0.16	0.06	0.07	0.04
1979	0.14	0.05	0.05	0.03
1980	0.16	0.04	0.04	0.03
1981	0.13	0.04	0.04	0.04
1982	0.13	0.04	0.04	0.03
1983	0.12	0.04	0.04	0.03
1984	0.14	0.06	0.04	0.04
1985	0.11	0.03	0.04	0.03
1986	0.11	0.03	0.05	0.03
1987	0.11	0.03	0.04	0.03
1988	0.14	0.03	0.04	0.03
1989	0.16	0.03	0.04	0.03
1990	0.16	0.03	0.04	0.03
1991	0.14	0.03	0.04	0.03
1992	0.09	0.04	0.03	0.02
1993	0.12	0.04	0.03	0.02
1994	0.14	0.04	0.04	0.02
1995	0.10	0.05	0.04	0.04
1996	0.12	0.04	0.03	0.02
1997	0.15	0.04	0.03	0.03
1998	0.11	0.04	0.04	0.03
1999	0.12	0.03	0.03	0.02

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

Educational Plans

Table S19-1 Standard errors for the percentage distributions of high school seniors according to their plans for postsecondary education, by sex: 1983, 1990, and 1998

Postsecondary plans	1983			1990			1998		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Attend a technical/vocational school									
Definitely will	0.5	0.6	0.5	0.4	0.5	0.5	0.4	0.5	0.5
Probably will	0.6	0.7	0.7	0.6	0.7	0.6	0.5	0.7	0.6
Definitely/probably won't	0.7	0.8	0.8	0.7	0.8	0.8	0.6	0.8	0.7
Graduate from a 2-year college program									
Definitely will	0.5	0.6	0.6	0.6	0.6	0.7	0.6	0.7	0.7
Probably will	0.7	0.8	0.8	0.7	0.8	0.8	0.6	0.8	0.7
Definitely/probably won't	0.7	0.9	0.9	0.8	0.9	0.9	0.8	0.9	0.9
Graduate from a 4-year college program									
Definitely will	0.7	0.9	0.9	0.8	0.9	0.9	0.8	0.9	0.9
Probably will	0.6	0.8	0.7	0.6	0.8	0.7	0.7	0.8	0.7
Definitely/probably won't	0.8	0.9	0.9	0.7	0.8	0.8	0.6	0.8	0.7
Attend graduate or professional school									
Definitely will	0.5	0.6	0.6	0.6	0.6	0.7	0.6	0.7	0.8
Probably will	0.7	0.8	0.8	0.7	0.8	0.9	0.7	0.9	0.9
Definitely/probably won't	0.7	0.9	0.9	0.8	0.9	0.9	0.8	0.9	0.9

NOTE: The 1990 standard errors are revised slightly from those published in *Indicator 24, The Condition of Education 2000*.

SOURCE: University of Michigan, Institute for Social Research. Monitoring the Future Survey: 1983, 1990, and 1998.

Peer Culture of High School Seniors

Table S20-1 Standard errors for the percentage distributions of 12th-graders according to the importance they placed on various student characteristics for having high status in their school, by sex: 1983, 1990, and 1998

Student characteristics	1983			1990			1998		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Being a good athlete									
Great or very great	1.2	1.7	1.6	1.3	1.8	1.8	1.4	1.9	1.8
Moderate	1.1	1.6	1.4	1.2	1.6	1.6	1.2	1.7	1.7
Little or no	1.0	1.3	1.4	1.0	1.4	1.4	1.1	1.5	1.5
Planning to attend college									
Great or very great	1.2	1.6	1.6	1.4	1.8	1.8	1.4	1.9	1.8
Moderate	1.1	1.6	1.5	1.2	1.7	1.7	1.2	1.7	1.6
Little or no	1.1	1.6	1.4	1.1	1.6	1.3	1.2	1.7	1.5
Getting good grades									
Great or very great	1.2	1.7	1.6	1.3	1.8	1.8	1.4	1.9	1.8
Moderate	1.2	1.6	1.5	1.3	1.7	1.7	1.3	1.8	1.7
Little or no	0.9	1.3	1.1	1.0	1.5	1.3	1.2	1.7	1.5
Leading student activities									
Great or very great	1.2	1.6	1.6	1.3	1.8	1.8	1.4	1.9	1.8
Moderate	1.2	1.6	1.5	1.3	1.8	1.7	1.3	1.8	1.7
Little or no	1.1	1.5	1.4	1.1	1.6	1.4	1.2	1.7	1.5
Coming from the right family									
Great or very great	1.2	1.6	1.5	1.3	1.7	1.7	1.3	1.8	1.7
Moderate	1.1	1.5	1.5	1.3	1.7	1.7	1.2	1.7	1.6
Little or no	1.2	1.6	1.5	1.3	1.8	1.7	1.3	1.9	1.7
Having a nice car									
Great or very great	1.1	1.6	1.4	1.3	1.7	1.6	1.3	1.8	1.6
Moderate	1.1	1.6	1.5	1.3	1.7	1.7	1.3	1.8	1.6
Little or no	1.2	1.6	1.6	1.3	1.7	1.7	1.3	1.9	1.8
Knowing a lot about intellectual matters									
Great or very great	1.1	1.5	1.4	1.2	1.7	1.6	1.2	1.7	1.6
Moderate	1.2	1.6	1.6	1.3	1.8	1.8	1.3	1.8	1.7
Little or no	1.2	1.6	1.6	1.3	1.7	1.7	1.3	1.8	1.8

SOURCE: University of Michigan, Institute for Social Research. Monitoring the Future Survey: 1983, 1990, and 1998.

Status Dropout Rates, by Race/Ethnicity

Table S23-1 Standard errors for the status dropout rates of 16- to 24-year olds, by race/ethnicity: October 1972–99

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

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

Status Dropout Rates, by Race/Ethnicity

Table S23-2 Standard errors for the status dropout rates and number and percentage distribution of dropouts ages 16–24, by selected characteristics: October 1999

Characteristic	Status dropout rate (percent)	Number of status dropouts (thousands)	Percent of all dropouts	Percent of population
Total	0.3	90	—	—
Sex				
Male	0.4	65	1.2	0.4
Female	0.4	62	1.2	0.4
Race/ethnicity				
White	0.3	60	1.2	0.4
Black	0.8	38	1.0	0.3
Hispanic	1.1	56	1.4	0.5
Asian/Pacific Islander	0.8	12	0.3	0.1
Age				
16	0.5	18	0.5	0.2
17	0.6	25	0.7	0.2
18	0.8	32	0.8	0.3
19	0.8	34	0.9	0.3
20–24	0.4	70	1.2	0.4
Immigration status				
Born outside the 50 states and the District of Columbia				
Hispanic	1.8	41	1.2	0.4
Non-Hispanic	0.9	17	0.5	0.2
First generation				
Hispanic	1.7	25	0.7	0.2
Non-Hispanic	0.8	15	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	34	0.9	0.3
Midwest	0.5	38	1.0	0.3
South	0.5	56	1.2	0.4
West	0.6	48	1.1	0.4

—Not applicable.

NOTE: There are no standard errors for the population data because they are universe data from the Bureau of Census.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Survey, 1999.

Mathematics Curriculum and College Enrollment

Table S24-1 Standard errors for the percentage of 1992 high school graduates who completed advanced mathematics courses in high school, by 8th-grade mathematics proficiency and parents' education according to whether they had taken algebra in the 8th grade

8 th -grade mathematics proficiency	Parents with no college (first generation)		Parents with some college		Parents with bachelor's degree or higher	
	No algebra in 8 th grade	Algebra in 8 th grade	No algebra in 8 th grade	Algebra in 8 th grade	No algebra in 8 th grade	Algebra in 8 th grade
Total	1.1	4.1	1.1	2.4	1.7	1.5
Below level 1	1.4	—	1.2	—	7.4	—
Level 1 (simple arithmetic)	1.3	11.4	1.5	6.2	2.5	7.9
Level 2 (simple operations)	2.8	8.0	2.6	5.9	2.8	3.5
Level 3 (simple problem solving)	5.0	4.7	2.9	2.1	2.8	1.7

—Not applicable.

