


Appendix 3

Standard Error Tables





This appendix includes tables of standard errors for all figures and tables in the special analysis and on the indicator pages for sections 1–6. This appendix only includes standard errors for tables that present data collected through sample surveys. There are no standard error tables for figures or tables that present data from universe surveys (such as all school districts), compilations of administrative records, or statistical projections.

The standard error tables for the special analysis are labeled with the prefix “SA” followed by a number representing the table’s sequence in the appendix. The SA number does not necessarily match the number of the figure or table in the special analysis, because tables and figures are numbered separately. The appropriate corresponding figure or table number is referenced in the SA table title.

The standard error tables for the figures and tables on the indicator pages are labeled with the prefix “S” followed by the number of the indicator in which the figure appears. Thus, the standard error table for the figure in indicator 14 is Table S14.

*The standard errors for supplemental tables in appendix 1 are not included here, but can be found on the NCES website. Go to <http://nces.ed.gov> and select **The Condition of Education** volume appearing on the home page. The supplemental and standard error tables for each indicator (and all other supporting information) are included with each indicator in that volume.*

Standard Errors

The Reader's Guide in the front of this volume explains the basic concept of standard errors and why they should be considered in comparing the difference between two estimates. This section includes tables of the standard errors for all figures in the special analysis and all figures or tables in the indicators in sections 1 through 6 that present data collected through sample surveys. Tables of standard errors for all of the supplemental tables in appendix 1 are located on the NCES website (<http://nces.ed.gov>). The information below explains how standard errors can be used to make comparisons between sample estimates for readers who wish to make their own comparisons with the sample data provided in this volume.

Readers who wish to compare two sample estimates to see if there is an actual statistical difference between the two (or only an apparent difference due to sampling error) need to estimate the precision of the difference between the two sample estimates. This would be necessary to compare, for example, the mean proficiency scores between groups or years in the National Assessment of Educational Progress or geographic mobility in 2000 of high school seniors in 1992 who enrolled in any postsecondary institution according to the National Education Longitudinal Study of 1988. To estimate the precision of the difference between two sample estimates, one must find the standard error of the difference between the two sample estimates (sample estimate A or E_A and sample estimate B or E_B). Expressed mathematically, the difference between the two estimates E_A and E_B is $E_A - E_B$.

The standard error of the difference (or se_{A-B}) can be calculated by taking the square root of the sum of the two standard errors associated with each of the two sample estimates (se_A and se_B) after each has been squared. This can be expressed as

$$se_{A-B} = \sqrt{se_A^2 + se_B^2}$$

After finding the standard error of the difference, one divides the difference between the two sample estimates by this standard error to determine the “ t value” or “ t statistic” of the difference between the two estimates. This t statistic measures the precision of the difference between two independent sample estimates. The formula for calculating this ratio is expressed mathematically as

$$t = \frac{E_A - E_B}{se_{A-B}}$$

The next step is to compare this t value to 1.96, which is a statistically determined criterion level for testing whether the observed difference is due to sampling error instead of a true population difference. If this ratio or t statistic is greater than 1.96, it can be concluded that 95 times out of 100 the difference between the two sample estimates (E_A and E_B) is not due to sampling error alone. If the t statistic is equal to or less than 1.96, then the difference may be due to sampling error. This level of certitude or significance is known as the “.05 level of (statistical) significance.”

As an example of a comparison between two sample estimates to see if there is a statistically significant difference between the two, consider the data on the performance of male and female 4th-grade students in the mathematics assessment of the 2003 National Assessment of Educational Progress (see supplemental table 10-2). Males had an average scale score of 236; females had an average scale score of 233. Is the difference of 3 scale points between these two different samples statistically significant? The standard errors of these estimates are 0.26 and 0.23, respectively (see standard error table S10-2 on the NCES website). Using the formula above, the standard error of the difference is 0.3471. The ratio or t statistic of the estimated difference of 3 scale points to the standard error of the difference (0.3471) is 8.64. This value is greater than 1.96—the critical value of the t distribution for a 5 percent level of significance

Standard Errors

Continued

with a large sample. Thus, there is less than a 5 percent chance that the difference between the estimates of average scores for males and females is due to sampling error. This means that one can reasonably conclude that there was a difference between the performance of male and female 4th-graders in mathematics in 2003 and that, because the estimated score for males is higher than the estimated score for females, males outperformed females.

