


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 1–5. This appendix only includes standard error tables 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 13 is Table S13.

*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>, select the **Annual Reports** tab, and then select **The Condition of Education**. 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 or tables in the special analysis and in the indicators in sections 1 through 5 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 2005 National Assessment of Educational Progress (see supplemental table 13-3). Males had an average scale score of 239; females had an average scale score of 237. Is the difference of 2 scale points between these two different samples statistically significant? The standard errors of these estimates are both 0.2 (see standard error table S13-3 on the NCES website). Using the formula above, the standard error of the difference is 0.2828. The ratio or t statistic of the estimated difference of 2 scale points to the standard error of the difference (0.2360) is 7.07. 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 2005 and that, because the estimated score for males is higher than the estimated score for females, males outperformed females.

Contents

Table SA1.	Standard errors for figure 1: Percentage of 15-year-olds whose parents had a postsecondary education, had high occupational status, and had more than 200 books in the home, by country: 2003	269
Table SA2.	Standard errors for figure 2: Percentage of 15-year-olds who spoke a non-test language, were foreign born, and were from non-two-parent families, by country: 2003	270
Table SA3.	Standard errors for table 2: Average PIRLS reading literacy scores of 4th-graders, by country: 2001	271
Table SA4.	Standard errors for table 3: Average PISA reading literacy scores of 15-year-olds, by country: 2000	272
Table SA5.	Standard errors for table 4: Average ALL literacy scores of adults ages 16–65, by country: 2003	273
Table SA6.	Standard errors for table 5: Average TIMSS mathematics scores of 4th- and 8th-graders, by country: 2003	274
Table SA7.	Standard errors for table 6: Average PISA mathematics literacy scores of 15-year-olds, by country: 2003	275
Table SA8.	Standard errors for table 7: Average ALL numeracy scores of adults ages 16–65, by country: 2003	276
Table SA9.	Standard errors for table 8: Average TIMSS science scores of 4th- and 8th-graders, by country: 2003	277
Table SA10.	Standard errors for table 9: Average PISA science literacy scores of 15-year-olds, by country: 2003	278
Table S1.	Standard errors for the percentage of the population ages 3–34 enrolled in school, by age group: October 1970–2004	279
Table S2.	Standard errors for the percentage of prekindergarten children ages 3–5 who were enrolled in center-based early childhood care and education programs, by poverty status: Various years, 1991–2005	280
Table S4.	Standard errors for the percentage distribution of private school students in kindergarten through grade 12, by school type: 1989–90 and 2003–04	280
Table S5.	Standard errors for the percentage distribution of the race/ethnicity of public school students enrolled in kindergarten through 12th grade, by region: Fall 1972 and 2004	281
Table S6.	Standard errors for the percentage distribution of 4th-graders by their race/ethnicity and the percentage of students in the school eligible for a free or reduced-price lunch: 2005	281
Table S7.	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, 1979–2004	282
Table S11.	Standard errors for the percentage of population age 16 or older who participated in adult education activities, by type of activity: Selected years, 1995–2005	282
Table S12.	Standard errors for the average reading scores for 4th-, 8th-, and 12th-graders: Various years, 1992–2005	283
Table S13.	Standard errors for the average mathematics scores for 4th-, 8th-, and 12th-graders: Various years, 1990–2005	283
Table S14a.	Standard errors for the differences in White-Black and White-Hispanic 4th- and 8th-grade average reading and mathematics scores: Various years, 1990–2005	284
Table S14b.	Standard errors for the changes in the 4th-grade average reading scores between 1992 and 2005 and in the 4th-grade average mathematics scores between 1990 and 2005, by race/ethnicity and percentile	284
Table S15.	Standard errors for the average mathematics score of public school 4th-graders, by whether the student was eligible for free or reduced-price lunch and the percentage of students in the school eligible for free or reduced-price lunch: 2005	285

Contents

Continued

Table S16.	Standard errors for the average reading and mathematics scale scores on the long-term trend National Assessment of Educational Progress (NAEP), by age: Various years, 1971 through 2004	285
Table S17.	Standard errors for the average combined mathematics literacy scores of 15-year-olds, by country: 2003.....	286
Table S18.	Standard errors for the percentage of students performing at or above Basic and at or above Proficient in science, by grade: 1996, 2000, and 2005	287
Table S19.	Standard errors for the average prose, document, and quantitative literacy scores of adults age 16 or older, by educational attainment: 2003	287
Table S20.	Standard errors for the percentage of adults age 16 or older who read newspapers or magazines, books, or letters and notes daily and who had 25 or more books in the home, by educational attainment: 2003.....	287
Table S21.	Standard errors for the percentage of youth ages 16–19 who were neither enrolled in school nor working, by race/ethnicity: Selected years, 1986–2005	288
Table S22.	Standard errors for the median annual earnings of full-time, full-year wage and salary workers ages 25–34, by educational attainment: Selected years, 1980–2004	288
Table S23.	Standard errors for the percentage of 12th-graders who expected to attain a bachelor’s degree or attend graduate/professional school, by family socioeconomic status (SES): 1981–82, 1991–92, and 2003–04	289
Table S24.	Standard errors for the percentage distribution of 4th- and 8th-grade students by the number of days of school they reported missing in the previous month: 1994 and 2005	289
Table S25.	Standard errors for the percentage of youth ages 16–19 who had ever been retained in a grade in their school career, by current enrollment status: 1995, 1999, and 2004.....	289
Table S26.	Standard errors for the dropout rates of 16- through 24-year-olds, by race/ethnicity: October 1972–2004	290
Table S27.	Standard errors for the percentage of spring 2002 high school sophomores who had left school without completing a 4-year program as of spring 2004, by parents’ education	291
Table S29.	Standard errors for the actual and trend rates of high school completers who were enrolled in college the October immediately after completing high school, by race/ethnicity: 1972–2004.....	292
Table S31.	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 1971–2005	293
Table S32.	Standard errors for the percentage of 1992–93 bachelor’s degree recipients who had earned an advanced degree by 2003, by bachelor’s degree field of study and highest degree attained	294
Table S33.	Standard errors for the percentage of prekindergarten children ages 3–5 who participated in home literacy activities with a family member three or more times in the preceding week, by poverty status: 1993 and 2005	294
Table S34.	Standard errors for the percentage of kindergarten through 8th-grade students who participated in various afterschool activities (regularly scheduled at least once a month) since the beginning of the school year, by poverty status: 2005.....	295
Table S36.	Standard errors for the percentage distribution of students in grades 1–12, by type of school: 1993 and 2003.....	295