SOURCE: U.S. Department of Education, NCES. National Education Longitudinal Study of 1988 Eighth Graders, "Third Follow-up" (NELS:1988/1994), Data Analysis System.

Perceptions of College Costs

Table S25-1 Standard errors for among 6th- to 12th-graders and their parents who reported postsecondary education plans for the student, the percentage distributions according to the accuracy of their estimates for tuition and fees for the postsecondary institution that students planned to attend: 1999

Student or parent characteristic	Percentage of students				Percentage of students' parents			
	Estimated tuition within 25 percent of actual	Over-estimated	Under-estimated	Could not estimate	Estimated tuition within 25 percent of actual	Over-estimated	Under-estimated	Could not estimate
Total	0.5	0.5	0.3	0.7	0.6	0.6	0.4	0.7
Grade								
6–8	0.7	0.3	0.3	0.8	0.9	0.7	0.5	1.0
9–10	1.1	0.8	0.6	1.3	1.2	1.1	0.7	1.4
11–12	1.2	1.2	0.9	1.4	1.3	1.2	0.9	1.3
Parents' education								
Less than high school	1.8	1.3	1.0	2.3	1.3	1.1	0.7	1.8
High school diploma or equivalent	1.0	0.9	0.6	1.3	1.1	1.0	0.7	1.4
Some college, including vocational/technical	0.9	0.8	0.6	1.2	1.1	1.1	0.7	1.3
Bachelor's degree or higher	0.9	0.8	0.6	1.2	1.2	1.0	0.7	1.1
Household income								
\$15,000 or less	1.4	1.2	1.0	1.9	1.4	1.5	1.2	2.1
\$15,001–30,000	1.2	1.0	0.8	1.5	1.3	1.2	0.7	1.6
\$30,001–50,000	1.0	1.0	0.7	1.3	1.2	1.1	0.8	1.4
\$50,001–75,000	1.2	1.1	0.7	1.5	1.5	1.3	0.9	1.5
More than \$75,000	1.2	1.0	0.5	1.4	1.5	1.3	0.8	1.3

SOURCE: U.S. Department of Education, NCES. National Household Education Surveys Program (NHES), 1999 (Parent and Youth Interview Surveys).

Immediate Transition to College

Table S26-1 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 1972–99

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	(*)	1.7	2.2	1.4	4.6	(*)	9.7	(*)
1973	1.3	3.2	(*)	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	(*)	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	3.2
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	(*)	1.9	2.2	1.6	3.9	(*)	4.8	(*)

— Not available.

*Not applicable.

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

Immediate Transition to College

Table S26-2 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 1972–99

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

— Not available.

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

Table S26-3 Standard errors for the percentage of high school completers who were enrolled in college the October after completing high school, by parents' education: October 1990–99

Parents' education	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999
Total	1.6	1.6	1.6	1.6	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
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
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
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
Not available	5.7	5.7	5.4	5.0	4.2	4.2	4.4	4.0	4.2	4.1

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

Persistence of Beginning Postsecondary Students

Table S27-1 Standard errors for the percentage distribution of 1995–96 beginning postsecondary students according to attainment by 1998, by initial goal and transfer status

Initial goal and transfer status	Highest degree attained by 1998			No degree		
				Still enrolled		Not enrolled
	Certificate	Associate's	Bachelor's	Less-than 4-year	4-year	
Total	0.7	0.5	0.1	0.9	0.9	1.1
Certificate	3.0	0.7	(*)	1.9	0.3	3.0
Did not transfer	3.2	0.7	—	2.0	0.2	3.2
Upward or lateral transfer	6.7	4.2	(*)	7.5	3.6	5.6
Associate's degree	0.9	1.6	0.1	2.2	1.0	2.5
Did not transfer	1.1	1.1	—	2.6	0.5	2.9
Downward transfer	11.1	7.2	—	11.5	0.0	14.0
Upward or lateral transfer	1.7	5.6	0.3	3.8	4.7	4.0
Bachelor's degree or transfer	0.3	0.4	0.2	1.0	1.1	1.0
Did not transfer	0.3	0.4	0.2	1.1	1.3	1.3
Downward transfer	1.3	1.0	—	3.0	1.8	2.5
Lateral transfer	0.7	1.4	0.1	3.3	3.6	1.5

— Not applicable.

* Value less than 0.05.

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

Remediation and Degree Completion

Table S29-1 Standard errors for the percentage distribution of postsecondary education students in degree-granting institutions according to type and amount of remedial coursework and degree completion: 1980–93

Highest degree	Type and amount of remedial coursework				
	Any reading	Two or fewer courses: mathematics only	Two or more courses but no reading courses (and not two mathematics courses)	Only one course, not mathematics or reading	No courses
None	2.0	2.1	1.8	2.4	1.3
Associate's	1.5	1.1	1.5	1.3	0.5
Bachelor's or more	1.6	2.0	1.6	2.4	1.3

SOURCE: U.S. Department of Education, NCES. High School and Beyond Longitudinal Study of 1980 Sophomores, "Postsecondary Education Transcript Study" (HS&B:So PETS).

Table S29-2 Standard errors for the percentage distribution of students who took any remedial reading or mathematics courses in college according to other remedial coursework taken: 1980–93

Remedial courses	Number of additional remedial courses					Any remedial mathematics	Any remedial reading
	None	One	Two	Three	Four or more		
Any remedial reading courses	1.4	2.0	1.7	1.3	1.9	1.0	—
Any remedial mathematics courses	1.3	1.1	1.0	0.6	0.8	—	1.0

— Not applicable.
SOURCE: U.S. Department of Education, NCES. High School and Beyond Longitudinal Study of 1980 Sophomores, "Postsecondary Education Transcript Study" (HS&B:So PETS).

Table S29-3 Standard errors for the percentage distribution of postsecondary education students according to type and amount of remedial coursework in college and types of degree-granting institutions attended: 1980–93

Institution attended	Percentage of all students	Total	Type and amount of remedial coursework				
			Any reading	Two or fewer courses: mathematics only	Two or more courses but no reading courses (and not two mathematics courses)	Only one course, not mathematics or reading	No courses
Total	—	—	0.5	0.6	0.6	0.4	0.8
4-year only	1.0	—	0.6	0.8	0.7	0.6	1.2
2-year only	0.8	—	1.2	1.0	1.2	0.9	1.5
2-year and 4-year only	0.7	—	1.1	1.4	1.6	0.9	1.6
Other combinations	0.4	—	1.8	2.1	2.1	1.3	2.5

— Not applicable.
SOURCE: U.S. Department of Education, NCES. High School and Beyond Longitudinal Study of 1980 Sophomores, "Postsecondary Education Transcript Study" (HS&B:So PETS).