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Mobility in the Teacher Workforce

Table SA1. Standard errors for figure 1: Number and percentage distribution of public and private K–12 teachers in the U.S. teaching workforce, by age: 1999–2000

Age	Number	Percentage distribution
Under 25	4,800	0.1
25–29	8,200	0.2
30–34	6,900	0.2
35–39	7,200	0.2
40–44	7,400	0.2
45–49	8,300	0.2
50–54	10,300	0.3
55–59	6,500	0.2
60 or above	4,300	0.1

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

Table SA2. Standard errors for figure 2: Number and percentage distribution of public and private K–12 teachers in the U.S. teaching workforce, by years of teaching experience: 1999–2000

Years of teaching experience	Number	Percentage distribution
3 or fewer	9,900	0.3
4–6	8,900	0.3
7–9	7,700	0.2
10–12	6,200	0.2
13–15	6,000	0.2
16–18	5,800	0.2
19–21	5,700	0.2
22–24	6,400	0.2
25–27	5,500	0.1
28–30	5,900	0.2
31–33	4,100	0.1
34 or more	3,700	0.1

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

Mobility in the Teacher Workforce

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Table SA3. Standard errors for figure 3: Percentage distribution of public and private K–12 teachers by their employment background: 1999–2000

Employment background	1999–2000
Continuing teachers	0.3
Transfers	0.2
Returning teachers	0.1
Delayed entrants	0.1
Recent graduates	0.1

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

Table SA4. Standard errors for table 1: Number and percentage distribution of public and private K–12 teachers by their workforce categories and employment background: 1987–88, 1990–91, 1993–94, and 1999–2000

Workforce categories and employment background	1987–88		1990–91		1993–94		1999–2000	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total workforce at the start of the year	14,900	†	22,400	†	23,000	†	23,700	†
Continuing teachers	13,900	0.2	21,200	0.2	20,900	0.2	22,600	0.3
New hires	4,800	0.2	7,500	0.2	5,800	0.2	9,200	0.3
Transfers at the start of the year	4,300	0.2	5,600	0.2	4,800	0.1	7,400	0.2
New entrants	3,500	0.1	4,900	0.2	4,300	0.1	6,800	0.2
Returning teachers	2,200	0.1	2,500	0.1	2,100	0.1	4,000	0.1
Delayed entrants	1,600	0.1	2,800	0.1	2,600	0.1	3,500	0.1
Recent graduates	1,700	0.1	2,500	0.1	2,600	0.1	3,300	0.1

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public Teacher Questionnaire” and “Private Teacher Questionnaire,” 1987–88; “Public Teacher Questionnaire” and “Private Teacher Questionnaire,” 1990–91; “Public Teacher Questionnaire” and “Private Teacher Questionnaire,” 1993–94; “Public Teacher Questionnaire,” “Charter Teacher Questionnaire,” and “Private Teacher Questionnaire,” 1999–2000.

Table SA5. Standard errors for table 2: Average age, average years of experience, percentage female, percentage out-of-field, percentage with both a major and certification in field, and percentage working full time for public and private K–12 teachers, by employment background: 1999–2000

Employment background	Average age	Average years of teaching experience	Percent female	Percent teaching out-of-field	Percent with both major and certification in main assignment field	Percent full time
All teachers	0.1	0.1	0.3	0.2	0.4	0.2
Continuing teachers	0.1	0.1	0.3	0.2	0.4	0.2
Transfers	0.2	0.2	0.9	0.8	1.1	0.9
Returning teachers	0.3	0.3	1.1	1.4	1.4	1.5
Delayed entrants	0.5	0	1.8	2.1	1.8	1.3
Recent graduates	0.3	0	1.7	1.5	1.9	1.0

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

Mobility in the Teacher Workforce

Continued

Table SA6. Standard errors for table 3: Percentage distribution of public and private K–12 teachers by certification status, by employment background: 1999–2000

Employment background	Type of certificate held in main teaching field					Currently in program to obtain certificate	No certificate in main teaching field	
	Regular	Probationary	Provisional or other type for “alternative certification program”	Temporary	Emergency or waiver		But has one in another field	And none in any other field
All teachers	0.3	0.1	0.1	0.1	0.1	0.1	0.1	0.2
Continuing teachers	0.3	0.1	0.1	0.1	†	0.1	0.1	0.2
Transfers	1.0	0.5	0.5	0.3	0.2	0.4	0.3	0.5
Returning teachers	1.2	0.6	0.7	0.3	0.2	0.5	0.5	1.0
Delayed entrants	1.9	1.3	1.5	1.1	1.0	2.0	0.2	1.4
Recent graduates	2.1	1.5	1.0	0.6	0.6	1.3	0.7	0.8

† Not applicable.

