

Table 60-1 Percentage of the population who completed secondary and higher education, by sex, age, and country: 1996—Continued

Country	Total		Male		Female	
	Secondary education ¹	Higher education	Secondary education ¹	Higher education	Secondary education ¹	Higher education
Other countries						
Australia	46.4	8.3	57.1	9.0	35.7	7.5
Austria	52.8	3.8	64.4	6.0	41.8	1.6
Belgium	31.2	5.5	35.3	8.7	27.4	2.6
Czech Republic	70.6	7.5	84.3	11.0	58.5	4.4
Denmark	50.3	10.9	58.4	12.8	42.5	9.2
Finland	40.2	7.4	42.5	9.8	38.1	5.2
Greece	21.8	6.2	27.2	9.1	16.9	3.5
Ireland	30.4	6.0	28.7	8.4	32.2	3.7
Korea	24.6	6.9	40.6	12.3	10.2	1.9
Luxembourg	19.6	6.3	26.9	10.0	12.6	2.8
Netherlands	47.5	15.6	59.5	20.0	35.6	11.3
New Zealand ⁴	48.7	6.1	59.2	8.0	38.2	4.1
Norway	62.4	8.3	66.8	11.5	58.3	5.2
Poland ⁵	47.1	8.2	55.3	10.0	40.2	6.7
Portugal	9.1	3.5	10.6	5.2	7.7	2.1
Spain	11.1	5.5	15.1	7.6	7.5	3.6
Sweden	52.9	10.1	52.0	11.3	53.7	9.0
Switzerland	71.0	6.2	84.6	9.7	58.2	3.0
Turkey ⁴	6.6	2.9	9.8	4.8	3.4	1.0

— Not available.

⁴ Data are for 1997.¹ Includes individuals who have completed at least secondary education.⁵ Data are for 1995.² The allocation for individual education level for France was revised in 1996. The result is a reduction in the number of people with upper secondary level qualification and an increase in the number with lower secondary level qualification.

NOTE: In the United States, completing secondary education is defined as graduating from high school or earning a GED; completing higher education is defined as earning a bachelor's degree or higher.

³ Data are for 1989.

SOURCE: Organisation for Economic Co-operation and Development, INES Project, International Indicators Project.

Standard Error Tables

General information about standard errors

The information presented in this report was obtained from many sources, including federal and state agencies, private research organizations, and professional associations. The data were collected using many research methods, including surveys of a universe (such as all school districts) or of a sample, compilations of administrative records, and statistical projections. Users of *The Condition of Education* should take particular care when comparing data from different sources. Differences in procedures, timing, phrasing of questions, interviewer training, and so forth mean that the results are not strictly comparable. Following the general discussion of data accuracy below, descriptions of the information sources and data collection methods are presented, grouped by sponsoring organization. More extensive documentation of procedures used in one survey as compared to another does not imply more problems with the data, only that more information is available.

Unless otherwise noted, all statements cited in the text were tested for statistical significance and are statistically significant at the 0.05 level. Several test procedures were used. The procedure used depended upon the type of data interpreted and the nature of the statement tested. The most commonly used test procedures were 1) *t*-tests, 2) multiple *t*-tests with a Bonferroni adjustment to the significance level, 3) linear trend tests, and 4) sign tests. When a simple comparison between two sample estimates was made, for example, between the first and last years in a time series or between males and females, a *t*-test was used. When multiple comparisons between more than two groups were made, and even if only one comparison is cited in the text, a Bonferroni adjustment to the significance level was made to ensure that the significance level for the tests as a group was at the 0.05 level. The Bonferroni adjustment is commonly used when making comparisons between racial/ethnic groups and between the United States and other countries. A linear trend test was used when a statement describing a trend, such as the growth of enrollment rates over time, was made or when a statement describing a relationship, such as the relationship between a parent's educational attainment and a student's reading proficiency, was made. A sign test was used when a statement describing a consistent pattern of differences over the years was made.