Educational Attainment

Table S31-1 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

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

Educational Attainment

Table S31-2 Standard errors for the percentage of 25- to 29-year-old high school completers 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	0.7	1.0	0.9	0.7	1.0	1.0	2.6	3.9	3.6	3.8	5.8	4.9
1972	0.7	0.9	0.9	0.7	1.0	1.0	2.6	3.9	3.4	4.0	6.0	5.2
1973	0.6	0.9	0.9	0.7	1.0	1.0	2.5	3.7	3.3	3.3	5.0	4.2
1974	0.6	0.9	0.9	0.7	1.0	1.0	2.4	3.5	3.2	3.3	4.8	4.5
1975	0.6	0.9	0.9	0.7	0.9	0.9	2.3	3.5	3.1	3.3	4.9	4.4
1976	0.6	0.8	0.8	0.6	0.9	0.9	2.2	3.4	2.9	3.2	4.8	4.2
1977	0.6	0.8	0.8	0.6	0.9	0.9	2.2	3.2	3.0	3.3	4.6	4.6
1978	0.6	0.8	0.8	0.6	0.9	0.9	2.2	3.2	2.9	3.1	4.4	4.3
1979	0.6	0.8	0.8	0.6	0.9	0.9	2.1	3.2	2.9	3.1	4.6	4.1
1980	0.6	0.8	0.8	0.6	0.9	0.9	2.0	3.0	2.7	2.8	4.1	3.8
1981	0.6	0.8	0.8	0.6	0.9	0.9	2.0	2.9	2.7	2.7	3.9	3.6
1982	0.6	0.8	0.8	0.6	0.9	0.9	2.0	3.0	2.7	2.7	4.0	3.8
1983	0.6	0.8	0.8	0.6	0.9	0.9	2.0	2.9	2.7	2.9	4.1	4.0
1984	0.6	0.8	0.8	0.6	0.9	0.9	1.9	2.9	2.6	2.8	4.1	3.8
1985	0.6	0.8	0.8	0.6	0.9	0.9	1.9	2.8	2.6	2.8	4.1	3.8
1986	0.6	0.8	0.8	0.6	0.9	0.9	1.9	2.7	2.6	2.6	3.8	3.7
1987	0.6	0.8	0.8	0.6	0.9	0.9	1.9	2.7	2.6	2.6	3.7	3.7
1988	0.6	0.9	0.8	0.7	1.0	1.0	2.0	3.0	2.8	2.9	4.2	4.2
1989	0.6	0.9	0.8	0.7	1.0	1.0	2.0	3.0	2.7	2.9	4.0	4.2
1990	0.6	0.8	0.8	0.7	1.0	0.9	2.0	2.9	2.7	2.6	3.6	3.6
1991	0.6	0.8	0.8	0.7	1.0	1.0	2.0	2.8	2.7	2.6	3.6	3.8
1992	0.6	0.9	0.8	0.7	1.0	1.0	2.0	2.9	2.8	2.6	3.5	3.8
1993	0.6	0.9	0.8	0.7	1.0	1.0	2.0	2.9	2.8	2.5	3.5	3.6
1994	0.6	0.8	0.8	0.6	0.9	0.9	1.7	2.5	2.3	1.6	2.2	2.4
1995	0.6	0.8	0.8	0.6	0.9	0.9	1.6	2.4	2.3	1.7	2.3	2.4
1996	0.6	0.8	0.8	0.7	0.9	0.9	1.7	2.6	2.4	1.7	2.3	2.5
1997	0.6	0.8	0.8	0.7	0.9	0.9	1.7	2.6	2.3	1.6	2.3	2.3
1998	0.6	0.8	0.8	0.7	1.0	0.9	1.7	2.5	2.3	1.6	2.2	2.3
1999	0.6	0.8	0.8	0.7	1.0	0.9	1.7	2.6	2.2	1.6	2.4	2.3
2000	0.6	0.8	0.8	0.7	1.0	0.9	1.8	2.7	2.3	1.6	2.3	2.2

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

Educational Attainment

Table S31-3 Standard errors for the percentage of 25- to 29-year-old high school completers 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	0.6	0.8	0.7	0.6	0.9	0.8	1.8	2.8	2.4	2.5	4.3	2.7
1972	0.6	0.8	0.8	0.6	0.9	0.8	1.8	2.6	2.5	2.3	3.6	2.8
1973	0.5	0.8	0.7	0.6	0.9	0.8	1.8	2.5	2.4	2.2	3.4	2.9
1974	0.5	0.8	0.7	0.6	0.9	0.8	1.6	2.4	2.1	2.0	2.7	3.0
1975	0.5	0.8	0.7	0.6	0.9	0.8	1.7	2.6	2.3	2.5	3.9	3.2
1976	0.5	0.8	0.7	0.6	0.8	0.8	1.8	2.6	2.4	2.2	3.7	2.5
1977	0.5	0.8	0.7	0.6	0.9	0.8	1.7	2.4	2.3	2.1	3.0	3.0
1978	0.5	0.8	0.7	0.6	0.9	0.8	1.6	2.2	2.2	2.3	3.3	3.4
1979	0.5	0.8	0.7	0.6	0.8	0.8	1.6	2.5	2.1	2.1	3.2	2.7
1980	0.5	0.7	0.7	0.6	0.8	0.8	1.5	2.1	2.0	2.0	3.0	2.6
1981	0.5	0.7	0.7	0.5	0.8	0.7	1.4	2.1	1.9	1.8	2.8	2.3
1982	0.5	0.7	0.7	0.6	0.8	0.8	1.5	2.1	2.0	2.0	3.1	2.7
1983	0.5	0.7	0.7	0.6	0.8	0.8	1.5	2.2	2.0	2.2	3.1	3.1
1984	0.5	0.7	0.7	0.6	0.8	0.8	1.4	2.2	1.8	2.2	3.1	3.0
1985	0.5	0.7	0.7	0.6	0.8	0.8	1.4	1.9	1.9	2.1	3.2	2.9
1986	0.5	0.7	0.7	0.6	0.8	0.8	1.3	1.8	1.9	1.9	2.7	2.7
1987	0.5	0.7	0.7	0.6	0.8	0.8	1.3	1.9	1.8	1.8	2.7	2.5
1988	0.5	0.8	0.7	0.6	0.9	0.8	1.5	2.2	2.0	2.3	3.3	3.1
1989	0.5	0.8	0.7	0.6	0.9	0.9	1.5	2.2	2.0	2.2	2.9	3.2
1990	0.5	0.8	0.7	0.6	0.9	0.8	1.5	2.3	1.9	1.8	2.4	2.7
1991	0.5	0.8	0.7	0.6	0.9	0.9	1.3	2.0	1.8	2.0	2.6	3.0
1992	0.5	0.8	0.8	0.6	0.9	0.9	1.4	2.0	1.9	1.9	2.5	2.8
1993	0.5	0.8	0.8	0.6	0.9	0.9	1.5	2.1	2.1	1.7	2.3	2.6
1994	0.5	0.7	0.7	0.6	0.9	0.8	1.2	1.8	1.7	1.1	1.4	1.7
1995	0.5	0.7	0.7	0.6	0.9	0.9	1.3	1.9	1.7	1.2	1.6	1.8
1996	0.5	0.8	0.8	0.7	0.9	0.9	1.3	1.8	1.9	1.2	1.7	1.8
1997	0.6	0.8	0.8	0.7	0.9	0.9	1.3	1.8	1.8	1.2	1.7	1.9
1998	0.6	0.8	0.8	0.7	0.9	1.0	1.3	1.9	1.8	1.2	1.6	1.7
1999	0.6	0.8	0.8	0.7	1.0	1.0	1.3	1.9	1.8	1.2	1.6	1.7
2000	0.6	0.8	0.8	0.7	1.0	1.0	1.4	2.2	1.9	1.2	1.6	1.6

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

Trends in English and Foreign Language Coursetaking

Table S33-1 Standard errors for the percentage distribution of high school graduates according to the type of English courses they completed: 1982, 1987, 1990, 1992, 1994, and 1998

Year	No English	Low academic level	Regular English (no low or honors) courses	Advanced academic level			Total
				Less than 50 percent honors	50–74 percent honors	75–100 percent honors	
1982	0.0	0.7	1.0	0.5	0.4	0.4	0.8
1987	0.1	1.3	1.5	0.6	0.4	0.8	0.9
1990	0.1	1.4	1.6	0.7	0.3	0.8	1.4
1992	0.1	0.9	1.1	0.5	0.4	0.7	0.9
1994	0.1	1.4	1.5	0.6	0.4	0.9	1.2
1998	0.1	1.5	1.7	0.7	0.7	1.0	1.3

SOURCE: U.S. Department of Education, NCES. High School and Beyond Longitudinal Study of 1980 Sophomores, "Second Follow-up" (HS&B:1980/1984); National Education Longitudinal Study of 1988 Eighth Graders, "High School Transcript Study" (NELS:1992); and 1987, 1990, 1992, 1994, and 1998 National Assessment of Educational Progress (NAEP) High School Transcript Studies.

Table S33-2 Standard errors for the percentage distribution of high school graduates according to the highest level of foreign language courses completed: 1982, 1987, 1990, 1992, 1994, and 1998

Year	Highest level of primary foreign language coursework completed					Total
	None	Low academic level	Advanced academic level			
			Year 3	Year 4	AP	
1982	1.0	0.8	0.5	0.3	0.2	0.8
1987	1.3	1.1	0.9	0.4	0.4	1.3
1990	1.1	1.0	0.7	0.4	0.5	1.2
1992	0.9	1.1	0.8	0.7	0.3	1.1
1994	0.9	1.0	0.8	0.8	0.4	1.2
1998	0.9	1.2	1.1	0.6	0.5	1.4

SOURCE: U.S. Department of Education, NCES. High School and Beyond Longitudinal Study of 1980 Sophomores, "Second Follow-up" (HS&B:1980/1984); National Education Longitudinal Study of 1988 Eighth Graders, "High School Transcript Study" (NELS:1992); and 1987, 1990, 1992, 1994, and 1998 National Assessment of Educational Progress (NAEP) High School Transcript Studies.