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

Table SA7. Standard errors for figure 4: Percentage distribution of K–12 teachers by their employment background, by control of school: 1999–2000

Employment background	Public	Private
Continuing teachers	0.3	0.5
Transfers	0.2	0.3
Returning teachers	0.1	0.4
Delayed entrants	0.1	0.2
Recent graduates	0.1	0.2

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

Table SA8. Standard errors for figure 5: Percentage distribution of public K–12 school teachers by their employment background, by poverty of school: 1999–2000

Employment background	Low poverty	High poverty
Continuing teachers	0.5	0.9
Transfers	0.4	0.7
Returning teachers	0.3	0.3
Delayed entrants	0.2	0.5
Recent graduates	0.2	0.3

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

Mobility in the Teacher Workforce

Continued

Table SA9. Standard errors for figure 6: Percentage of 1999–2000 public and private K–12 teachers who did not teach in the same school the following school year, by the reason teachers left

Reason teachers left	1999–2000
Transferred	0.4
Retired	0.1
Took other job	0.3
Went back to school	†
Left for family reasons	0.1
Other	0.1

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey (TFS), “Current Teacher Questionnaire” and “Former Teacher Questionnaire,” 2000–01.

Table SA10. Standard errors for table 4: Number and percentage of 1987–88, 1990–91, 1993–94, and 1999–2000 public and private K–12 teachers who did not teach in the same school the following year, by turnover categories

Turnover categories	1987–88		1990–91		1993–94		1999–2000	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total turnover at the end of the year	10,400	0.4	12,700	0.4	13,100	0.4	17,800	0.5
Transfers at the end of the year	9,900	0.4	9,000	0.3	9,300	0.3	13,600	0.4
Leavers	7,400	0.3	9,300	0.3	8,500	0.3	11,300	0.3
Retired	3,800	0.1	4,100	0.1	3,100	0.1	5,000	0.1
Took other job	3,700	0.1	4,500	0.2	7,100	0.2	9,100	0.3
Went back to school	1,100	†	2,400	†	1,000	†	1,800	†
Left for family reasons	4,800	0.2	5,100	0.2	4,800	0.2	4,600	0.1
Other	2,300	0.1	3,100	0.1	4,500	0.2	4,300	0.1

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey (TFS), “Current Teacher Questionnaire” and “Former Teacher Questionnaire,” 1988–89, 1991–92, 1994–95, and 2000–2001.

Mobility in the Teacher Workforce

Continued

Table SA11. Standard errors for table 5: Among public and private K–12 teachers who left teaching between 1999–2000 and 2000–01, average age, average years of teaching experience, percentage female, percentage out-of-field, and percentage with both a major and certification in field, by the reason teachers left

Reason teachers left	Average age	Average years of teaching experience	Percent female	Percent teaching out-of-field the previous year	Percent with both major and certification in field taught in the previous year
All leavers	0.5	0.5	1.8	1.6	2.3
Retired	0.3	0.7	3.1	3.5	3.7
Took other job	0.6	0.6	3.1	2.9	3.4
Went back to school	1.2	0.6	5.2	5.5	7.6
Left for family reasons	0.9	0.8	0.3	2.4	5.0
Other	0.3	0.7	3.1	3.5	3.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public Teacher Questionnaire," "Charter Teacher Questionnaire," and "Private Teacher Questionnaire," 1999–2000 and Teacher Follow-up Survey (TFS), "Current Teacher Questionnaire" and "Former Teacher Questionnaire," 2000–01.

Table SA12. Standard errors for figure 7: Percentage of 1999–2000 public and private K–12 teachers who did not teach in the same school the following school year, by control of school and the reason teachers left

Reason teachers left	Public	Private
Transferred	0.5	0.5
Retired	0.2	0.2
Took other job	0.3	0.6
Went back to school	†	0.2
Left for family reasons	0.1	0.3
Other	0.1	0.2

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey (TFS), "Current Teacher Questionnaire" and "Former Teacher Questionnaire," 2000–01.

Table SA13. Standard errors for figure 8: Percentage of 1999–2000 public K–12 teachers who did not teach in the same school the following school year, by poverty level of school and the reason teachers left

Reason teachers left	Low poverty	High poverty
Transferred	0.9	1.3
Retired	0.9	0.8
Took other job	0.2	0.9
Went back to school	†	0.2
Left for family reasons	0.5	†
Other	0.6	0.6

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey (TFS), "Current Teacher Questionnaire" and "Former Teacher Questionnaire," 2000–01.