The accuracy of any statistic is determined by the joint effects of "sampling" and "nonsampling" errors. Estimates based on a sample will differ somewhat from the figures that would have been obtained if a com-

plete census had been taken using the same survey instruments, instructions, and procedures. In addition to such sampling errors, all surveys, both universe and sample, are subject to design, reporting, and processing errors due to nonresponse. To the extent possible, these nonsampling errors are kept to a minimum by methods built into the survey procedures; however, the effects of nonsampling errors are more difficult to gauge than those produced by sampling variability.

The estimated standard error of a statistic is a measure of the variation due to sampling and can be used to examine the precision obtained in a particular sample. The sample estimate and an estimate of its standard error permit the construction of interval estimates with prescribed confidence that the interval includes the average result of all possible samples. If all possible samples were selected, and each was surveyed under the same conditions, and an estimate and its standard error were calculated from each sample, then approximately 90 percent of the intervals from 1.6 standard errors below the estimate to 1.6 standard errors above the estimate would include the actual value; 95 percent of the intervals from two standard errors below the estimate to two standard errors above the estimate would include the actual value; and 99 percent of all intervals from 2.5 standard errors below the estimate to 2.5 standard errors above the estimate would include the actual value. These intervals are called 90 percent, 95 percent, and 99 percent confidence intervals, respectively.

To illustrate this further, consider the text table for *Indicator 1* and the standard error table S1 for estimates from the National Household Education Survey (NHES). For the 1996 estimate of the percentage of 3-year-olds enrolled in center-based programs and kindergarten (36.7 percent), table S1 shows a standard error of 1.3. Therefore, we can construct a 95 percent confidence interval from 34.1 to 39.3 ($36.7 \pm 2 \times 1.3$). If this procedure was followed for every possible sample, about 95 percent of the intervals would include the actual percentage of 3-year-olds enrolled in center-based programs and kindergarten.

The estimated standard errors for two sample statistics can be used to estimate the precision of the difference between the two statistics and to avoid concluding that there is an actual difference when the difference in sample estimates may only be due to sampling error. The need to be aware of the precision of differences arises, for example, when comparing mean

proficiency scores between groups or years in the National Assessment of Educational Progress (NAEP) or when comparing percentages between groups or years in the Current Population Survey (CPS). The standard error (se) of the difference between sample estimate A and sample estimate B (when A and B do not overlap) is

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

When a ratio (called a *t*-statistic) of the difference between the two sample statistics and the standard error of the difference as calculated above is less than 2, one cannot be sure that the difference is not due only to sampling error, and caution should be taken in drawing any conclusions about the difference. In this report, for example, using the rationale above, we would not conclude that there is a difference between the two sample statistics. Some analysts, however, use the less restrictive criterion of a *t*-statistic value of 1.64, which corresponds to a 10 percent significance level.

To illustrate this further, consider the data on event dropout rates of those ages 15–24 in grades 10–12 in the text table of *Indicator 6* and the associated standard error table S6. The estimated event dropout rate for these people was 6.1 percent in 1972. For the (new) sample in 1996, the estimated event dropout rate was 5.0 percent. Is there enough evidence to conclude that the actual event dropout rate for all people in grades 10–12 ages 15–24 decreased by 1.1 percentage points between 1972 and 1996? The standard errors for these two estimates are 0.2 and 0.4, respectively. Using the above formula, the standard error of the difference is calculated as 0.45. The ratio of the estimated difference of 1.1 percentage points to the standard error of the difference of 0.45 is 2.46. Using the table below, we see that there is less than a 5 percent chance that the 1.1 percentage point difference is due only to sampling error, and one may conclude that the event dropout rate of those ages 15–24 in grades 10–12 decreased between 1972 and 1996.