Trends in High School Occupational Coursetaking

Table S35-1 Standard errors for the average credits earned in vocational education and percentage distribution of credits earned by public high school graduates, by vocational curriculum: 1982–98

Vocational curriculum	1982	1990	1992	1994	1998
Average credits earned					
Total	0.06	0.08	0.06	0.07	0.10
Occupational education	0.05	0.07	0.05	0.06	0.07
General labor market preparation	0.02	0.02	0.02	0.02	0.03
Family and consumer sciences education	0.02	0.03	0.02	0.03	0.03
Percentage distribution of credits earned					
Total	0.0	0.0	0.0	0.0	0.0
Occupational education	0.5	0.9	0.6	0.8	1.0
General labor market preparation	0.4	0.6	0.5	0.6	0.8
Family and consumer sciences education	0.4	0.6	0.5	0.7	0.8

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

Table S35-2 Standard errors for the percentage of public high school graduates who were investors, concentrators, and investors who concentrated in occupational education: 1982–98

Level of occupational coursetaking	1982	1990	1992	1994	1998
Occupational investors	0.9	1.3	1.0	1.1	1.2
Occupational concentrators	0.8	1.0	0.8	1.0	0.9
Occupational investors who were concentrators	1.0	1.4	1.2	1.5	1.1

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

Trends in High School Occupational Coursetaking

Table S35-3 Standard errors for the percentage of public high school graduates completing advanced academic coursework, by occupational investment and academic subject: 1982–98

Level of occupational coursetaking and academic subject	1982	1990	1992	1994	1998
Total graduates					
Advanced mathematics	0.7	1.1	0.9	1.1	1.2
Advanced science	0.8	1.2	1.1	1.3	1.5
Advanced English	0.8	1.4	0.9	1.3	1.6
Occupational investors (3.0 or more occupational credits)					
Advanced mathematics	0.7	1.3	1.0	1.1	1.5
Advanced science	0.8	1.4	1.2	1.6	2.0
Advanced English	0.7	1.4	1.0	1.2	1.9
All other students (less than 3.0 occupational credits)					
Advanced mathematics	1.0	1.1	1.3	1.3	1.5
Advanced science	1.1	1.4	1.4	1.4	1.4
Advanced English	1.0	1.7	1.3	1.6	1.8

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

International Comparisons of Quality in 8th-Grade Mathematics Lessons

Table S36-1 Standard errors for the percentage distribution of teachers' responses to the question "What was the main thing you wanted students to learn from today's lesson?", by response and country: 1994–95

Questionnaire response	United States	Germany	Japan
Mathematical skills	8.1	7.9	6.2
Mathematical thinking	5.8	6.3	6.5
Social/motivational	3.9	1.8	—
Test preparation	2.6	—	—
Indeterminable	3.4	3.2	1.8

—Not applicable.

SOURCE: U.S. Department of Education, NCES. *The TIMSS Videotape Classroom Study: Methods and Findings From an Exploratory Research Project on Eighth-Grade Mathematics Instruction in Germany, Japan, and the United States* (NCES 1999–074), 1999.

Table S36-2 Standard errors for the percentage distribution of 8th-grade mathematics lessons containing task-controlled tasks, solver-controlled tasks, or a combination of task- and solver-controlled tasks, by country: 1994–95

Locus of control	United States	Germany	Japan
All task	7.8	11.0	9.1
Task and solver	6.1	9.1	14.1
All solver	4.7	6.0	15.3

SOURCE: U.S. Department of Education, NCES. *The TIMSS Videotape Classroom Study: Methods and Findings From an Exploratory Research Project on Eighth-Grade Mathematics Instruction in Germany, Japan, and the United States* (NCES 1999–074), 1999.

Table S36-3 Standard errors for the percentage of lessons with nodes coded as including illustrations, motivations, increase in complexity, and deductive reasoning, by country: 1994–95

Codes	United States	Germany	Japan
Illustration	13.5	8.0	9.7
Motivation	4.8	10.0	10.8
Increase in complexity	2.8	8.0	3.9
Deductive reasoning	—	8.5	6.5

—Not applicable.

SOURCE: U.S. Department of Education, NCES. *The TIMSS Videotape Classroom Study: Methods and Findings From an Exploratory Research Project on Eighth-Grade Mathematics Instruction in Germany, Japan, and the United States* (NCES 1999–074), 1999.

Class Size of Kindergartens

Table S37-1 Standard errors for the average size of kindergarten classrooms and percentage distribution according to class size and selected characteristics: Fall 1998

Characteristic	Average class size	Class size	
		15 or fewer students	More than 15 students
Total	0.3	1.8	1.8
Program type			
Full-day	0.2	1.8	1.8
Part-day	0.6	3.4	3.4
Control of school			
Public	0.3	1.9	1.9
Private	0.7	3.8	3.8
Percent minority			
Less than 10	0.5	3.4	3.4
10–24	0.4	2.7	2.7
25–49	0.3	2.2	2.2
50–75	0.9	5.2	5.2
More than 75	0.6	3.4	3.4

SOURCE: U.S. Department of Education, NCES. Early Childhood Longitudinal Study, "Kindergarten Class of 1998–99," Fall 1998.

Teachers' Readiness to Use Computers and the Internet

Table S39-1 Standard errors for the percentage of public school teachers who reported using computers and the Internet for various activities at school, by how well prepared they felt to use computers or the Internet for instruction: 1999

Teachers' feelings of preparedness	Create instructional materials	Gather information for lesson plans	Access model lesson plans	Access research and best practice examples	Multimedia presentations	Administrative recordkeeping	Communicate with colleagues	Communicate with parents	Communicate with students	Post homework/ assignments
All public school teachers	1.1	1.4	1.3	1.3	1.4	1.5	1.7	1.4	0.8	1.0
Not at all	3.6	3.1	2.3	2.1	2.3	3.3	3.6	2.1	1.4	2.1
Somewhat	1.5	1.9	1.8	1.7	1.8	1.9	2.1	1.7	1.1	1.4
Well/very well	1.8	2.2	2.3	2.4	2.4	2.4	2.6	2.3	1.7	1.8

SOURCE: U.S. Department of Education, NCES, Fast Response Survey System, "Public School Teachers' Use of Computers and the Internet," FRSS 70, 1999.

Table S39-2 Standard errors for the percentage of public school teachers who reported assigning students various activities that use computers or the Internet, by how well prepared they felt to use computers or the Internet for instruction: 1999

Teachers' feelings of preparedness	Practice drills	Solve problems/ analyze data	Word processing/ spreadsheets	Graphical presentations	Demonstrations/ simulations	Multimedia projects	CD-ROM research	Internet research
All public school teachers	1.4	1.4	1.4	1.5	1.5	1.5	1.5	1.5
Not at all	3.4	2.7	3.4	2.9	2.7	3.2	2.9	3.1
Somewhat	1.8	2.0	1.9	1.9	1.9	1.9	2.0	1.9
Well/very well	2.4	2.3	1.9	2.3	2.4	2.3	2.4	2.4

SOURCE: U.S. Department of Education, NCES, Fast Response Survey System, "Public School Teachers' Use of Computers and the Internet," FRSS 70, 1999.

Teachers' Readiness to Use Computers and the Internet

Table S39-3 Standard errors for the percentage distribution of public school teachers who reported participating in professional development activities related to using computers or the Internet according to how well prepared they felt and according to hours of professional development, by level of preparedness: 1999

Teachers' degree and feelings of preparedness	All public school teachers	Hours of professional development			
		0 hours	1–8 hours	9–32 hours	More than 32 hours
All teachers reporting professional development in using computers or the Internet during the last 3 years	—	0.8	1.3	1.2	0.9
Teachers' feelings of preparedness					
Not at all	0.9	3.8	1.4	0.9	0.9
Somewhat	1.3	4.0	1.9	2.2	3.5
Well/very well	1.3	3.3	1.7	2.2	3.5

—Not applicable.