Mobility in the Teacher Workforce

Continued

Table SA14. Standard errors for figure 9: Average number of years teaching at the same school for teachers who did not teach in the same school in 2000–01 as in 1999–2000, by years of teaching experience, control of the school, poverty of the school, qualifications for main teaching assignment, and turnover status

Job characteristic	Teachers who transferred	Teachers who left teaching
Total	0.4	0.4
Years of teaching experience		
3 or fewer	0.1	0.1
4–9	0.2	0.2
10–18	0.4	0.8
19 or more	1.2	0.6
Control		
Public	0.4	0.5
Private	0.3	0.2
Poverty level		
High	0.4	2.2
Low	2.1	1.0
Qualifications for main teaching assignment		
Out-of-field	0.3	0.7
Highly qualified	0.6	0.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public Teacher Questionnaire,” “Charter Teacher Questionnaire,” and “Private Teacher Questionnaire,” 1999–2000 and Teacher Follow-up Survey (TFS), “Current Teacher Questionnaire” and “Former Teacher Questionnaire,” 2000–01.

Mobility in the Teacher Workforce

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Table SA15. Standard errors for table 6: Percentage of all, out-of-field, and highly qualified public and private K–12 teachers who did not teach in the same school in 2000–01 as in 1999–2000 and who reported being “strongly” or “somewhat” dissatisfied with particular features of the school they left, by turnover status and top reported sources of dissatisfaction

Transfers		Leavers	
Source of dissatisfaction	Percent	Source of dissatisfaction	Percent
All teachers			
Not enough time for planning/preparation	2.2	Not enough time for planning/preparation	2.4
Teaching workload too heavy	2.2	Teaching workload too heavy	2.2
Salary	2.4	Classes too large	2.3
Student behavior was a problem	2.3	Salary	2.4
Not enough influence over school’s policies and practices	2.4	Student behavior was a problem	2.4
Classes too large	2.4	Not enough influence over school’s policies and practices	2.1
School facilities in need of significant repair	2.2	Computer resources	2.3
Computer resources	2.5	Opportunities for professional advancement	2.3
Little support from parents	2.0	School facilities in need of significant repair	2.4
Required professional development activities did not match career goals	2.1	Required professional development activities did not match career goals	2.4
Out-of-field teachers			
Salary	4.9	Salary	3.7
Teaching workload too heavy	4.3	Not enough time for planning/preparation	4.0
Not enough time for planning/preparation	4.9	Teaching workload too heavy	4.8
Not enough influence over school’s policies and practices	4.6	Not enough influence over school’s policies and practices	4.7
Computer resources	4.7	Opportunities for professional advancement	4.8
Highly qualified teachers			
Not enough time for planning/preparation	2.9	Not enough time for planning/preparation	3.4
Teaching workload too heavy	2.4	Classes too large	3.4
Student behavior was a problem	2.9	Teaching workload too heavy	3.1
Classes too large	3.3	Salary	3.6
Not enough influence over school’s policies and practices	2.9	Student behavior was a problem	3.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey (TFS), “Current Teacher Questionnaire” and “Former Teacher Questionnaire,” 2000–01.

Trends in Private School Enrollments

Table S2. Standard errors for the percentage distribution of private school students in kindergarten through grade 12, by type of school: 1989–90 and 2001–02

Type of school	1989–90	2001–02
Catholic		
Total	0.3	0.2
Parochial	0.2	0.1
Diocesan	0.1	0.1
Private	0.1	#
Other religious		
Total	0.3	0.2
Conservative Christian	0.2	0.1
Affiliated	0.2	0.1
Unaffiliated	0.3	0.2
Nonsectarian	0.3	0.2

Rounds to zero.

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

Homeschooled Students

Table S3. Standard errors for the number and distribution of school-age children who were homeschooled, by amount of time spent in schools: 1999 and 2003

Homeschooling arrangement	1999	2003
Total	71,100	92,300
Homeschooled entirely	64,100	87,200
Homeschooled and enrolled in school for less than 9 hours per week	25,300	36,800
Homeschooled and enrolled in school for 9–25 hours per week	12,900	20,400

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

Racial/Ethnic Distribution of Public School Students

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

Fall of year and race/ethnicity	Total	Northeast	Midwest	South	West
1972					
White	0.3	0.5	0.4	0.6	0.7
Black	0.3	0.5	0.5	0.6	0.5
Hispanic	0.3	0.6	0.3	0.5	1.1
Other	0.1	0.1	†	0.1	0.4
2003					
White	0.3	0.7	0.6	0.6	0.7
Black	0.3	0.6	0.5	0.5	0.3
Hispanic	0.3	0.6	0.4	0.5	0.8
Other	0.2	0.4	0.3	0.3	0.5

† Not applicable.