Percent chance that a difference is due only to sampling error:

<i>t</i> -statistic	1.00	1.64	1.96
Percent chance	32	10	5

It should be noted that most of the standard errors presented in this report and in the original documents are approximations. That is, to derive estimates of standard errors that would be applicable to a wide variety of items and that could be prepared at a moderate cost, a number of approximations were required. As

a result, most of the standard errors presented provide a general order of magnitude rather than the exact standard error for any specific item.

The preceding discussion on sampling variability was directed toward a situation concerning one or two estimates. Determining the accuracy of statistical projections is more difficult. In general, the further away the projection date is from the date of the actual data being used for the projection, the greater the possible error in the projection. If, for instance, annual data from 1980 to 1995 are used to project enrollment in elementary and secondary education, the further beyond one projects, the more variability in the projection. The enrollment projection for the year 2002 will be less certain than the projection for 1997. A detailed discussion of the projections methodology is contained in *Projections of Education Statistics to 2007* (National Center for Education Statistics 1997).

Both universe and sample surveys are subject to nonsampling errors. Nonsampling errors can arise in various ways, including 1) from respondents or interviewers interpreting questions differently; 2) from respondents estimating the values that they provide; 3) from partial to total nonresponse; 4) from imputation or reweighting to adjust for nonresponse; 5) from inability or unwillingness on the part of respondents to provide correct information; 6) from recording or keying errors; or 7) from overcoverage or undercoverage of the target universe.

Sampling and nonsampling error combine to yield total survey error. Since estimating the magnitude of nonsampling errors would require special experiments or access to independent data, their magnitudes are seldom available. In almost all situations, the sampling error represents an underestimate of the total survey error, and thus an overestimate of the precision of the survey estimates.

To compensate for suspected nonrandom errors, adjustments of the sample estimates are often made. For example, adjustments are frequently made for nonresponse, both partial and total. An adjustment made for either type of nonresponse is often referred to as an imputation—substitution of the “average” questionnaire response for the nonresponse. Imputations are usually made separately within various groups of sample members, which have similar survey characteristics. Imputation for item nonresponse is usually made by substituting for a missing item the response to that item of a respondent having characteristics that are similar to those of the nonrespondent. In editions prior to the 1992 edition of *The Condition of Education*, when reporting race-specific data from the

CPS, Hispanics were usually included among whites and blacks (i.e., "Hispanics may be of any race"). Beginning with the 1992 edition of the report, racial/ethnic data from the CPS excludes Hispanics from whites and blacks (e.g., whites are non-Hispanic whites and blacks are non-Hispanic blacks).

Unless otherwise noted, all dollar values in this volume are expressed in 1997 constant dollars. The Consumer Price Index (CPI) is used to convert current dollars for earlier years to 1997 dollars. The CPI for calendar year 1997 is 160.6. See table 38 in *Digest of Education Statistics, 1997* (National Center for Education Statistics 1997) for CPI adjustments.

Table S1(a) Standard errors for the first text table in *Indicator 1*

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

Table S1(b) Standard errors for the second text table in *Indicator 1*

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

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *NAEP 1996 Trends in Academic Progress*, revised 1998.

Table S2 Standard errors for the text table in *Indicator 2*

Selected student characteristics	Grade 4			Grade 8			Grade 12		
	1990	1992	1996	1990	1992	1996	1990	1992	1996
Total	0.9	0.7	0.9	1.3	0.9	1.1	1.1	0.9	1.0
Sex									
Male	1.2	0.8	1.1	1.6	1.1	1.4	1.4	1.1	1.1
Female	1.1	1.0	1.0	1.3	1.0	1.1	1.3	1.0	1.1
Race-ethnicity									
White	1.1	0.9	0.9	1.4	1.0	1.2	1.2	0.9	1.0
Black	1.8	1.3	2.3	2.7	1.3	2.0	1.9	1.7	2.2
Hispanic	2.0	1.4	2.1	2.8	1.2	2.0	2.8	1.7	1.8
Asian/Pacific Islander	3.5	2.3	4.1	4.8	5.4	3.9	5.2	3.5	4.8
American Indian/ Alaskan Native	3.9	3.1	2.3	9.4	2.8	3.0	—	—	8.9
Parents' highest education level									
Less than high school	3.7	2.5	2.5	2.0	1.7	1.8	2.1	1.7	1.8
Graduated high school	1.5	1.5	1.6	1.6	1.2	1.2	2.0	1.4	1.3
Some education after high school	2.5	1.5	1.5	1.6	1.1	1.4	1.2	1.0	0.8
Graduated college	1.5	1.0	1.3	1.5	1.2	1.5	1.6	1.2	1.3
Type of school									
Public	1.1	0.8	1.0	1.4	1.0	1.2	1.2	1.0	0.9
Nonpublic	2.6	1.1	1.9	2.5	2.2	2.4	3.6	2.3	2.2