SOURCE: U.S. Department of Education, NCES. Fast Response Survey System, "Public School Teachers' Use of Computers and the Internet," FRSS 70, 1999.

Table S39-4 Standard errors for the percentage distribution of public school teachers according to how well prepared they felt to use computers and the Internet for instruction, by number of years of teaching experience: 1999

Teachers' feelings of preparedness	All public school teachers	Years of teaching experience			
		3 or fewer	4–9	10–19	20 or more
Not at all	0.9	2.1	1.7	1.8	1.5
Somewhat	1.3	3.6	2.9	2.7	2.1
Well/very well	1.3	3.8	2.9	2.5	1.9

SOURCE: U.S. Department of Education, NCES. Fast Response Survey System, "Public School Teachers' Use of Computers and the Internet," FRSS 70, 1999.

Table S39-5 Standard errors for the percentage of public school teachers who reported various conditions were barriers to their using computers and the Internet for instruction, by extent to which they felt these conditions were barriers: 1999

Type of barriers	Total	Teachers' perception		
		Small barrier	Moderate barrier	Great barrier
Lack of release time for teachers to learn, practice, or plan ways to use computers or the Internet	1.0	1.1	1.1	1.3
Lack of time in schedule for students to use computers in class	1.1	1.1	1.2	1.3
Not enough computers	1.2	1.0	1.1	1.4
Lack of good instructional software	1.3	1.2	1.1	1.1
Lack of support regarding ways to integrate telecommunications into the curriculum	1.3	1.2	1.1	1.0
Inadequate training opportunities	1.4	1.2	1.1	1.0
Outdated, incompatible, or unreliable computers	1.4	1.0	1.1	1.3
Lack of technical support or advice	1.4	1.1	1.1	1.0
Concern about student access to inappropriate materials	1.4	1.2	1.0	0.9
Internet is not easily accessible	1.5	0.9	1.0	1.4
Lack of administrative support	1.5	1.1	0.9	0.8

SOURCE: U.S. Department of Education, NCES. Fast Response Survey System, "Public School Teachers' Use of Computers and the Internet," FRSS 70, 1999.

Teachers' Readiness to Use Computers and the Internet

Table S39-6 Standard errors for the percentage distribution of public school teachers according to how well prepared they felt to use computers and the Internet for instruction, by school characteristics: 1999

School characteristic	Not at all prepared	Somewhat prepared	Well prepared	Very well prepared
All public school teachers with access to computers or the Internet at school	1.0	1.3	1.0	0.9
School instructional level				
Elementary	1.3	1.7	1.6	1.1
Secondary	1.1	1.8	1.4	1.2
Percent of students eligible for free or reduced-price lunch				
Less than 11 percent	1.9	3.0	3.0	2.1
11–30 percent	1.7	2.5	2.3	1.5
31–49 percent	2.5	2.8	2.8	1.9
50–70 percent	2.6	3.1	2.9	2.0
71 percent or more	2.2	3.5	2.9	1.8
Percent minority enrollment in school				
Less than 6 percent	1.5	2.1	2.1	1.5
6–20 percent	1.8	2.7	2.1	1.9
21–49 percent	2.2	2.7	2.3	1.7
50 percent or more	1.4	2.4	2.2	1.6

SOURCE: U.S. Department of Education, NCES, Fast Response Survey System, "Public School Teachers' Use of Computers and the Internet," FRSS 70, 1999.

School Choice and Parental Satisfaction

Table S41-1 Standard errors for the percentage distribution of students in grades 3–12 who attended a chosen or assigned school, by child's race/ethnicity, parents' highest education level, and household income: 1993, 1996, and 1999

Child's race/ethnicity, parents' highest education level, and household income	1993			1996			1999		
	Public		Private	Public		Private	Public		Private
	Assigned	Chosen		Assigned	Chosen		Assigned	Chosen	
Total	0.4	0.4	0.3	0.5	0.4	0.3	0.5	0.4	0.3
Race/ethnicity									
White	0.6	0.5	0.4	0.6	0.5	0.5	0.5	0.4	0.4
Black	1.1	1.0	0.4	1.4	1.4	0.6	1.4	1.4	0.5
Hispanic	1.2	1.1	0.6	1.3	1.1	0.8	1.1	1.1	0.5
Other	3.1	3.5	1.7	1.9	1.9	1.2	2.3	1.9	1.4
Parents' highest education level									
Less than high school	1.3	1.3	0.5	1.8	1.6	0.8	1.6	1.7	0.6
High school diploma or equivalent	0.8	0.7	0.4	0.9	0.7	0.4	0.9	0.8	0.5
Some college, including technical/ vocational	0.9	0.8	0.5	0.9	0.8	0.6	0.8	0.7	0.5
Bachelor's degree	1.6	0.8	1.2	1.4	1.2	1.0	1.2	0.9	0.9
Graduate/advanced degree	1.1	0.7	0.9	1.4	0.9	1.3	1.1	0.8	0.9
Household income									
\$10,000 or less	1.4	1.1	0.6	1.8	1.6	0.7	2.0	1.9	0.8
\$10,001–20,000	2.0	2.0	0.5	1.3	1.1	0.7	1.3	1.2	0.8
\$20,001–35,000	0.7	0.7	0.7	1.0	0.9	0.6	0.8	0.7	0.5
\$35,001–50,000	1.2	0.7	0.8	0.9	0.8	0.7	0.9	0.7	0.7
More than \$50,000	0.8	0.5	0.7	0.8	0.5	0.7	0.7	0.4	0.6

NOTE: Data have been revised from previously published figures.

SOURCE: U.S. Department of Education, NCES. National Household Education Surveys Program (NHES), 1993 (School Safety and Discipline Survey), 1996 (Parent Interview Survey), and 1999 (Parent Interview Survey).

School Choice and Parental Satisfaction

Table S41-2 Standard errors for the percentage of students in grades 3–12 with parents who were very satisfied with aspects of their child's school, by school choice type, grade level, and race/ethnicity: 1993 and 1999

Grade level and race/ethnicity	Child's school		Child's teacher		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	0.7
Public-assigned								
Total	0.7	0.7	0.8	0.6	0.6	0.8	0.8	0.8
Grade level								
3–5	1.3	1.0	1.1	1.0	1.4	1.2	1.4	1.2
6–8	0.9	1.2	0.8	1.1	1.0	1.2	1.0	1.2
9–12	1.6	1.1	1.9	1.0	1.0	1.1	1.6	1.1
Race/ethnicity								
White	0.7	0.8	0.8	0.7	0.7	0.9	0.7	0.9
Black	1.7	1.8	1.8	1.7	1.9	1.8	1.9	1.8
Hispanic	2.1	1.3	2.0	1.4	1.7	1.5	2.3	1.5
Other	3.2	2.8	3.1	2.6	3.7	2.9	3.7	2.9
Public-chosen								
Total	2.6	1.0	1.8	1.0	3.0	1.3	1.6	1.3
Grade level								
3–5	2.9	2.7	3.0	2.1	2.9	2.3	2.9	2.3
6–8	7.0	2.8	3.5	2.6	8.0	2.6	3.1	2.6
9–12	2.4	2.2	2.4	2.1	2.4	2.2	2.2	2.2
Race/ethnicity								
White	3.5	1.7	3.4	1.8	3.8	1.8	2.5	1.8
Black	3.0	2.7	3.0	2.8	2.7	3.0	2.9	3.0
Hispanic	4.0	2.9	4.0	2.8	3.5	2.8	3.7	2.8
Other	14.7	6.1	12.3	6.3	12.6	6.9	13.9	6.9
Private								
Total	1.3	1.4	1.3	1.5	1.3	1.4	1.1	1.4
Grade level								
3–5	2.7	2.3	2.8	2.2	2.7	2.3	2.0	2.3
6–8	1.6	2.8	1.8	2.7	1.7	2.7	1.5	2.7
9–12	2.2	2.1	2.2	2.7	2.1	2.1	2.1	2.1
Race/ethnicity								
White	1.5	1.5	1.6	1.7	1.5	1.6	1.2	1.6
Black	4.5	5.2	5.1	5.2	3.9	3.5	3.5	3.5
Hispanic	4.6	3.8	4.0	3.9	4.3	3.7	3.0	3.7
Other	2.9	7.5	7.7	7.8	3.6	8.0	3.5	8.0

NOTE: Data have been revised from previously published figures.