Contents

Continued

Table S37.	Standard errors for the percentage of 1992–93 and 1999–2000 bachelor’s degree recipients who had taught in a K–12 school and who had prepared to teach but not taught, by college entrance examination score: 1994 and 2001	296
Table S38.	Standard errors for the percentage of children in grades 3–12 whose parents were very satisfied with their schools, by poverty status: 1993, 1999, and 2003	296
Table S39.	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: 1992–2003	297
Table S46.	Standard errors for the percentage of full-time instructional faculty and staff in doctoral, master’s, and bachelor’s degree-granting institutions who taught at least one undergraduate class for credit or who taught only undergraduate classes for credit, by academic rank: Fall 2003	297
Table S47.	Standard errors for the percentage of instructional faculty and staff who taught distance education courses, by type of institution and employment status: Fall 2003	298
Table S49.	Standard errors for the average total price, loans, grants, and net access price for full-time, full-year dependent undergraduates, by type of institution: 1989–90, 1999–2000, and 2003–04	298
Table S50.	Standard errors for the percentage of full-time, full-year undergraduates who received federal loans and grants, and the average percentage of federal aid received as loans, for all undergraduates and low-income dependent undergraduates: 1992–93, 1999–2000, and 2003–04	299

U.S. Student and Adult Performance on International Assessments of Educational Achievement

Table SA1. Standard errors for figure 1: Percentage of 15-year-olds whose parents had a postsecondary education, had high occupational status, and had more than 200 books in the home, by country: 2003

Country	Postsecondary educated parents	High parents' occupation	More than 200 books in the home
International average	0.5	0.5	0.5
Australia	0.8	0.7	0.7
Austria	1.1	1.0	0.9
Belgium	0.8	0.9	0.7
Canada	0.8	0.8	0.6
Denmark	1.3	1.0	1.1
Finland	0.8	0.9	0.8
France	1.1	1.0	1.0
Germany	1.0	0.9	0.9
Greece	1.8	1.6	1.1
Iceland	0.8	0.8	0.8
Ireland	1.2	1.1	0.9
Italy	0.9	0.8	0.7
Netherlands	1.2	1.0	1.3
New Zealand	0.8	0.9	0.7
Norway	1.0	1.0	1.2
Portugal	1.2	1.1	1.1
Spain	1.5	1.0	1.1
Sweden	0.9	0.9	1.0
Switzerland	1.0	1.2	1.1
United States	1.0	1.0	1.1

SOURCE: Hampden-Thompson, G., and Johnston, J.S. (forthcoming). *Variation in the Relationship Between Nonschool Factors and Student Achievement on International Assessments* (NCES 2006-014), table 1. Data from Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2003.

U.S. Student and Adult Performance on International Assessments of Educational Achievement

Continued

Table SA2. Standard errors for figure 2: Percentage of 15-year-olds who spoke a non-test language, were foreign born, and were from non-two-parent families, by country: 2003

Country	Non-test primary language	Foreign born	Non-two-parent family
International average	0.4	0.3	0.5
Australia	0.7	0.7	0.5
Austria	0.7	0.7	0.8
Belgium	0.8	0.7	0.6
Canada	0.7	1.0	0.5
Denmark	0.5	0.4	1.1
Finland	0.2	0.3	0.8
France	0.7	0.6	0.9
Germany	0.6	0.8	0.7
Greece	0.4	0.7	1.3
Iceland	0.2	0.3	0.9
Ireland	0.5	0.5	0.8
Italy	1.1	0.4	0.6
Netherlands	1.3	1.4	0.9
New Zealand	0.7	0.7	0.9
Norway	0.5	0.5	0.8
Portugal	0.2	1.1	0.8
Spain	1.5	0.4	0.6
Sweden	0.7	0.7	0.8
Switzerland	0.7	0.6	0.8
United States	0.7	0.4	1.1

SOURCE: Hampden-Thompson, G., and Johnston, J.S. (forthcoming). *Variation in the Relationship Between Nonschool Factors and Student Achievement on International Assessments* (NCES 2006-014), table 1. Data from Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2003.

U.S. Student and Adult Performance on International Assessments of Educational Achievement

Continued

Table SA3. Standard errors for table 2: Average PIRLS reading literacy scores of 4th-graders, by country: 2001

Country	Average score
International average	0.6
Argentina	5.9
Belize	4.7
Bulgaria	3.8
Canada (O, Q)	2.4
Colombia	4.4
Cyprus	3.0
Czech Republic	2.3
England	3.4
France	2.4
Germany	1.9
Greece	3.5
Hong Kong SAR	3.1
Hungary	2.2
Iceland	1.2
Iran, Islamic Republic of	4.2
Israel	2.8
Italy	2.4
Kuwait	4.3
Latvia	2.3
Lithuania	2.6
Macedonia, Republic of	4.6
Moldova	4.0
Morocco	9.6
Netherlands	2.5
New Zealand	3.6
Norway	2.9
Romania	4.6
Russian Federation	4.4
Scotland	3.6
Singapore	5.2
Slovak Republic	2.8
Slovenia	2.0
Sweden	2.2
Turkey	3.5
United States	3.8

SOURCE: Ogle, L.T., Sen, A., Pahlke, E., Jocelyn, L., Kastberg, D., Roey, S., and Williams, T. (2003). *International Comparisons in Fourth-Grade Reading Literacy: Findings from the Progress in International Reading Literacy Study (PIRLS) of 2001* (NCES 2003-073), table A1.1. Data from International Association for the Evaluation of Educational Achievement, Progress in International Reading Literacy Study (PIRLS), 2001.

U.S. Student and Adult Performance on International Assessments of Educational Achievement

Continued

Table SA4. Standard errors for table 3: Average PISA reading literacy scores of 15-year-olds, by country: 2000

Country	Average score
OECD average	0.6
OECD countries	
Australia	3.5
Austria	2.4
Belgium	3.6
Canada	1.6
Czech Republic	2.4
Denmark	2.4
Finland	2.6
France	2.7
Germany	2.5
Greece	5.0
Hungary	4.0
Iceland	1.5
Ireland	3.2
Italy	2.9
Japan	5.2
Korea, Republic of	2.4
Luxembourg	1.6
Mexico	3.3
New Zealand	2.8
Norway	2.8
Poland	4.5
Portugal	4.5
Spain	2.7
Sweden	2.2
Switzerland	4.2
United Kingdom	2.6
United States	7.0
Non-OECD countries	
Brazil	3.1
Latvia	5.3
Liechtenstein	4.1
Russian Federation	4.2

SOURCE: Lemke, M., Calsyn, C., Lippman, L., Jocelyn, L., Kastberg, D., Liu, Y.Y., Roey, S., Williams, T., Kruger, T., and Bairu, G. (2001). *Outcomes of Learning: Results From the 2000 Program for International Student Assessment of 15-Year-Olds in Reading, Mathematics, and Science Literacy* (NCES 2002-115), table A3.1. Data from Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2000.