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *NAEP 1996 Mathematics Report Card for the Nation and the States: Findings from the National Assessment of Educational Progress, 1997*.**Table S2-1** Standard errors for table 2-2

Achievement level	Grade 4			Grade 8			Grade 12		
	1990	1992	1996	1990	1992	1996	1990	1992	1996
At or above basic	1.4	1.0	1.2	1.4	1.1	1.1	1.6	1.1	1.3
Below basic	1.4	1.0	1.2	1.4	1.1	1.1	1.6	1.1	1.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, *NAEP 1996 Mathematics Report Card for the Nation and the States: Findings from the National Assessment of Educational Progress, 1997*.

Table S2-2 Standard errors for table 2-3

Jurisdiction	Grade 4		Grade 8		
	Average 1996 performance score	Change from 1992 average score	Average 1996 performance score	Change from 1992 average score	Change from 1990 average score
National average	1.0	1.3	1.2	1.6	1.8
Alabama	1.2	2.0	2.1	2.7	2.4
Alaska	1.3	—	1.8	—	—
Arizona	1.7	2.0	1.6	2.0	2.1
Arkansas	1.5	1.7	1.5	1.9	1.8
California	1.8	2.4	1.9	2.5	2.3
Colorado	1.0	1.4	1.1	1.5	1.4
Connecticut	1.1	1.6	1.1	1.6	1.5
Delaware	0.6	1.0	0.9	1.4	1.3
District of Columbia	1.1	1.2	1.3	1.6	1.6
Florida	1.2	1.9	1.8	2.3	2.2
Georgia	1.5	1.9	1.6	2.0	2.1
Hawaii	1.5	2.0	1.0	1.3	1.3
Indiana	1.0	1.5	1.4	1.8	1.8
Iowa	1.1	1.5	1.3	1.7	1.7
Kentucky	1.1	1.5	1.1	1.5	1.6
Louisiana	1.1	1.8	1.6	2.3	2.0
Maine	1.0	1.4	1.3	1.6	—
Maryland	1.6	2.0	2.1	2.5	2.6
Massachusetts	1.4	1.8	1.7	2.0	—
Michigan	1.3	2.1	1.8	2.3	2.2
Minnesota	1.1	1.4	1.3	1.7	1.6
Mississippi	1.2	1.6	1.2	1.7	—
Missouri	1.1	1.6	1.4	1.8	—
Montana	1.2	—	1.3	—	1.6
Nebraska	1.2	1.7	1.0	1.5	1.5
Nevada	1.3	—	—	—	1.4
New Jersey	1.5	2.1	—	—	2.2
New Mexico	1.8	2.3	1.2	1.5	1.5
New York	1.2	1.8	1.7	2.7	2.7
North Carolina	1.2	1.6	1.4	1.8	1.8
North Dakota	1.2	1.4	0.9	1.5	1.5
Oregon	1.4	—	1.5	—	1.8
Pennsylvania	1.2	1.8	—	—	—
Rhode Island	1.4	2.1	0.9	1.2	1.1
South Carolina	1.3	1.7	1.5	1.8	—
Tennessee	1.4	1.9	1.4	2.0	—
Texas	1.4	1.8	1.4	1.9	2.0
Utah	1.2	1.5	1.0	1.3	—
Vermont	1.2	—	1.0	—	—
Virginia	1.4	1.9	1.6	1.9	2.2
Washington	1.2	—	1.3	—	—
West Virginia	1.0	1.5	1.0	1.4	1.4
Wisconsin	1.0	1.4	1.5	2.1	2.0
Wyoming	1.4	1.7	0.9	1.2	1.1