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

Qualifications of College Graduates Who Enter Teaching

Table S42-1 Standard errors for the percentage distributions of 1992–93 bachelor's degree recipients according to whether their college entrance examination scores were available and the quartile ranking of available scores, by selected characteristics: 1997

Characteristics of graduates	All graduates	Of all graduates, percentage with scores		Of graduates with scores available, percentages whose scores ranked in the		
		Unavailable	Available	Bottom quartile	Middle half	Top quartile
Total	(*)	1.1	1.1	0.8	0.9	0.9
College major						
Education	0.5	1.5	1.5	1.7	1.8	1.3
Business/management	0.8	1.7	1.7	1.8	1.9	1.4
Humanities	0.5	1.7	1.7	1.7	2.3	2.3
Mathematics/computer/natural sciences	0.7	1.3	1.3	1.1	1.6	1.7
Social sciences	0.5	1.5	1.5	1.6	1.9	1.8
Other	0.7	2.0	2.0	1.9	1.8	1.3
Status in teacher pipeline, 1997						
Pipeline-eligible but did not enter pipeline	0.7	1.1	1.1	1.0	1.1	1.0
Considered teaching or applied to teach	0.6	1.5	1.5	1.6	1.8	1.6
Had taught but not prepared	0.2	3.3	3.3	3.0	4.1	4.3
Prepared	0.5	1.6	1.6	1.6	1.7	1.3
Prepared but had not taught	0.3	2.6	2.6	3.1	3.2	2.7
Prepared and have taught	0.4	1.8	1.8	1.8	1.9	1.3
Certified to teach						
Certified	0.5	1.7	1.7	1.7	1.8	1.3
Not certified	0.5	0.9	0.9	0.9	0.9	0.9
By 1997 had taught at						
Only public schools	(*)	2.4	2.4	2.2	2.5	1.8
Only private schools	(*)	3.0	3.0	5.0	5.7	5.9
Both public and private schools	(*)	6.5	6.5	9.9	10.1	7.8
By 1997 had taught						
Only in elementary school(s)	(*)	2.7	2.7	3.0	3.2	2.1
Only in secondary school(s)	(*)	3.3	3.3	3.3	4.1	3.5
Only in combined school(s)	(*)	4.6	4.6	6.8	8.1	6.1
In a mix of these school levels	(*)	5.4	5.4	5.2	6.7	5.6
Teaching status in 1997						
Still teaching	(*)	1.9	1.9	2.0	2.2	1.7
Not teaching	(*)	2.5	2.5	3.1	4.4	4.2

*Not applicable.

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

Qualifications of College Graduates Who Enter Teaching

Table S42-2 Standard errors for the percentage distributions of 1992–93 bachelor's degree recipients who taught after receiving a bachelor's degree according to major, by selected characteristics: 1997

Characteristics of graduates who taught	Total	Major field of study					
		Education	Business/ management	Humanities	Social sciences	Mathematics/ computer/ natural sciences	Other
Distribution, by major	(*)	1.9	0.9	1.1	1.3	1.0	0.9
Certified to teach							
Yes	1.5	1.3	9.4	3.9	5.5	4.8	6.7
No	1.5	1.3	9.4	3.9	5.5	4.8	6.7
Had student teaching							
Yes	1.9	1.7	3.1	4.7	3.7	5.0	4.2
No	1.9	1.7	3.1	4.7	3.7	5.0	4.2
By 1997 had taught at							
Only public schools	1.5	1.9	—	4.1	7.6	4.7	3.9
Only private schools	1.4	1.7	—	3.8	7.6	4.8	3.3
Both public and private schools	0.7	0.9	—	1.9	1.6	1.5	1.9
By 1997 had taught							
Only in elementary school(s)	2.1	2.5	—	6.0	6.5	7.5	7.9
Only in secondary school(s)	2.0	2.0	—	5.8	8.1	7.2	7.6
Only in combined school(s)	0.7	0.8	—	2.4	3.4	2.0	3.4
In a mix of these school levels	1.5	2.0	—	4.5	3.7	4.3	4.1
Last taught at a school in							
Central city	2.1	2.4	—	5.9	5.4	6.9	10.8
Urban fringe/large town	1.9	2.3	—	5.0	5.4	5.3	7.0
Rural/small town	2.0	2.4	—	3.9	7.2	6.4	8.1
Teaching status in 1997							
Still teaching	1.4	1.7	9.4	4.1	6.0	4.3	7.2
Not teaching	1.4	1.7	9.4	4.1	6.0	4.3	7.2

—Not available.

*Not applicable.

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

Teacher Preparation in 8th-Grade Mathematics and Science

Table S43-1 Standard errors for the percentage of 8th-graders taught science by teachers who reported various main areas of study for their bachelor's and master's degrees: 1999

Major/main area of study	United States	International average
Biology	3.5	0.8
Physics	2.2	0.7
Chemistry	3.0	0.8
Science education	3.7	0.9
Mathematics/mathematics education	2.5	0.7
Education	3.6	0.7
Other	3.7	0.8

SOURCE: NCES 2001–028, based on data from Martin et al. (2000). *TIMSS 1999 International Science Report: Findings from IEAs Repeat of the Third International Mathematics and Science Study at the Eighth Grade*, Exhibit R3.1. Chestnut Hill, MA: Boston College.

School-Related Violence and Safety

Table S44-1 Standard errors for the percentage of high school students who reported they were threatened or injured with a weapon on school property, engaged in a physical fight on school property, or reported carrying a weapon to school, by sex, race/ethnicity, and grade: 1993, 1995, 1997, and 1999

Student characteristics	Was threatened or injured with a weapon				In a physical fight				Carried a weapon			
	1993	1995	1997	1999	1993	1995	1997	1999	1993	1995	1997	1999
Total	0.4	0.5	0.5	0.4	0.6	0.8	0.6	0.3	0.7	0.5	0.6	0.6
Sex												
Male	0.6	0.6	0.7	0.8	0.7	0.9	1.0	0.7	1.0	0.8	1.5	1.1
Female	0.4	0.7	0.3	0.6	0.7	1.0	0.8	0.9	0.7	0.5	0.4	0.4
Race/ethnicity												
American Indian or Alaska Native, not Hispanic or Latino	—	—	—	5.5	—	—	—	5.2	—	—	—	5.2
Asian, not Hispanic or Latino	—	—	—	1.0	—	—	—	0.9	—	—	—	1.4
Black or African American, not Hispanic or Latino	—	—	—	0.9	—	—	—	1.5	—	—	—	0.5
Native Hawaiian or other Pacific Islander, not Hispanic or Latino	—	—	—	4.6	—	—	—	4.5	—	—	—	2.7
White, not Hispanic or Latino	—	—	—	0.4	—	—	—	0.9	—	—	—	0.9
More than one race, not Hispanic or Latino	—	—	—	1.2	—	—	—	2.4	—	—	—	2.7
Hispanic or Latino, regardless of race	—	—	—	1.1	—	—	—	1.0	—	—	—	0.7
Grade												
9	0.9	1.0	1.0	1.0	1.6	1.8	1.3	1.0	0.7	0.8	0.9	1.1
10	0.6	1.0	1.1	0.9	1.1	1.6	1.7	1.2	1.0	0.8	1.0	0.8
11	0.6	0.6	0.7	0.5	1.3	1.0	0.9	1.0	1.4	0.9	1.3	0.6
12	0.6	0.6	0.8	0.8	0.7	0.7	0.7	1.0	0.8	0.7	0.9	0.8

—Not available.

SOURCE: U.S. Department of Health and Human Services, Public Health Service, Centers for Disease Control and Prevention, National Center for Health Statistics. National Health Interview Survey—Youth Risk Behavior Survey, 1993, 1995, 1997, and 1999.