U.S. Student and Adult Performance on International Assessments of Educational Achievement

Continued

Table SA5. Standard errors for table 4: Average ALL literacy scores of adults ages 16–65, by country: 2003

Country	Average score
Bermuda	1.3
Canada	0.6
Italy	1.6
Norway	0.8
Switzerland	1.3
United States	1.4

SOURCE: Lemke, M., Miller, D., Johnston, J., Krenzke, T., Alvarez-Rojas, L., Kastberg, D., and Jocelyn, L. (2005). *Highlights From the 2003 International Adult Literacy and Lifeskills Survey (ALL)—(Revised)* (NCES 2005-117rev), table 1, retrieved November 30, 2005, from <http://nces.ed.gov/pubs2005/2005117SE.pdf>. Data from Statistics Canada and Organization for Economic Cooperation and Development (OECD), Adult Literacy and Lifeskills Survey (ALL), 2003.

U.S. Student and Adult Performance on International Assessments of Educational Achievement

Continued

Table SA6. Standard errors for table 5: Average TIMSS mathematics scores of 4th- and 8th-graders, by country: 2003

Country	Grade 4	Grade 8
International average	0.8	0.5
Armenia	3.5	3.0
Australia	3.9	4.6
Bahrain	—	1.7
Belgium-Flemish	1.8	2.8
Botswana	—	2.6
Bulgaria	—	4.3
Chile	—	3.3
Chinese Taipei	1.8	4.6
Cyprus	2.4	1.7
Egypt	—	3.5
England	3.7	—
Estonia	—	3.0
Ghana	—	4.7
Hong Kong SAR	3.2	3.3
Hungary	3.1	3.2
Indonesia	—	4.8
Iran, Islamic Republic of	4.2	2.4
Israel	—	3.4
Italy	3.7	3.2
Japan	1.6	2.1
Jordan	—	4.1
Korea, Republic of	—	2.2
Latvia	2.8	3.8
Lebanon	—	3.1
Lithuania	2.8	2.5
Macedonia, Republic of	—	3.5
Malaysia	—	4.1
Moldova, Republic of	4.9	4.0
Morocco	5.1	2.5
Netherlands	2.1	3.8
New Zealand	2.2	5.3
Norway	2.3	2.5
Palestinian National Authority	—	3.1
Philippines	7.9	5.2
Romania	—	4.8
Russian Federation	4.7	3.7
Saudi Arabia	—	4.6
Scotland	3.3	3.7
Serbia	—	2.6
Singapore	5.6	3.6
Slovak Republic	—	3.3
Slovenia	2.6	2.2
South Africa	—	5.5
Sweden	—	2.6
Tunisia	4.7	2.2
United States	2.4	3.3

— Not available.

SOURCE: Gonzales, P., Guzman, J.C., Partelow, L., Pahlke, E., Jocelyn, L., Kastberg, D., and Williams, T. (2004). *Highlights From the Trends in International Mathematics and Science Study (TIMSS) 2003* (NCES 2005-005), tables C1 and C2. Data from International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2003.

U.S. Student and Adult Performance on International Assessments of Educational Achievement

Continued

Table SA7. Standard errors for table 6: Average PISA mathematics literacy scores of 15-year-olds, by country: 2003

Country	Average score
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	
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: Lemke, M., Sen, A., Pahlke, E., Partelow, L., Miller, D., Williams, T., Kastberg, D., and Jocelyn, L. (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.

U.S. Student and Adult Performance on International Assessments of Educational Achievement

Continued

Table SA8. Standard errors for table 7: Average ALL numeracy scores of adults ages 16–65, by country: 2003

Country	Average score
Bermuda	1.5
Canada	0.8
Italy	1.3
Norway	1.0
Switzerland	1.0
United States	1.6

SOURCE: Lemke, M., Miller, D., Johnston, J., Krenzke, T., Alvarez-Rojas, L., Kastberg, D., and Jocelyn, L. (2005). *Highlights From the 2003 International Adult Literacy and Lifeskills Survey (ALL)—(Revised)* (NCES 2005-117rev), table 1, retrieved November 30, 2005, from <http://nces.ed.gov/pubs2005/2005117SE.pdf>. Data from Statistics Canada and Organization for Economic Cooperation and Development (OECD), Adult Literacy and Lifeskills Survey (ALL), 2003.

U.S. Student and Adult Performance on International Assessments of Educational Achievement

Continued

Table SA9. Standard errors for table 8: Average TIMSS science scores of 4th- and 8th-graders, by country: 2003

Country	Grade 4	Grade 8
International average	0.9	0.5
Armenia	4.3	3.5
Australia	4.2	3.8
Bahrain	—	1.8
Belgium-Flemish	1.8	2.5
Botswana	—	2.8
Bulgaria	—	5.2
Chile	—	2.9
Chinese Taipei	1.7	3.5
Cyprus	2.4	2.0
Egypt	—	3.9
England	3.6	—
Estonia	—	2.5
Ghana	—	5.9
Hong Kong SAR	3.1	3.0
Hungary	3.0	2.8
Indonesia	—	4.1
Iran, Islamic Republic of	4.1	2.3
Israel	—	3.1
Italy	3.8	3.1
Japan	1.5	1.7
Jordan	—	3.8
Korea, Republic of	—	1.6
Latvia	2.5	2.9
Lebanon	—	4.3
Lithuania	2.6	2.1
Macedonia, Republic of	—	3.6
Malaysia	—	3.7
Moldova, Republic of	4.6	3.4
Morocco	6.7	2.5
Netherlands	2.0	3.1
New Zealand	2.5	5.0
Norway	2.6	2.2
Palestinian National Authority	—	3.2
Philippines	9.4	5.8
Romania	—	4.9
Russian Federation	5.2	3.7
Saudi Arabia	—	4.0
Scotland	2.9	3.4
Serbia	—	2.5
Singapore	5.5	4.3
Slovak Republic	—	3.2
Slovenia	2.5	1.8
South Africa	—	6.7
Sweden	—	2.7
Tunisia	5.7	2.1
United States	2.5	3.1

— Not available.