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *NAEP 1996 Mathematics Report Card for the Nation and the States: Findings from the National Assessment of Educational Progress, 1997*.

Table S3 Standard errors for the text table in *Indicator 3*

Country	Mathematics			Science		
	Overall	Male	Female	Overall	Male	Female
International average	1.2	1.5	1.6	1.2	1.6	1.4
Netherlands	4.7	5.6	5.9	5.3	5.7	6.2
Sweden	4.3	5.9	3.9	4.4	5.9	3.5
Denmark	3.3	4.0	4.0	3.6	5.4	4.1
Switzerland	5.8	6.4	7.4	5.3	6.1	7.8
Iceland	2.0	3.4	2.2	1.5	2.7	2.1
Norway	4.1	5.3	4.8	4.1	5.1	4.5
France	5.1	5.6	5.3	5.1	6.7	4.8
Australia	9.3	10.3	9.3	9.8	11.5	9.4
New Zealand	4.5	4.9	6.2	5.2	7.1	5.2
Canada	2.8	3.8	3.5	2.6	3.6	3.8
Austria	5.3	7.2	5.5	5.6	8.7	5.8
Slovenia	8.3	12.7	8.0	8.2	12.7	6.4
Germany	5.9	8.8	8.8	5.1	7.9	8.5
Hungary	3.2	4.9	4.8	3.0	4.2	4.3
Italy	5.5	7.4	6.0	5.3	6.7	5.6
Russian Federation	6.2	6.5	6.6	5.7	5.7	6.7
Lithuania	6.1	7.3	7.7	5.7	6.4	7.3
Czech Republic	12.3	11.3	16.8	8.8	8.8	11.0
United States	3.2	4.1	3.6	3.3	4.6	3.9
Cyprus	2.5	4.9	3.7	3.0	5.8	3.0
South Africa	8.3	9.3	10.8	10.5	11.5	13.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Pursuing Excellence: A Study of U.S. Twelfth-Grade Mathematics and Science Achievement in International Context*, 1998.

Table S3-1 Standard errors for table 3-1

Country	Mathematics			Science		
	Overall	Male	Female	Overall	Male	Female
International average*	0.7	0.8	0.8	0.7	0.9	0.8
Singapore	5.3	5.5	6.4	5.0	5.4	6.3
Korea	2.1	2.5	2.6	1.9	2.2	2.5
Japan	2.1	2.5	2.2	1.8	2.0	2.0
Hong Kong	4.3	4.7	4.2	3.7	4.1	3.8
Netherlands	3.4	3.8	3.4	3.1	3.6	3.5
Czech Republic	3.3	3.4	3.6	3.1	3.4	3.6
Austria	3.1	3.6	3.6	3.3	3.9	3.7
Slovenia	3.2	3.4	4.0	3.3	3.3	4.0
Ireland	3.4	3.9	4.3	3.3	3.5	4.5
Hungary	3.7	4.2	3.9	3.4	3.8	3.9
Australia*	3.2	3.9	3.6	3.0	3.4	3.3
United States	3.0	3.1	3.3	3.1	3.3	3.3
Canada	3.3	3.4	3.9	3.0	3.7	3.2
Israel	3.5	4.4	4.1	3.6	4.5	3.8
Latvia (Latvian-speaking schools)	4.8	5.5	5.2	4.9	5.4	5.5
Scotland	3.9	4.3	3.8	4.2	4.5	4.3
England	3.2	3.4	4.4	3.3	4.0	3.4
Norway	3.0	3.5	3.6	3.6	4.7	3.7
Cyprus	3.1	3.5	3.3	3.3	4.0	3.1
New Zealand	4.3	5.7	4.3	4.9	6.1	4.8
Greece	4.4	5.0	4.5	4.1	4.5	4.3
Thailand	4.7	5.8	4.2	4.9	5.9	4.3
Portugal	3.5	3.8	3.7	4.0	4.5	4.2
Iceland	2.7	3.3	3.0	3.3	4.3	3.3
Iran, Islamic Republic	4.0	6.0	5.0	3.9	5.9	4.7
Kuwait	2.8	—	—	3.1	—	—