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

Language Minority School-Age Children

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

Language ability	1979	1989	1992	1995	1999	2000	2001	2002	2003
Spoke a language other than English at home	0.5	0.6	0.5	0.5	0.5	0.3	0.3	0.4	0.3
Spoke English with difficulty	0.5	0.6	0.6	0.6	0.6	0.3	0.2	0.2	0.2

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

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

Table S8. Standard errors for the acquisition of reading skills from spring kindergarten to spring 3rd grade among children who began kindergarten in fall 1998, by number of family risk factors: 1998–2002

Reading skill and number of family risk factors	Spring kindergarten	Spring 1st	Spring 3rd
Literal inference			
Zero	0.12	0.98	1.05
One	0.15	0.82	1.63
Two or more	0.14	0.68	2.32
Derive meaning			
Zero	0.03	0.34	1.33
One	0.03	0.29	1.62
Two or more	0.02	0.35	1.56
Interpreting beyond text			
Zero	0.02	0.20	0.96
One	0.02	0.15	1.03
Two or more	0.01	0.18	1.09

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

Reading Performance of Students in Grades 4 and 8

Table S9. Standard errors for the average reading scores for 4th- and 8th-graders: Selected years, 1992–2003

Average scale score	1992 ¹	1994 ¹	1998 ¹	1998	2000 ¹	2000	2002	2003
Grade 4	0.94	1.02	0.78	1.14	0.81	1.27	0.42	0.27
Grade 8	0.92	0.83	0.77	0.76	—	—	0.42	0.26

— Not available.

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

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

Mathematics Performance of Students in Grades 4 and 8

Table S10. Standard errors for the average mathematics scores for 4th- and 8th-graders: Selected years, 1990–2003

Average scale score	1990 ¹	1992 ¹	1996 ¹	1996	2000 ¹	2000	2003
Grade 4	0.93	0.72	0.90	1.01	0.86	0.88	0.22
Grade 8	1.28	0.89	1.06	0.94	0.78	0.83	0.26

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

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

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

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

Country	Grade 8
International average	0.5
Armenia	3.0
Australia	4.6
Bahrain	1.7
Belgium-Flemish	2.8
Botswana	2.6
Bulgaria	4.3
Chile	3.3
Chinese Taipei	4.6
Cyprus	1.7
Egypt	3.5
Estonia	3.0
Ghana	4.7
Hong Kong SAR	3.3
Hungary	3.2
Indonesia	4.8
Iran, Islamic Republic of	2.4
Israel	3.4
Italy	3.2
Japan	2.1
Jordan	4.1
Korea, Republic of	2.2
Latvia	3.2
Lebanon	3.1
Lithuania	2.5
Macedonia, Republic of	3.5
Malaysia	4.1
Moldova, Republic of	4.1
Morocco	2.5
Netherlands	3.8
New Zealand	5.3
Norway	2.5
Palestinian National Authority	3.1
Philippines	5.2
Romania	4.8
Russian Federation	3.7
Saudi Arabia	4.6
Scotland	3.7
Serbia	2.6
Singapore	3.6
Slovak Republic	3.3
Slovenia	2.2
South Africa	5.5
Sweden	2.6
Tunisia	2.2
United States	3.3

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

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

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

Country	Grade 8
International average	0.5
Armenia	3.5
Australia	3.8
Bahrain	1.8
Belgium-Flemish	2.5
Botswana	2.8
Bulgaria	5.2
Chile	2.9
Chinese Taipei	3.5
Cyprus	2.0
Egypt	3.9
Estonia	2.5
Ghana	5.9
Hong Kong SAR	3.0
Hungary	2.8
Indonesia	4.1
Iran, Islamic Republic of	2.3
Israel	3.1
Italy	3.1
Japan	1.7
Jordan	3.8
Korea, Republic of	1.6
Latvia	2.6
Lebanon	4.3
Lithuania	2.1
Macedonia, Republic of	3.6
Malaysia	3.7
Moldova, Republic of	3.4
Morocco	2.5
Netherlands	3.1
New Zealand	5.0
Norway	2.2
Palestinian National Authority	3.2
Philippines	5.8
Romania	4.9
Russian Federation	3.7
Saudi Arabia	4.0
Scotland	3.4
Serbia	2.5
Singapore	4.3
Slovak Republic	3.2
Slovenia	1.8
South Africa	6.7
Sweden	2.7
Tunisia	2.1
United States	3.1

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

International Comparisons of Mathematics Literacy

Table S13. Standard errors for the average combined mathematics literacy scores of 15-year-olds, by country: 2003