SOURCE: Gonzales, P., Guzman, J.C., Partelow, L., Pahlke, E., Jocelyn, L., Kastberg, D., and Williams, T. (2004). *Highlights From the Trends in International Mathematics and Science Study (TIMSS) 2003* (NCES 2005-005), tables C1 and C2. Data from International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2003.

U.S. Student and Adult Performance on International Assessments of Educational Achievement

Continued

Table SA10. Standard errors for table 9: Average PISA science literacy scores of 15-year-olds, by country: 2003

Country	Average score
OECD average	0.6
OECD countries	
Australia	2.1
Austria	3.4
Belgium	2.4
Canada	2.0
Czech Republic	3.4
Denmark	3.0
Finland	1.9
France	3.0
Germany	3.6
Greece	3.8
Hungary	2.8
Iceland	1.5
Ireland	2.7
Italy	3.1
Japan	4.1
Korea, Republic of	3.5
Luxembourg	1.5
Mexico	3.5
Netherlands	3.2
New Zealand	2.4
Norway	2.9
Poland	2.9
Portugal	3.5
Slovak Republic	3.7
Spain	2.6
Sweden	2.7
Switzerland	3.7
Turkey	5.9
United States	3.1
Non-OECD countries	
Hong Kong-China	4.3
Indonesia	3.2
Latvia	3.9
Liechtenstein	4.3
Macao-China	3.0
Russian Federation	4.1
Serbia and Montenegro	3.5
Thailand	2.7
Tunisia	2.6
Uruguay	2.9

SOURCE: Lemke, M., Sen, A., Pahlke, E., Partelow, L., Miller, D., Williams, T., Kastberg, D., and Jocelyn, L. (2004). *International Outcomes of Learning in Mathematics Literacy and Problem Solving: PISA 2003 Results from the U.S. Perspective* (NCES 2005-003), table B-17. Data from Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2003.

Enrollment Trends by Age

Table S1. Standard errors for the percentage of the population ages 3–34 enrolled in school, by age group: October 1970–2004

October	Ages							
	3–4	5–6	7–13	14–17	18–19	20–24	25–29	30–34
1970	0.73	0.53	0.08	0.27	0.85	0.47	0.33	0.27
1971	0.75	0.49	0.08	0.26	0.84	0.46	0.33	0.29
1972	0.80	0.50	0.08	0.28	0.82	0.45	0.33	0.27
1973	0.78	0.49	0.08	0.28	0.81	0.44	0.32	0.26
1974	0.83	0.43	0.08	0.28	0.80	0.44	0.33	0.29
1975	0.87	0.41	0.08	0.27	0.80	0.44	0.33	0.30
1976	0.90	0.38	0.09	0.27	0.79	0.44	0.33	0.28
1977	0.93	0.38	0.07	0.27	0.80	0.44	0.34	0.30
1978	0.94	0.41	0.09	0.27	0.80	0.43	0.31	0.28
1979	0.95	0.40	0.09	0.28	0.79	0.42	0.31	0.28
1980	0.95	0.40	0.09	0.29	0.80	0.43	0.30	0.27
1981	0.92	0.46	0.09	0.27	0.80	0.42	0.29	0.27
1982	0.96	0.44	0.10	0.29	0.85	0.45	0.31	0.27
1983	0.94	0.42	0.09	0.27	0.86	0.44	0.31	0.27
1984	0.92	0.45	0.09	0.28	0.88	0.45	0.30	0.27
1985	0.94	0.38	0.09	0.27	0.89	0.46	0.30	0.26
1986	0.93	0.40	0.10	0.28	0.90	0.46	0.29	0.25
1987	0.93	0.41	0.07	0.28	0.89	0.48	0.30	0.25
1988	1.01	0.41	0.07	0.30	0.96	0.53	0.31	0.27
1989	1.00	0.44	0.09	0.29	0.95	0.55	0.33	0.26
1990	0.99	0.37	0.06	0.28	0.94	0.54	0.33	0.25
1991	0.96	0.41	0.06	0.27	0.96	0.55	0.34	0.26
1992	0.95	0.41	0.08	0.25	0.96	0.56	0.34	0.26
1993	0.93	0.41	0.07	0.25	0.95	0.56	0.35	0.25
1994	0.87	0.32	0.08	0.22	0.87	0.51	0.33	0.25
1995	0.87	0.34	0.10	0.23	0.85	0.52	0.34	0.24
1996	0.91	0.43	0.15	0.26	0.87	0.55	0.36	0.25
1997	0.92	0.33	0.09	0.22	0.86	0.55	0.36	0.25
1998	0.92	0.37	0.10	0.24	0.84	0.55	0.37	0.27
1999	0.93	0.36	0.11	0.24	0.84	0.54	0.36	0.27
2000	0.93	0.38	0.13	0.25	0.84	0.53	0.37	0.28
2001	0.88	0.37	0.12	0.24	0.83	0.53	0.38	0.28
2002	0.89	0.37	0.12	0.22	0.83	0.52	0.37	0.27
2003	0.85	0.40	0.12	0.21	0.80	0.50	0.34	0.26
2004	0.85	0.37	0.12	0.21	0.80	0.49	0.35	0.26

SOURCE: U.S. Department of Education, National Center for Education Statistics. (forthcoming). *Digest of Education Statistics, 2005* (NCES 2006-030), table 7. Data from U.S. Department of Commerce, U.S. Census Bureau, Current Population Survey (CPS), October Supplement, 1970–2004.

Enrollment in Early Childhood Education Programs

Table S2. Standard errors for the percentage of prekindergarten children ages 3–5 who were enrolled in center-based early childhood care and education programs, by poverty status: Various years, 1991–2005

Poverty status	1991	1993	1995	1996	1999	2001	2005
Total	0.9	0.8	1.0	0.7	0.6	0.6	0.8
Poor	1.8	1.8	2.2	2.3	2.2	2.3	2.7
Nonpoor	1.0	1.0	1.0	1.0	0.8	0.7	1.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Education Survey of the 1991 National Household Education Surveys Program (NHES), School Readiness Survey of the 1993 NHES, Early Childhood Program Participation Survey of the 1995 NHES, Parent and Family Involvement in Education/Civic Involvement Survey of the 1996 NHES, Parent Survey of the 1999 NHES, Early Childhood Program Participation Survey of the 2001 NHES, and Early Childhood Program Participation Survey of the 2005 NHES, previously unpublished tabulation (October 2005).