— Not available.

* The standard errors for the International Average and Australia (grade 4) differ slightly from those published in *Mathematics Achievement in the Primary School Years, 1997*, and in *Science Achievement in the Primary School Years, 1997*.

SOURCE: International Association for the Evaluation of Educational Achievement, TIMSS International Study Center, *Mathematics Achievement in the Primary School Years, IEA's Third International Mathematics and Science Study, 1997* and *Science Achievement in the Primary School Years, IEA's International Mathematics and Science Study, 1997*.

Table S3-2 Standard errors for table 3-2

Country	Mathematics			Science		
	Overall	Male	Female	Overall	Male	Female
International average	0.6	0.8	0.7	0.6	0.8	0.7
Singapore	4.9	6.3	5.4	5.5	6.7	7
Korea	2.4	3.2	3.4	1.9	2.7	2.3
Japan	1.9	2.6	2.1	1.6	2.4	2.0
Hong Kong	6.5	7.7	7.7	4.7	5.5	5.1
Belgium (Flemish)	5.7	8.8	7.4	4.2	6.0	5.8
Czech Republic	4.9	4.5	6.3	4.3	4.2	5.8
Slovak Republic	3.3	3.7	3.6	3.2	3.5	3.9
Switzerland	2.8	3.5	3.1	2.5	3.2	3.0
Netherlands	6.7	7.8	6.4	5.0	6.4	4.9
Slovenia	3.1	3.8	3.3	2.5	3.2	3.2
Bulgaria	6.3	—	—	5.3	—	—
Austria	3.0	3.2	4.5	3.7	4.0	4.6
France	2.9	3.1	3.8	2.5	2.7	3.3
Hungary	3.2	3.6	3.6	2.8	3.1	3.4
Russian Federation	5.3	6.3	5.0	4.0	4.9	3.7
Australia	4.0	5.1	4.6	3.9	5.2	4.1
Canada	2.4	3.2	2.7	2.6	3.1	3.7
Ireland	5.1	7.2	6.0	4.5	6.6	5.2
Belgium (French)	3.4	4.7	3.7	2.8	4.8	2.9
Israel	6.2	6.6	6.9	5.7	6.4	6.1
Thailand	5.7	5.6	7.0	3.7	3.9	4.3
Sweden	3.0	3.6	3.1	3.0	3.4	3.4
Germany	4.5	5.1	5.0	4.8	5.9	4.9
New Zealand	4.5	5.9	5.3	4.4	5.4	5.2
England	2.6	5.1	3.5	3.3	5.6	4.2
Norway	2.2	2.8	2.7	1.9	3.2	2.0
Denmark	2.8	3.2	3.4	3.1	3.6	3.9
United States	4.6	5.2	4.5	4.7	4.9	5.2
Scotland	5.5	6.6	5.2	5.1	6.4	4.7
Latvia (Latvian-speaking schools)	3.1	3.8	3.5	2.7	3.3	3.2
Iceland	4.5	5.5	5.6	4.0	5.1	4.6
Spain	2.0	2.5	2.6	1.7	2.1	2.3
Greece	3.1	3.7	3.1	2.2	2.6	3.1
Romania	4.0	4.8	4.0	4.7	5.3	5.0
Lithuania	3.5	4.0	4.1	3.4	3.8	4.0
Cyprus	1.9	2.8	2.5	1.9	2.2	2.7
Portugal	2.5	2.8	2.7	2.3	2.8	2.7
Iran, Islamic Republic	2.2	2.9	3.3	2.4	3.8	3.2
Kuwait	2.5	—	—	3.7	—	—
Colombia	3.4	6.9	3.6	4.1	7.3	4.6
South Africa	4.4	6.3	4.1	6.6	9.5	6.0

— Not available.