Overcrowding in Schools

Table S45-1 Standard errors for the percentage of public schools with an inadequate or unsatisfactory building, building feature, or environmental feature, by categories of underenrolled and overcrowded: 1999

Condition of facility	Underenrolled			Overcrowded	
	More than 25 percent under capacity	6–25 percent under capacity	Within 5 percent of capacity	6–25 percent over capacity	More than 25 percent over capacity
At least one type of onsite building in less than adequate condition	3.8	2.3	3.5	4.3	6.6
At least one building feature in less than adequate condition	5.0	3.0	3.2	4.9	5.9
At least one environmental factor in unsatisfactory condition	5.0	3.3	3.8	4.5	5.7

SOURCE: U.S. Department of Education, NCES. Fast Response Survey System (FRSS), *Condition of America's Public School Facilities: 1999* (NCES 2000–032), 2000, and unpublished data.

Overcrowding in Schools

Table S45-2 Standard errors for the percentage distribution of public schools reporting that they are underenrolled, at capacity, or overcrowded, by selected school characteristics: 1999

Characteristic	Underenrolled			Overcrowded	
	More than 25 percent under capacity	6–25 percent under capacity	Within 5 percent of capacity	6–25 percent over capacity	More than 25 percent over capacity
Total	1.5	1.7	1.5	1.2	0.9
Instructional level					
Elementary	1.7	2.1	2.0	1.5	1.1
Secondary	2.7	3.0	1.9	1.9	1.8
Combined	9.1	7.7	7.6	4.4	3.4
Enrollment					
Less than 300	5.0	4.2	3.4	2.9	1.6
300–599	2.5	2.8	2.6	2.5	1.2
600 or more	1.4	3.4	2.0	1.6	1.8
Locale					
Central city	3.0	3.3	2.9	1.8	2.3
Urban fringe/large town	2.0	3.0	2.8	2.0	1.6
Rural/small town	2.7	3.2	2.4	2.4	1.3
Region					
Northeast	3.3	4.2	4.3	3.9	1.6
South	3.0	2.7	2.9	2.1	1.6
Midwest	3.0	3.5	2.8	2.1	1.5
West	3.2	3.3	3.1	3.2	2.7
Percent minority					
Less than 5	3.1	3.0	2.5	3.0	1.2
6–20	2.7	3.7	3.6	3.1	2.1
21–50	3.8	3.4	3.8	2.4	1.5
More than 50	2.8	3.3	3.5	2.4	2.7
Percentage of students eligible for free or reduced-price school lunch					
Less than 20	2.4	3.2	3.3	2.8	1.6
20–39	3.1	3.2	3.0	2.4	1.8
40–69	2.7	4.0	3.4	2.6	2.0
70 or more	4.0	4.1	3.9	2.6	2.9

SOURCE: U.S. Department of Education, NCES, Fast Response Survey System (FRSS), *Condition of America's Public School Facilities: 1999* (NCES 2000–032), 2000, and unpublished data.

Instructional Methods of Postsecondary Faculty

Table S46-1 Standard errors for the percentage of postsecondary instructional faculty and staff who used specific assessment methods in some or all of their undergraduate classes, by teaching discipline: Fall 1998

Teaching discipline	Essay exams	Multiple-choice exams	Short-answer exams	Term/research papers	Student evaluations of work	Multiple written drafts
Total	0.6	0.7	0.6	0.6	0.6	0.7
Agriculture/home economics	3.8	3.7	3.1	3.8	4.0	3.7
Business	2.1	1.8	2.1	2.1	2.1	2.4
Education	2.3	2.3	2.3	2.0	2.2	2.3
Engineering	2.8	3.3	2.8	3.3	3.0	2.6
Fine arts	2.3	2.2	2.3	2.2	2.2	2.2
Health sciences	2.0	1.7	1.7	1.8	1.7	1.6
Humanities	1.3	1.4	1.4	1.4	1.5	1.5
Natural sciences	1.3	1.4	1.4	1.3	1.2	1.2
Social sciences	1.8	2.1	1.8	1.6	2.1	2.0

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

Technology in Postsecondary Teaching

Table S48-1 Standard errors for the percentage of full-time postsecondary instructional faculty and staff according to access to the Internet, use of electronic mail, and use of course-specific Web site, by principal field of teaching: Fall 1998

Principal field of teaching	Access to Internet	Used e-mail	Used course-specific Web site
Total	0.2	0.8	0.8
Business	0.9	2.3	2.4
Education and teacher education	0.4	2.1	2.6
Engineering and computer sciences	0.5	1.8	2.2
Fine arts	1.2	3.1	3.6
Health sciences	0.5	1.9	2.0
Human services	1.2	2.8	2.9
Humanities	0.7	1.8	1.8
Life sciences	0.5	2.2	2.5
Natural/physical sciences and mathematics	0.4	1.8	2.1
Social sciences	0.8	1.5	1.8
Vocational fields	1.6	3.4	3.9

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

Early Reading Activities

Table S52-1 Standard errors for the percentage of 3- to 5-year-old children not yet enrolled in kindergarten who participated in home literacy activities with a family member three or more times in the week before the survey, by selected child and family characteristics: 1993 and 1999

Characteristic	Read to		Told a story		Taught letters, words, or numbers		Taught songs or music		Did arts and crafts	
	1993	1999	1993	1999	1993	1999	1993	1999	1993	1999
Total	0.6	0.7	0.9	1.1	0.8	0.9	0.8	0.9	0.8	0.8
Age										
3	1.0	1.1	1.3	1.6	1.3	1.2	1.3	1.3	1.3	1.7
4	1.0	1.1	1.5	1.6	1.1	1.4	1.2	1.4	1.1	1.3
5	2.1	2.4	2.7	3.0	2.8	2.7	2.5	3.0	2.3	2.5
Sex										
Male	1.0	1.0	1.2	1.4	1.0	1.3	1.3	1.3	1.0	1.2
Female	1.0	1.1	1.2	1.5	1.3	1.3	1.2	1.3	1.2	1.2
Race/ethnicity										
White	0.7	0.7	1.0	1.2	0.9	1.1	1.0	1.3	1.0	1.1
Black	2.3	2.4	2.7	2.7	2.7	2.5	3.1	2.5	2.4	2.6
Hispanic	2.4	2.1	2.2	2.3	1.9	2.2	2.0	2.1	2.1	2.0
Other	3.8	3.3	5.3	4.0	3.9	4.4	3.3	4.4	3.2	3.3
Mother's home language										
English	0.7	0.8	0.9	1.1	0.8	1.0	0.9	1.0	0.8	0.9
Not English	3.0	2.8	2.8	2.9	2.8	2.9	2.5	2.9	2.4	2.6
Mother's highest education										
Less than high school	2.7	2.8	3.2	3.0	2.7	3.4	2.8	3.3	2.2	2.8
High school diploma or equivalent	1.3	1.8	1.3	2.1	1.3	1.6	1.2	1.9	1.2	1.7
Some college, including vocational/technical	1.4	1.1	1.7	1.6	1.5	1.5	1.3	1.7	1.6	1.7
Bachelor's degree	1.6	1.3	2.4	2.4	2.2	2.3	2.5	2.1	2.3	1.8
Graduate/professional training or degree	2.1	1.5	3.1	3.2	2.7	3.3	3.6	3.0	3.0	3.3
Mother's employment status										
Employed	1.0	1.0	1.0	1.5	1.2	1.2	1.1	1.2	1.1	1.0
Unemployed, looking for work	3.4	3.1	2.9	4.3	3.6	4.0	4.4	4.6	3.9	4.6
Not in labor force	1.3	1.2	1.4	1.5	1.5	1.8	1.4	1.8	1.4	1.5
Family type										
Two parents	0.7	0.6	0.9	1.2	0.9	1.0	0.9	1.1	0.9	1.0
None or one parent	1.7	1.7	2.0	2.1	2.1	1.8	1.9	1.8	1.9	1.5
Poverty status										
Below poverty threshold	1.6	2.3	1.8	2.9	2.0	2.4	2.1	2.3	1.9	2.5
Above poverty threshold	0.7	0.7	0.9	1.0	0.8	1.0	0.9	1.1	0.9	0.9
Number of risk factors										
None	0.8	0.7	1.2	1.4	1.0	1.2	1.1	1.4	1.1	1.4
One	1.6	1.7	2.1	2.0	1.9	2.2	2.0	2.2	1.8	2.2
Two or more	1.5	1.6	1.8	2.0	1.7	1.8	1.8	1.7	1.6	1.7

SOURCE: U.S. Department of Education, NCES. *Home Literacy Activities and Signs of Children's Emerging Literacy, 1993 and 1999* (NCES 2000-026), and National Household Education Surveys Program (NHES), 1993 and 1999.