Trends in Private School Enrollments

Table S4. Standard errors for the percentage distribution of private school students in kindergarten through grade 12, by school type: 1989–90 and 2003–04

Type of school	1989–90	2003–04
Roman Catholic		
Total	0.3	0.3
Parochial	0.2	0.2
Diocesan	0.1	0.1
Private	0.1	0.1
Other religious		
Total	0.3	0.3
Conservative Christian	0.2	0.2
Affiliated	0.2	0.1
Unaffiliated	0.3	0.2
Nonsectarian	0.3	0.4

SOURCE: Broughman, S.P., and Swaim, N.L. (2006). *Characteristics of Private Schools in the United States: Results From the 2003–2004 Private School Universe Survey* (NCES 2006-319), table C-7 and previously unpublished tabulation (September 2005). Data from U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), various years, 1989–90 through 2003–04.

Racial/Ethnic Distribution of Public School Students

Table S5. Standard errors for the percentage distribution of the race/ethnicity of public school students enrolled in kindergarten through 12th grade, by region: Fall 1972 and 2004

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
2004					
White	0.3	0.7	0.6	0.6	0.7
Black	0.3	0.6	0.5	0.5	0.4
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, Census Bureau, Current Population Survey (CPS), October Supplement, 1972 and 2004, previously unpublished tabulation (September 2005).

Concentration of Enrollment by Race/Ethnicity and Poverty

Table S6. Standard errors for the percentage distribution of 4th-graders by their race/ethnicity and the percentage of students in the school eligible for a free or reduced-price lunch: 2005

Race/ethnicity	Percentage of students in the school eligible for free or reduced-price lunch				
	10 percent or less	11–25 percent	26–50 percent	51–75 percent	More than 75 percent
White	0.7	0.8	0.8	0.5	0.3
Black	0.4	0.5	1.0	1.2	1.2
Hispanic	0.4	0.4	0.8	1.3	1.4
Asian/Pacific Islander	2.1	1.4	1.5	1.1	1.2
American Indian	0.7	1.0	1.7	2.6	2.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment, NAEP Data Explorer.

Language Minority School-Age Children

Table S7. 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, 1979–2004

Language ability	1979	1989	1992	1995	1999	2000	2001	2002	2003	2004
Spoke a language other than English at home	0.5	0.6	0.5	0.5	0.5	0.2	0.1	0.1	0.1	0.1
Spoke a language other than English at home and spoke English with difficulty	0.5	0.6	0.6	0.6	0.6	0.1	0.1	0.1	0.1	0.1

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), 1979 and 1989 November Supplement and 1992, 1995, and 1999 October Supplement and American Community Survey (ACS), 2000–04, previously unpublished tabulations (November 2005).

Participation in Adult Education

Table S11. Standard errors for the percentage of population age 16 or older who participated in adult education activities, by type of activity: Selected years, 1995–2005

Type of activity	1995	1999	2001	2005
Overall participation	0.5	0.7	0.5	0.7
Work-related courses	0.4	0.6	0.5	0.6
Personal interest courses	0.3	0.6	0.5	0.7
Part-time college or university degree programs	0.2	0.4	0.2	0.3
Other activities	0.1	0.3	0.3	0.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 1995, 1999, and 2005 National Household Education Surveys Program (NHES) and Adult Education and Lifelong Learning Survey of the 2001 NHES, previously unpublished tabulation (January 2006).

Reading Performance of Students in Grades 4 and 8

Table S12. Standard errors for the average reading scores for 4th-, 8th-, and 12th-graders: Various years, 1992–2005

Grade	1992 ¹	1994 ¹	1998 ¹	1998	2000	2002	2003	2005
Grade 4	0.9	1.0	0.8	1.1	1.3	0.4	0.3	0.2
Grade 8	0.9	0.8	0.8	0.8	†	0.4	0.3	0.2
Grade 12	0.6	0.7	0.7	0.6	†	0.7	†	†

† Not applicable.

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, National Assessment of Educational Progress (NAEP), various years, 1992–2005 Reading Assessments, previously unpublished tabulation (November 2005).

Mathematics Performance of Students in Grades 4 and 8

Table S13. Standard errors for the average mathematics scores for 4th-, 8th-, and 12th-graders: Various years, 1990–2005

Grade	1990 ¹	1992 ¹	1996 ¹	1996	2000	2003	2005
Grade 4	0.9	0.7	0.9	1.0	0.9	0.2	0.1
Grade 8	1.3	0.9	1.1	0.9	0.8	0.3	0.2
Grade 12	1.1	0.9	1.0	1.0	0.9	†	†

† Not applicable.

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, National Assessment of Educational Progress (NAEP), various years, 1990–2005 Mathematics Assessments, previously unpublished tabulation (November 2005).

Trends in the Achievement Gaps in Reading and Mathematics

Table S14a. Standard errors for the differences in White-Black and White-Hispanic 4th- and 8th-grade average reading and mathematics scores: Various years, 1990–2005

Subject, race/ethnicity, and grade	1990	1992	1994	1996	1998	2000	2002	2003	2005
Reading									
White-Black gap									
Grade 4	†	2.1	2.2	†	2.2	2.1	0.6	0.5	0.4
Grade 8	†	2.0	2.1	†	1.5	†	0.9	0.5	0.5
White-Hispanic gap									
Grade 4	†	2.9	3.6	†	3.3	3.1	1.4	0.6	0.5
Grade 8	†	2.0	1.5	†	1.9	†	0.9	0.7	0.5
Mathematics									
White-Black gap									
Grade 4	2.0	1.6	†	1.8	†	1.5	†	0.4	0.3
Grade 8	3.0	1.7	†	2.2	†	1.5	†	0.6	0.4
White-Hispanic gap									
Grade 4	2.4	1.7	†	2.1	†	1.7	†	0.5	0.3
Grade 8	4.5	1.5	†	2.0	†	1.6	†	0.7	0.5

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2005 Reading and Mathematics Assessments, previously unpublished tabulation (December 2005).

Table S14b. Standard errors for the changes in the 4th-grade average reading scores between 1992 and 2005 and in the 4th-grade average mathematics scores between 1990 and 2005, by race/ethnicity and percentile

Race/ethnicity and percentile	Reading difference from 1992–2005	Mathematics difference from 1990–2005
White		
10th percentile	2.3	2.1
25th percentile	1.3	1.0
75th percentile	1.2	2.1
90th percentile	1.7	1.4
Black		
10th percentile	3.7	2.9
25th percentile	3.2	2.4
75th percentile	2.5	2.2
90th percentile	3.9	1.5
Hispanic		
10th percentile	4.8	2.6
25th percentile	3.8	5.1
75th percentile	2.5	3.9
90th percentile	4.7	5.9

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2005 Reading and Mathematics Assessments, previously unpublished tabulation (December 2005).