SOURCE: International Association for the Evaluation of Educational Achievement, TIMSS International Study Center, *Mathematics Achievement in the Middle School Years, IEA's Third International Mathematics and Science Study, 1996* and *Science Achievement in the Middle School Years, IEA's Third International Mathematics and Science Study, 1996*.

Table S4(a) Standard errors for the first text table in *Indicator 4*

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *NAEP 1996 Trends in Academic Progress*, revised 1998.

Table S4(b) Standard errors for the second text table in *Indicator 4*

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

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *NAEP 1996 Trends in Academic Progress*, revised 1998.

Table S5 Standard errors for the text table in *Indicator 5*

Selected student characteristics	Grade 4			Grade 8			Grade 12		
	1992	1994	1998	1992	1994	1998	1992	1994	1998
Total	0.9	1.0	0.8	0.9	0.8	0.8	0.6	0.7	0.7
Sex									
Male	1.2	1.3	1.1	1.1	1.0	0.9	0.7	0.8	1.0
Female	1.0	1.1	0.7	1.0	1.0	0.9	0.7	0.8	0.7
Race-ethnicity									
White	1.2	1.3	0.8	1.2	1.0	0.9	0.6	0.6	0.7
Black	1.6	1.7	1.7	1.6	1.7	1.5	1.4	1.6	1.7
Hispanic	2.1	2.6	1.8	1.4	1.4	2.1	2.3	1.5	1.5
Asian/Pacific Islander	2.1	2.6	1.8	3.0	3.5	3.7	3.2	1.9	3.3
American Indian/ Alaskan Native	4.6	3.4	3.1	3.7	4.2	4.7	—	5.3	5.4
Type of school									
Public	1.0	1.1	0.8	1.0	0.8	0.8	0.7	0.7	0.8
Nonpublic	1.7	2.5	2.3	2.0	1.4	1.6	1.3	1.9	1.7
Type of location									
Central city	1.3	2.1	1.7	1.6	1.6	1.6	1.5	1.1	1.6
Urban fringe/ large town	1.9	1.8	1.6	1.3	1.2	1.3	0.9	1.1	1.2
Rural/small town	1.9	1.8	1.3	2.4	1.7	1.5	1.4	1.4	1.3

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *NAEP 1998 Reading, A Report Card for the Nation and the States, 1999*.**Table S5-1** Standard errors for table 5-2

Reading achievement level	Grade 4			Grade 8			Grade 12		
	1992	1994	1998	1992	1994	1998	1992	1994	1998
At advanced	0.6	0.7	0.5	0.3	0.3	0.4	0.3	0.5	0.4
At proficient	1.2	1.1	0.9	1.1	0.9	0.9	0.8	1.0	0.9
At basic	1.1	1.0	0.9	1.0	0.9	0.9	0.6	0.7	0.9
Below basic	1.1	1.0	0.9	1.0	0.9	0.9	0.6	0.7	0.9

SOURCE: U.S. Department of Education, National Center for Education Statistics, *NAEP 1998 Reading, A Report Card for the Nation and the States, 1999*.