Country	Combined mathematics literacy
OECD average	0.6
OECD countries	
Australia	2.1
Austria	3.3
Belgium	2.3
Canada	1.8
Czech Republic	3.5
Denmark	2.7
Finland	1.9
France	2.5
Germany	3.3
Greece	3.9
Hungary	2.8
Iceland	1.4
Ireland	2.4
Italy	3.1
Japan	4.0
Korea, Republic of	3.2
Luxembourg	1.0
Mexico	3.6
Netherlands	3.1
New Zealand	2.3
Norway	2.4
Poland	2.5
Portugal	3.4
Slovak Republic	3.3
Spain	2.4
Sweden	2.6
Switzerland	3.4
Turkey	6.7
United States	2.9
Non-OECD countries	
Brazil	4.8
Hong Kong-China	4.5
Indonesia	3.9
Latvia	3.7
Liechtenstein	4.1
Macao-China	2.9
Russian Federation	4.2
Serbia and Montenegro	3.8
Thailand	3.0
Tunisia	2.5
Uruguay	3.3

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

Student Reading and Mathematics Performance in Public Schools by Urbanicity

Table S14. Standard errors for the average reading and mathematics scores of public school students, by grade and school location: 2003

Subject and community type	Grade 4	Grade 8
Reading		
All public schools	0.3	0.2
All central city schools	0.6	0.5
Large central city schools	1.0	1.2
Urban fringe schools	0.3	0.5
Rural schools	0.5	0.4
Mathematics		
All public schools	0.2	0.3
All central city schools	0.5	0.5
Large central city schools	0.8	1.0
Urban fringe schools	0.3	0.5
Rural schools	0.3	0.4

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

Trends in Adult Literary Reading Habits

Table S15. Standard errors for the percentage of adults age 25 or older who reported reading literature in the past 12 months, by educational attainment: Various years, 1982–2002

Educational attainment	1982	1985	1992	2002
Total	0.4	0.8	0.5	0.5
Less than high school	0.7	0.9	1.0	0.9
High school diploma or equivalent	0.7	0.8	0.8	0.8
Some college	0.9	1.0	1.1	0.9
Bachelor's degree or higher	0.8	0.9	0.9	0.8

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

Annual Earnings of Young Adults by Race/Ethnicity

Table S16. Standard errors for the median annual earnings of full-time, full-year wage and salary workers ages 25–34 whose highest educational level was a high school diploma or equivalent or a bachelor's degree or higher, by race/ethnicity: 1977–2003

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

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

Employment Outcomes of Young Adults by Race/Ethnicity

Table S17. Standard errors for the percentage of adults ages 25–34 who were unemployed, by educational attainment: Selected years, 1971–2004

Educational attainment	1971	1974	1977	1980	1983	1986	1989	1992	1995	1998	2001	2004
Less than high school	0.3	0.3	0.4	0.3	0.4	0.4	0.3	0.4	0.3	0.4	0.2	0.2
High school diploma or equivalent	0.2	0.2	0.3	0.3	0.4	0.3	0.3	0.3	0.3	0.3	0.2	0.2
Some college	0.2	0.2	0.2	0.2	0.3	0.2	0.2	0.3	0.2	0.2	0.1	0.2
Bachelor's degree or higher	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.1	0.1

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

Kindergarten Entry and Retention

Table S18. Standard errors for the percentage of kindergarten students who had selected characteristics, by kindergarten enrollment status: Fall 1998

Selected characteristic	First-time, entered on time	First-time, delayed entry	Repeating kindergarten
Male	0.6	2.6	2.8
White	1.5	2.4	3.7
Attended preschool	1.0	2.6	2.7
Parents' education			
Less than high school	0.5	1.4	2.4
Bachelor's degree or higher	1.0	2.3	3.7

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

Status Dropout Rates by Race/Ethnicity

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

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

NOTE: Some standard errors are revised from previous publications.

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

Immediate Transition to College

Table S20. Standard errors for the actual rates of immediate enrollment in postsecondary education, by race/ethnicity: October 1972–2003

Year	Actual rates of immediate enrollment in postsecondary education among high school completers, by race/ethnicity		
	White	Black	Hispanic
1972	1.42	4.62	9.74
1973	1.40	4.30	9.01
1974	1.39	4.58	8.94
1975	1.37	4.69	8.44
1976	1.43	4.82	7.97
1977	1.41	4.65	7.96
1978	1.41	4.51	8.44
1979	1.41	4.69	7.92
1980	1.43	4.44	8.70
1981	1.44	4.44	8.19
1982	1.52	4.33	7.96
1983	1.55	4.34	8.96
1984	1.54	4.15	7.67
1985	1.62	4.78	9.76
1986	1.62	4.38	8.85
1987	1.65	4.82	8.25
1988	1.79	4.91	10.14
1989	1.85	5.27	10.51
1990	1.80	5.08	10.82
1991	1.82	5.25	9.58
1992	1.84	4.92	8.50
1993	1.85	5.28	8.22
1994	1.61	4.42	6.28
1995	1.64	4.20	4.92
1996	1.67	4.03	5.79
1997	1.64	4.12	4.53
1998	1.61	4.05	4.92
1999	1.64	3.86	4.76
2000	1.66	4.11	5.03
2001	1.64	3.97	5.33
2002	1.53	3.84	4.55
2003	1.61	4.25	4.61

NOTE: Some standard errors are revised slightly from those published in NCES 2003–067, *indicator 18*. Standard errors are not available for trend rates, which are determined by logistically regressing the likelihood of college enrollment on the year.