Before and After School Care

Table S53-1 Standard errors for the percentage of children in grades K–8 who received various types of care before or after school, by selected student characteristics: 1999

Student characteristic	Received care from relative			Received care from nonrelative			Attended center-based program			Child cared for self			Parental care		
	Total	K–5	6–8	Total	K–5	6–8	Total	K–5	6–8	Total	K–5	6–8	Total	K–5	6–8
Total	0.5	0.6	0.7	0.3	0.4	0.4	0.4	0.5	0.6	0.4	0.3	0.8	0.6	0.7	0.9
Race/ethnicity															
White	0.6	0.7	0.8	0.4	0.6	0.4	0.5	0.6	0.8	0.4	0.3	1.1	0.7	0.9	1.1
Black	1.4	1.5	2.2	0.8	1.0	1.1	1.6	1.9	2.2	1.1	0.9	2.1	1.8	2.0	2.7
Hispanic	1.0	1.3	1.8	0.7	0.9	0.6	0.9	1.0	1.8	0.7	0.6	1.7	1.3	1.5	2.2
Other	2.5	3.0	3.4	1.2	1.6	1.3	2.0	2.5	3.6	1.5	1.4	3.4	2.8	3.1	5.2
Household income															
\$10,000 or less	2.0	2.3	2.9	1.0	1.2	1.4	1.9	2.1	3.0	1.2	1.1	2.7	2.3	2.7	3.8
\$10,001–20,000	1.5	1.7	2.6	0.8	1.1	0.6	1.4	1.6	2.2	1.1	0.9	2.2	1.5	2.0	2.6
\$20,001–35,000	0.9	1.1	1.2	0.6	0.9	0.8	0.8	1.0	1.4	0.7	0.6	1.6	1.1	1.4	2.0
\$35,001–50,000	1.0	1.2	1.6	0.6	0.9	0.6	0.9	1.2	1.4	0.9	0.6	2.1	1.2	1.6	1.8
More than \$50,000	0.6	0.7	1.0	0.5	0.7	0.5	0.6	0.7	1.0	0.6	0.4	1.2	0.9	1.0	1.5
Parents' highest education level															
Less than high school	1.5	2.0	2.2	1.0	1.5	0.8	1.5	2.1	1.9	1.3	1.3	2.4	2.0	2.6	2.8
High school diploma or equivalent	1.1	1.3	1.6	0.5	0.7	0.6	0.9	1.1	1.3	0.8	0.6	1.9	1.3	1.6	1.9
Some college, including vocational/technical	0.9	1.1	1.2	0.6	0.9	0.7	0.8	1.1	1.3	0.6	0.5	1.4	0.9	1.2	1.7
Bachelor's degree	0.8	1.0	1.5	0.7	0.9	0.7	1.0	1.3	1.5	0.9	0.6	2.5	1.2	1.3	2.5
Graduate/professional degree	0.9	1.1	1.2	0.8	0.9	0.7	1.0	1.2	1.6	0.9	0.7	2.0	1.3	1.7	2.1
Poverty status															
Poor	1.5	1.7	2.2	0.7	0.8	0.8	1.2	1.5	1.8	0.9	0.8	1.9	1.7	1.8	2.6
Nonpoor	0.4	0.5	0.6	0.3	0.5	0.4	0.4	0.5	0.6	0.4	0.3	1.0	0.5	0.7	0.9
Family structure															
Two biological/adoptive parents	0.5	0.7	0.8	0.4	0.5	0.4	0.5	0.6	0.9	0.4	0.3	1.1	0.7	0.9	1.3
One biological/adoptive parent	1.1	1.2	1.7	0.7	0.9	0.7	0.9	1.2	1.1	0.7	0.6	1.5	1.3	1.5	1.7
One biological/adoptive and one stepparent	1.7	2.0	2.3	0.9	1.4	0.7	1.4	2.0	2.1	1.1	1.0	2.4	1.9	2.2	3.1
Other relatives	2.3	3.2	3.5	1.1	1.2	2.1	2.8	2.9	6.1	2.5	2.2	6.1	3.6	4.6	5.5
Step- or foster parents	7.4	9.1	8.8	1.6	3.2	—	4.8	7.1	6.3	4.7	7.1	7.5	7.7	10.7	11.5

— Not applicable.

NOTE: Data have been revised from previously published figures.

SOURCE: U.S. Department of Education, NCES. National Household Education Surveys Program (NHES), 1999 (Parent Interview Survey).

Parental Involvement in Schools

Table S54-1 Standard errors for the percentage of students in grades K–12 whose parents reported involvement in their child’s school, by grade and selected characteristics: 1996 and 1999

Characteristic	Attended general meeting		Attended scheduled meeting with teacher		Attended school event		Acted as a volunteer or served on a committee		Indicated involvement in any of the four activities	
	1996	1999	1996	1999	1996	1999	1996	1999	1996	1999
Total	0.4	0.5	0.4	0.5	0.4	0.4	0.4	0.4	0.3	0.3
Grade										
K–5	0.6	0.5	0.5	0.4	0.6	0.6	0.6	0.5	0.3	0.2
6–8	0.8	0.9	0.9	0.9	0.9	0.8	0.9	0.8	0.5	0.5
9–12	0.9	0.9	0.8	1.1	0.9	0.9	0.9	0.8	0.7	0.7
Race/ethnicity										
White	0.6	0.5	0.5	0.5	0.6	0.5	0.5	0.5	0.3	0.3
Black	1.3	1.1	1.3	1.2	1.3	1.3	1.2	1.2	1.0	1.0
Hispanic	1.4	1.2	1.3	1.0	1.3	1.0	1.2	0.9	0.9	0.9
Other	1.9	2.0	1.8	1.9	1.8	2.0	1.9	2.0	1.3	1.5
Household income										
\$10,000 or less	1.5	1.7	1.6	2.0	1.7	1.8	1.3	1.3	1.2	1.3
\$10,001–20,000	1.4	1.1	1.5	1.1	1.4	1.3	1.4	1.2	0.8	0.9
\$20,001–35,000	1.0	1.0	1.0	0.9	1.0	1.1	0.9	1.0	0.6	0.7
\$35,001–50,000	0.8	0.8	0.9	1.0	0.9	1.0	1.1	1.1	0.4	0.5
More than \$50,000	0.5	0.5	0.6	0.6	0.7	0.6	0.9	0.7	0.3	0.3
Parents’ highest education level										
Less than high school	2.0	1.8	1.7	1.8	2.0	1.7	1.3	1.1	1.4	1.5
High school diploma or equivalent	0.9	1.0	0.8	0.9	0.9	0.9	0.8	0.9	0.6	0.7
Some college, including vocational/technical	0.7	0.8	0.8	0.8	0.8	0.9	0.7	0.9	0.5	0.5
Bachelor’s degree	0.8	0.8	0.9	0.9	1.0	1.0	1.3	1.2	0.4	0.4
Graduate/professional school	0.7	0.7	1.1	1.0	0.9	0.8	1.1	1.2	0.4	0.4
Family structure										
Two biological/adoptive parents	0.5	0.5	0.5	0.5	0.6	0.5	0.6	0.6	0.3	0.3
One biological/adoptive parent	1.0	1.0	0.8	0.9	1.0	0.8	0.9	0.7	0.7	0.7
One biological/adoptive and one stepparent	1.4	1.3	1.4	1.3	1.4	1.4	1.3	1.3	0.8	0.8
Other relatives	2.7	2.7	3.2	2.7	2.6	3.1	2.5	1.9	2.5	1.9
Step- or foster parents	7.1	6.8	7.2	6.2	8.5	6.3	7.8	4.7	4.3	4.9

NOTE: Data have been revised from previously published figures.

SOURCE: U.S. Department of Education, NCES. National Household Education Surveys Program (NHES), 1996 (Parent and Family Involvement in Education Survey) and 1999 (Parent Interview Survey).

Parents' Attitudes Toward Schools

Table S55-1 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	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

NOTE: Data have been revised from previously published figures.

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