Poverty and Student Mathematics Achievement

Table S15. Standard errors for the average mathematics score of public school 4th-graders, by whether the student was eligible for free or reduced-price lunch and the percentage of students in the school eligible for free or reduced-price lunch: 2005

Student characteristic	10 percent or less	11–25 percent	26–50 percent	51–75 percent	More than 75 percent
Total	0.3	0.4	0.3	0.3	0.3
Student eligibility for free or reduced-price lunch					
Eligible	1.3	0.7	0.3	0.4	0.3
Not eligible	0.3	0.4	0.3	0.5	0.9

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

Reading and Mathematics Score Trends by Age

Table S16. Standard errors for the average reading and mathematics scale scores on the long-term trend National Assessment of Educational Progress (NAEP), by age: Various years, 1971 through 2004

Age	1971	1973	1975	1978	1980	1982	1984	1986	1988	1990	1992	1994	1996	1999	2004
Reading															
9-year-olds	1.0	†	0.7	†	1.0	†	0.8	†	1.1	1.2	0.9	1.2	1.0	1.3	1.1
13-year-olds	0.9	†	0.8	†	0.9	†	0.6	†	1.0	0.8	1.2	0.9	1.0	1.0	1.0
17-year-olds	1.2	†	0.8	†	1.2	†	0.8	†	1.0	1.1	1.1	1.3	1.1	1.3	1.2
Mathematics															
9-year-olds	†	0.8	†	0.8	†	1.1	†	1.0	†	0.8	0.8	0.8	0.8	0.8	0.9
13-year-olds	†	1.1	†	1.1	†	1.1	†	1.2	†	0.9	0.9	1.0	0.8	0.8	1.0
17-year-olds	†	1.1	†	1.0	†	0.9	†	0.9	†	0.9	0.9	1.0	1.2	1.0	0.8

† Not applicable.

SOURCE: Perie, M., Moran, R., and Lutkus, A.D. (2005). *NAEP 2004 Trends in Academic Progress: Three Decades of Student Performance in Reading and Mathematics* (NCES 2005-464), figures 2-1 and 2-4. Data from U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1971–2004 Long-Term Trend Reading and Mathematics Assessments.

International Comparisons of Mathematics Literacy

Table S17. 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	
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.

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

Table S18. Standard errors for the percentage of students performing at or above Basic and at or above Proficient in science, by grade: 1996, 2000, and 2005

Achievement level	Grade 4			Grade 8			Grade 12		
	1996	2000	2005	1996	2000	2005	1996	2000	2005
At or above Basic	1.4	1.2	0.4	1.0	1.2	0.4	1.0	1.2	0.8
At or above Proficient	1.0	0.9	0.4	0.9	1.0	0.3	0.8	0.9	0.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1996, 2000, and 2005 Science Assessments, previously unpublished tabulation (January 2006).

Trends in Adult Literacy

Table S19. Standard errors for the average prose, document, and quantitative literacy scores of adults age 16 or older, by educational attainment: 2003

Educational attainment	Prose	Document	Quantitative
Total	1.3	1.2	1.2
Less than high school	2.3	2.4	2.1
High school diploma or equivalent	1.1	1.3	1.4
Some college	1.5	1.3	1.4
Bachelor's degree or higher	1.8	1.4	1.2

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES), 2003 National Assessment of Adult Literacy (NAAL), previously unpublished tabulation (December 2005).

Adult Reading Habits

Table S20. Standard errors for the percentage of adults age 16 or older who read newspapers or magazines, books, or letters and notes daily and who had 25 or more books in the home, by educational attainment: 2003

Educational attainment	Newspapers or magazines	Books	Letters and notes	25 or more books in the home
Less than high school	1.1	1.0	1.1	1.2
High school diploma or equivalent	1.0	0.8	1.2	0.7
Some college	1.0	1.0	1.0	0.4
Bachelor's degree or higher	1.1	1.2	1.1	0.3

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES), 2003 National Assessment of Adult Literacy (NAAL), previously unpublished tabulation (December 2005).

Youth Neither in School nor Working

Table S21. Standard errors for the percentage of youth ages 16–19 who were neither enrolled in school nor working, by race/ethnicity: Selected years, 1986–2005

Race/ethnicity	1986	1988	1990	1992	1994	1996	1998	2000	2002	2003	2004	2005
Total	1.78	1.78	1.89	1.93	1.89	1.91	1.88	1.84	1.10	1.11	1.11	1.10
White	1.62	1.56	1.72	1.69	1.68	1.70	1.63	1.55	0.97	0.97	1.00	0.96
Black	1.69	1.72	1.66	1.88	1.71	1.70	1.57	1.70	1.44	1.45	1.31	1.38
Hispanic	2.36	2.50	2.65	2.43	2.57	2.46	2.65	2.47	1.37	1.37	1.46	1.45

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, selected years, 1986–2005, previously unpublished tabulation (October 2005).

Annual Earnings of Young Adults

Table S22. Standard errors for the median annual earnings of full-time, full-year wage and salary workers ages 25–34, by educational attainment: Selected years, 1980–2004

[In constant 2004 dollars]									
Educational attainment	1980	1985	1990	1995	2000	2001	2002	2003	2004
Total	\$220	\$240	\$240	\$180	\$160	\$150	\$150	\$140	\$150
Less than high school	670	950	490	400	490	420	420	410	360
High school diploma or equivalent	410	280	310	260	280	250	240	240	230
Some college	430	440	450	450	420	250	250	230	230
Bachelor's degree or higher	560	510	500	730	360	320	650	790	980

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, selected years, 1981–2005, previously unpublished tabulation (September 2005).

Postsecondary Expectations of 12th-Graders

Table S23. Standard errors for the percentage of 12th-graders who expected to attain a bachelor's degree or attend graduate/professional school, by family socioeconomic status (SES): 1981–82, 1991–92, and 2003–04

Family SES	1981–82	1991–92	2003–04
Bachelor's degree			
Low SES	0.89	1.21	1.17
Middle SES	1.01	0.84	0.72
High SES	1.31	1.17	1.01
Graduate or professional school			
Low SES	0.60	1.21	0.85
Middle SES	0.62	0.73	0.66
High SES	1.58	1.27	1.09

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Longitudinal Study of 1980 Sophomores (HS&B-So:80/82), "First Follow-up, Student Survey, 1982, Data Analysis System"; National Education Longitudinal Study of 1988 (NELS:88/92), "Second Follow-up, Student Survey, 1992"; and Education Longitudinal Study of 2002 (ELS:02/04), "First Follow-up, Student Survey, 2004"; previously unpublished tabulations (October 2005).