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

Geographic Mobility of the High School Class of 1992

Table S21. Standard errors for the percentage distribution of 1992 high school seniors who enrolled in any postsecondary education, by state of first postsecondary institution relative to home state, state of residence in 2000, and highest degree earned by 2000

Characteristic	Enrolled first in home state		Enrolled first out of state		
	Lived in home state in 2000	Lived in different state in 2000	Lived in home state in 2000	Lived in that state in 2000	Lived in a third state in 2000
Total	1.02	0.69	0.61	0.41	0.45
Associate's degree	2.71	1.70	1.87	0.72	1.37
Bachelor's degree	1.53	0.94	1.02	0.72	0.90

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

Postsecondary Participation and Attainment Among Traditional-Age Students

Table S22. Standard errors for the percentage of 1972, 1982, and 1992 12th-graders who entered postsecondary education, and among those who earned more than 10 credits or more than 10 credits and any from a 4-year institution, percentage who earned a bachelor's degree within 8.5 years

Year	Entered at least one postsecondary institution	Among those who earned more than 10 credits, earned a bachelor's degree	
		Among those who earned more than 10 credits and any credits from a 4-year institution, earned a bachelor's degree	Among those who earned more than 10 credits and any credits from a 4-year institution, earned a bachelor's degree
1972	0.53	0.63	0.68
1982	0.68	0.92	1.02
1992	0.87	1.13	1.07

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

Educational Attainment

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

Year	High school completers				Some college				Bachelor's degree or higher			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic	Total	White	Black	Hispanic
1971	0.48	0.49	1.88	4.20	0.55	0.61	1.47	2.98	0.43	0.49	0.96	1.85
1972	0.45	0.46	1.82	4.25	0.54	0.60	1.56	3.06	0.44	0.50	1.05	1.61
1973	0.44	0.44	1.76	2.89	0.53	0.59	1.51	2.15	0.43	0.49	1.00	1.34
1974	0.42	0.42	1.67	2.78	0.53	0.59	1.54	2.28	0.44	0.50	0.97	1.27
1975	0.40	0.40	1.59	2.77	0.52	0.58	1.57	2.30	0.44	0.50	1.07	1.57
1976	0.37	0.37	1.51	2.79	0.51	0.57	1.54	2.31	0.44	0.50	1.16	1.47
1977	0.36	0.36	1.44	2.78	0.51	0.57	1.53	2.40	0.44	0.50	1.10	1.41
1978	0.36	0.36	1.37	2.59	0.51	0.57	1.56	2.25	0.43	0.50	1.06	1.54
1979	0.36	0.35	1.41	2.61	0.50	0.56	1.50	2.28	0.43	0.49	1.07	1.37
1980	0.34	0.34	1.29	2.41	0.49	0.55	1.43	2.06	0.41	0.47	0.98	1.30
1981	0.33	0.33	1.25	2.31	0.48	0.54	1.41	2.00	0.40	0.46	0.96	1.24
1982	0.35	0.35	1.22	2.36	0.50	0.56	1.51	2.07	0.42	0.48	1.04	1.43
1983	0.35	0.35	1.24	2.40	0.49	0.56	1.44	2.11	0.42	0.48	1.03	1.49
1984	0.34	0.34	1.23	2.33	0.49	0.56	1.41	2.09	0.41	0.48	0.97	1.46
1985	0.34	0.34	1.18	1.81	0.49	0.56	1.42	1.64	0.41	0.48	0.96	1.16
1986	0.34	0.34	1.10	1.73	0.48	0.56	1.43	1.53	0.41	0.49	0.96	1.01
1987	0.34	0.34	1.10	1.70	0.48	0.56	1.42	1.53	0.40	0.48	0.94	0.98
1988	0.34	0.34	1.16	1.63	0.48	0.56	1.39	1.51	0.41	0.49	0.96	1.07
1989	0.38	0.38	1.22	1.79	0.53	0.62	1.52	1.63	0.45	0.55	1.07	1.10
1990	0.36	0.35	1.18	1.67	0.51	0.59	1.46	1.43	0.43	0.52	1.04	0.93
1991	0.36	0.36	1.17	1.69	0.51	0.60	1.45	1.46	0.43	0.53	0.95	0.99
1992	0.36	0.36	1.21	1.67	0.52	0.61	1.48	1.54	0.44	0.54	0.97	1.00
1993	0.36	0.35	1.17	1.64	0.53	0.62	1.52	1.54	0.45	0.56	1.05	0.93
1994	0.37	0.36	1.13	1.51	0.53	0.63	1.53	1.43	0.45	0.56	1.06	0.84
1995	0.36	0.34	1.05	1.09	0.53	0.63	1.54	0.99	0.46	0.58	1.11	0.63
1996	0.37	0.35	1.13	1.56	0.55	0.65	1.62	1.48	0.49	0.62	1.15	0.96
1997	0.37	0.35	1.10	1.51	0.55	0.65	1.63	1.47	0.50	0.64	1.14	0.97
1998	0.36	0.34	1.05	1.50	0.55	0.66	1.62	1.45	0.50	0.64	1.18	0.95
1999	0.37	0.35	1.03	1.53	0.56	0.67	1.63	1.46	0.51	0.66	1.16	0.90
2000	0.37	0.33	1.13	1.49	0.56	0.68	1.67	1.45	0.52	0.67	1.28	0.91
2001	0.27	0.26	0.79	1.07	0.41	0.49	1.18	1.04	0.37	0.48	0.91	0.70
2002	0.28	0.26	0.80	0.95	0.40	0.49	1.21	0.91	0.37	0.50	0.94	0.56
2003	0.27	0.25	0.78	0.92	0.40	0.49	1.22	0.87	0.36	0.49	0.93	0.57

NOTE: Some standard errors are revised from previous publications.

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

Availability of Advanced Courses in High Schools

Table S25. Standard errors for the percentage of students in schools that offer at least four advanced courses each in mathematics, English, science, and foreign language, by location, region, and 12th-grade enrollment: 2000

Characteristic	At least four courses offered
Location	
Central city	6.4
Urban fringe/large town	4.8
Rural/small town	3.1
Region	
Northeast	6.6
Southeast	6.5
Central	4.3
West	5.8
12th-grade enrollment	
Less than 150	1.1
150–299	5.3
300–449	7.6
450 or more	7.9

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

Time Spent in School

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

Instructional level	School year	
	1987–88	1999–2000
Elementary	2	2
Middle	4	3
High	3	4

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

Profile and Demographic Characteristics of Public Charter Schools

Table S28. Standard errors for the percentage distribution of students attending public charter schools by entity granting school charter and race/ethnicity: 2003

Student or school characteristic	Entity granting school charter			
	School district	State board of education	Postsecondary institution	State-chartering agency
Race/ethnicity				
American Indian	0.4	†	†	†
Asian	0.7	1.2	‡	‡
Black	3.8	8.2	9.2	2.9
White	5.9	5.2	9.1	8.1
Hispanic	3.8	5.6	1.5	5.4

† Not applicable.

‡ Reporting standards not met.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Charter School Pilot Study, previously unpublished tabulation (November 2004).

Student Perceptions of Their School's Social and Learning Environment

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

Selected statements and level of minority enrollment	All students	Race/ethnicity of students			
		Asian/Pacific Islander	Black	White	Hispanic
Teachers praise effort when students work hard on schoolwork					
Schools with a minority enrollment of					
High-minority	1.0	2.6	1.7	2.5	1.8
Low-minority	0.9	4.3	4.3	0.9	2.9
Students make friends with students of other racial/ethnic groups in school					
Schools with a minority enrollment of					
High-minority	0.7	1.4	1.0	1.9	1.0
Low-minority	0.6	2.1	2.2	0.6	2.5

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

School Violence and Safety

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

Year	Theft	Violent crime	
		All violent crime	Serious violent crime
1992	5.8	4.0	1.7
1993	4.4	3.4	1.4
1994	3.8	2.9	1.3
1995	3.6	2.7	1.0
1996	3.6	2.6	1.0
1997	3.3	2.6	1.0
1998	3.3	3.1	1.7
1999	3.4	2.4	1.0
2000	3.0	2.1	0.8
2001	2.9	2.2	0.9
2002	2.7	2.0	0.7

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

Early Development of Children

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

Number of family risk factors	Read stories	Told stories	Sung to	Taken on errands	Played peek-a-boo	Played outside
Zero	1.1	0.9	0.8	1.1	1.0	1.2
One	1.1	1.2	1.5	1.3	1.2	1.2
Two or more	1.4	1.4	1.7	1.8	1.5	1.7

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

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