Student Absenteeism

Table S24. Standard errors for the percentage distribution of 4th- and 8th-grade students by the number of days of school they reported missing in the previous month: 1994 and 2005

Days absent	1994		2005	
	Grade 4	Grade 8	Grade 4	Grade 8
0	0.7	0.8	0.2	0.2
1–2	0.6	0.7	0.2	0.2
3–4	0.5	0.6	0.1	0.1
5 or more	0.3	0.4	0.1	0.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 and 2005 Reading Assessments, previously unpublished tabulation (December 2005).

Grade Retention

Table S25. Standard errors for the percentage of youth ages 16–19 who had ever been retained in a grade in their school career, by current enrollment status: 1995, 1999, and 2004

Enrollment status	1995	1999	2004
Total	1.2	1.1	1.1
Completed high school	0.8	1.5	0.7
Enrolled in high school	1.3	1.2	1.2
Dropped out of school	1.5	1.5	1.5

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1995, 1999, and 2004, previously unpublished tabulation (December 2005).

Status Dropout Rates by Race/Ethnicity

Table S26. Standard errors for the dropout rates of 16- through 24-year-olds, by race/ethnicity: October 1972–2004

Year	Total	Race/ethnicity		
		White	Black	Hispanic
1972	0.28	0.29	1.07	2.22
1973	0.27	0.28	1.06	2.24
1974	0.27	0.28	1.05	2.08
1975	0.27	0.27	1.06	2.02
1976	0.26	0.28	1.01	2.01
1977	0.27	0.28	1.00	2.02
1978	0.27	0.28	1.00	2.00
1979	0.27	0.28	1.01	1.98
1980	0.26	0.27	0.97	1.89
1981	0.26	0.27	0.93	1.80
1982	0.27	0.29	0.98	1.93
1983	0.27	0.29	0.97	1.93
1984	0.27	0.29	0.92	1.91
1985	0.27	0.29	0.92	1.93
1986	0.27	0.28	0.90	1.88
1987	0.28	0.30	0.91	1.84
1988	0.30	0.32	1.00	2.30
1989	0.31	0.32	0.98	2.19
1990	0.29	0.30	0.94	1.91
1991	0.30	0.31	0.95	1.93
1992	0.28	0.29	0.95	1.86
1993	0.28	0.29	0.94	1.79
1994	0.26	0.27	0.75	1.16
1995	0.27	0.28	0.74	1.15
1996	0.27	0.26	0.75	1.13
1997	0.27	0.28	0.80	1.11
1998	0.27	0.28	0.81	1.12
1999	0.26	0.27	0.77	1.11
2000	0.26	0.26	0.78	1.08
2001	0.25	0.26	0.71	1.06
2002	0.24	0.24	0.70	0.93
2003	0.23	0.24	0.69	0.90
2004	0.23	0.24	0.70	0.89

NOTE: Some standard errors are revised from previous publications.

SOURCE: Laird, J., DeBell, M., and Chapman, C. (forthcoming). *Dropout Rates in the United States: 2004* (NCES 2006-085), table B-7. Data from U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972–2004.

High School Sophomores Who Left Without Graduating Within 2 Years

Table S27. Standard errors for the percentage of spring 2002 high school sophomores who had left school without completing a 4-year program as of spring 2004, by parents' education

Parents' education	Percent
All sophomores	0.4
Less than high school	1.7
High school diploma or equivalent	0.8
Some college	0.5
Bachelor's degree or higher	0.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002/04), "First Follow-up, Student Survey, 2004," previously unpublished tabulation (January 2006).

Immediate Transition to College

Table S29. Standard errors for the actual and trend rates of high school completers who were enrolled in college the October immediately after completing high school, by race/ethnicity: 1972–2004

Year	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
2004	1.57	3.77	4.76

NOTE: Standard errors are not available for trend rates, which are projections from model fitting by logistically regressing the college enrollment likelihood on the year factor.
 SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972–2004, previously unpublished tabulation for 2004 (November 2005).

Educational Attainment

Table S31. 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 1971–2005

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
2004	0.27	0.26	0.76	0.75	0.39	0.49	1.20	0.73	0.36	0.49	0.90	0.48
2005	0.27	0.26	0.79	0.74	0.39	0.49	1.17	0.72	0.36	0.48	0.89	0.48

NOTE: Some standard errors are revised from previous publications.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Study Supplement, 1971–2005, previously unpublished tabulation (November 2005).

Advanced Degree Completion Among Bachelor’s Degree Recipients

Table S32. Standard errors for the percentage of 1992–93 bachelor’s degree recipients who had earned an advanced degree by 2003, by bachelor’s degree field of study and highest degree attained

Field of study	Master’s degree	First-professional degree	Doctoral degree	Total
Total	0.6	0.3	0.2	0.7
Science, math, and engineering	1.4	0.8	0.8	1.7
Social and behavioral sciences	1.5	0.7	0.5	1.5
Education	1.8	0.4	0.5	1.8
Arts and humanities	1.9	0.7	0.4	2.0
Health	2.1	0.5	0.3	2.0
Business and management	1.4	0.5	0.1	1.5
Other	1.4	0.7	0.3	1.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03), previously unpublished tabulation (September 2005).

Early Literacy Activities

Table S33. Standard errors for the percentage of prekindergarten children ages 3–5 who participated in home literacy activities with a family member three or more times in the preceding week, by poverty status: 1993 and 2005

Poverty status	Read to		Told a story		Taught letters, words, or numbers		Taught songs or music	
	1993	2005	1993	2005	1993	2005	1993	2005
Poor	1.6	1.9	1.8	2.7	2.0	2.1	2.1	2.4
Near-poor	1.5	1.7	1.6	2.2	1.6	2.2	1.3	2.3
Nonpoor	0.8	0.7	1.3	1.3	1.1	1.2	1.3	1.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Readiness Survey of the 1993 National Household Education Surveys Program (NHES) and Early Childhood Program Participation Survey of the 2005 NHES, previously unpublished tabulation (October 2005).

Afterschool Activities

Table S34. Standard errors for the percentage of kindergarten through 8th-grade students who participated in various afterschool activities (regularly scheduled at least once a month) since the beginning of the school year, by poverty status: 2005

Activity	Poverty status		
	Poor	Near-poor	Nonpoor
Academic activities	0.7	0.6	0.4
Arts	1.0	0.9	0.7
Clubs	0.5	0.5	0.5
Community service	0.5	0.7	0.5
Religious activities	1.3	1.0	0.7
Scouts	0.6	0.6	0.6
Sports	1.3	1.1	0.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, After-School Programs and Activities Survey of the 2005 National Household Education Surveys Program (NHES), previously unpublished tabulation (October 2005).

Parental Choice of Schools

Table S36. Standard errors for the percentage distribution of students in grades 1–12, by type of school: 1993 and 2003

Type of school	1993	2003	Percentage point difference	Percent change
Public, assigned	0.40	0.55	0.68	0.01
Public, chosen	0.35	0.43	0.56	0.03
Private, church-related	0.30	0.34	0.45	0.05
Private, not church-related	0.11	0.16	0.20	0.07

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Readiness Survey of the 1993 National Household Education Surveys Program (NHES), School Safety and Discipline Survey of the 1993 NHES, and Parent and Family Involvement in Education Survey of the 2003 NHES, previously unpublished tabulations (May 2004).

Elementary/Secondary School Teaching Among Recent College Graduates

Table S37. Standard errors for the percentage of 1992–93 and 1999–2000 bachelor’s degree recipients who had taught in a K–12 school and who had prepared to teach but not taught, by college entrance examination score: 1994 and 2001

	Had taught	Had prepared to teach but not taught	Total
Total			
1994	0.4	0.3	0.6
2001	0.4	0.2	0.4
College entrance examination score level			
Lowest			
1994	0.8	0.7	1.0
2001	1.2	0.6	1.2
Middle			
1994	0.5	0.4	0.6
2001	0.6	0.3	0.6
Highest			
1994	0.6	0.5	0.8
2001	0.8	0.2	0.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/94 and 2000/01 Baccalaureate and Beyond Longitudinal Studies (B&B:93/94 and B&B:2000/01).

Parents’ Attitudes Toward Schools

Table S38. Standard errors for the percentage of children in grades 3–12 whose parents were very satisfied with their schools, by poverty status: 1993, 1999, and 2003

Poverty status	1993	1999	2003
Poor	1.41	1.41	2.02
Near-poor	1.24	1.05	1.45
Nonpoor	0.72	0.79	0.91

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Safety and Discipline Survey of the 1993 National Household Education Surveys Program (NHES), Parent Survey of the 1999 NHES, and Parent and Family Involvement in Education Survey of the 2003 NHES, previously unpublished tabulation (August 2005).

School Violence and Safety

Table S39. 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: 1992–2003

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
2003	2.7	2.3	1.0

SOURCE: DeVoe, J.F., Peter, K., Noonan, M., Snyder, T.D., and Baum, K. (2005). *Indicators of School Crime and Safety: 2005* (NCES 2006-001/NCJ 210697), table S2.1. Data from U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 1992–2003.

Instructional Faculty and Staff Who Teach Undergraduates

Table S46. Standard errors for the percentage of full-time instructional faculty and staff in doctoral, master's, and bachelor's degree-granting institutions who taught at least one undergraduate class for credit or who taught only undergraduate classes for credit, by academic rank: Fall 2003

Academic rank	Taught at least one undergraduate class for credit				Taught only undergraduate classes for credit			
	All	Doctoral	Master's	Bachelor's	All	Doctoral	Master's	Bachelor's
Total	0.49	0.72	0.65	0.43	0.57	0.75	1.09	0.91
Professor	0.84	1.15	1.11	0.60	1.04	1.30	2.64	1.63
Associate professor	1.05	1.42	1.41	0.68	1.24	1.44	2.00	1.50
Assistant professor	0.88	1.38	1.14	0.56	0.97	1.39	1.66	1.57
Instructor	1.19	2.10	1.40	2.31	1.70	2.51	2.57	2.43
Lecturer	1.36	2.05	2.09	1.90	1.76	2.38	3.78	5.74

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Study of Postsecondary Faculty (NSOPF:04), previously unpublished tabulation (September 2005).

Distance Education by Postsecondary Faculty

Table S47. Standard errors for the percentage of instructional faculty and staff who taught distance education courses, by type of institution and employment status: Fall 2003

Type of institution	Full-time	Part-time
Total	0.3	0.4
Public doctoral	0.3	0.8
Private not-for-profit doctoral	0.4	1.0
Public master's	0.9	1.1
Private not-for-profit master's	1.1	1.5
Private not-for-profit bachelor's	0.8	1.5
Public associate's	1.2	0.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Study of Postsecondary Faculty (NSOPF:04), previously unpublished tabulation (November 2005).

Total and Net Access Price of Attending a Postsecondary Institution

Table S49. Standard errors for the average total price, loans, grants, and net access price for full-time, full-year dependent undergraduates, by type of institution: 1989–90, 1999–2000, and 2003–04.

[In constant 2003–04 dollars]			
Type of institution, price, and aid	1989–90	1999–2000	2003–04
Public 2-year			
Total price	\$160	\$120	\$200
Loans	40	60	50
Grants	50	120	70
Net price	190	220	170
Public 4-year			
Total price	90	110	120
Loans	30	50	60
Grants	40	40	40
Net price	90	100	90
Private not-for-profit 4-year			
Total price	450	400	370
Loans	70	170	190
Grants	120	170	230
Net price	370	490	460
Private for-profit less-than-4-year			
Total price	320	440	580
Loans	130	520	520
Grants	100	120	280
Net price	290	360	310

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1989–90, 1999–2000, and 2003–04 National Postsecondary Student Aid Studies (NPSAS:90, NPSAS:2000, and NPSAS:04), previously unpublished tabulation (September 2005).

Federal Grants and Loans to Undergraduate Students

Table S50. Standard errors for the percentage of full-time, full-year undergraduates who received federal loans and grants, and the average percentage of federal aid received as loans, for all undergraduates and low-income dependent undergraduates: 1992–93, 1999–2000, and 2003–04

	1992–93	1999–2000	2003–04
All undergraduates			
Percent with federal loans	0.6	0.7	0.5
Percent with federal grants	0.4	0.7	0.3
Loans as percent of federal aid	0.8	0.5	0.3
Low-income dependent undergraduates			
Percent with federal loans	1.6	1.5	1.0
Percent with federal grants	1.4	1.0	0.9
Loans as percent of federal aid	1.1	1.1	0.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93, 1999–2000, and 2003–04 National Postsecondary Student Aid Studies (NPSAS:93, NPSAS:2000, and NPSAS:04), previously unpublished tabulation (September 2005).