Table 6(a) Standard errors for the first text table in *Indicator 6*

Year	Total			Male			Female		
	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11
1984	1.5	2.0	1.6	2.8	2.3	1.4	3.1	2.4	2.5
1988	1.6	1.3	1.3	2.3	1.5	2.0	2.0	1.7	1.2
1990	1.5	1.2	1.0	1.9	1.5	1.6	2.2	1.3	1.5
1992	1.5	1.3	1.4	1.7	1.9	1.2	1.7	1.3	2.0
1994	1.6	1.3	1.2	1.7	1.8	1.5	2.2	1.4	1.5
1996	1.2	1.0	1.2	1.8	1.1	1.4	1.9	1.2	1.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *NAEP 1996 Trends In Academic Progress*, revised 1998.

Table S6(b) Standard errors for the second text table in *Indicator 6*

Year	White			Black			Hispanic		
	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11
1984	1.9	2.1	1.8	5.0	5.7	3.6	5.8	6.4	6.6
1988	1.9	1.3	1.3	4.7	3.5	2.9	3.5	2.5	4.4
1990	2.0	1.6	1.2	5.4	2.3	2.3	4.1	2.8	2.6
1992	1.7	1.3	1.2	3.8	4.0	3.2	3.6	2.2	3.8
1994	1.5	1.4	1.4	3.2	3.4	2.2	3.1	3.3	4.0
1996	1.6	1.0	1.5	2.3	2.6	3.0	3.2	2.3	2.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *NAEP 1996 Trends In Academic Progress*, revised 1998.

Table S6-1 Standard errors for table 6-2

Proficiency levels	Grade	Year					
		1984	1988	1990	1992	1994	1996
Level 150:							
Disjointed, unclear writing	4	1.3	0.8	1.1	0.5	0.9	0.7
	8	—	—	0.1	—	—	0.1
	11	—	—	—	—	—	—
Level 200:							
Incomplete, vague writing	4	2.0	2.0	1.7	1.9	2.0	1.5
	8	0.9	0.6	0.6	0.4	0.6	0.5
	11	0.3	—	0.3	0.2	0.2	0.2
Level 250:							
Beginning, focused, clear writing	4	1.0	1.1	0.9	1.1	0.8	1.2
	8	2.6	1.7	1.5	1.4	1.3	1.3
	11	1.0	1.5	1.3	1.3	1.2	1.4
Level 300:							
Complete, sufficient writing	4	—	0.2	0.1	0.2	0.2	0.2
	8	1.8	0.8	0.8	1.5	1.2	0.8
	11	2.4	1.7	1.1	1.9	1.5	1.5
Level 350:							
Effective, coherent writing	4	—	—	—	—	—	—
	8	—	0.1	0.2	0.3	0.2	0.2
	11	0.7	0.4	0.7	0.4	0.3	0.5

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *NAEP 1996 Trends In Academic Progress*, revised 1998.

Table S6-2 Standard errors for table 6-3

Percentile	Grade 4						Grade 8						Grade 11					
	1984	1988	1990	1992	1994	1996	1984	1988	1990	1992	1994	1996	1984	1988	1990	1992	1994	1996
All students																		
5	3.3	3.3	1.8	1.9	2.6	1.8	4.3	2.9	2.3	2.0	3.4	2.1	2.3	4.5	2.7	3.3	2.0	1.6
10	2.7	1.9	2.3	1.3	3.3	1.8	3.7	2.6	1.9	2.9	2.5	1.3	1.7	2.4	2.4	2.1	2.1	2.0
25	2.1	1.6	2.1	1.4	2.3	1.6	3.1	1.9	1.4	1.5	2.0	1.3	1.7	1.9	1.8	1.7	1.7	1.4
50	2.9	2.5	1.7	2.2	1.3	1.3	2.6	1.4	1.6	1.6	1.3	1.3	1.9	1.3	1.3	1.2	1.7	1.8
75	1.5	1.8	2.3	1.6	1.4	2.3	2.1	1.2	1.7	1.7	1.5	0.9	1.7	1.2	1.4	1.7	1.5	1.2
90	2.2	2.1	2.1	1.8	1.3	2.0	1.8	1.4	1.3	1.7	1.8	1.7	2.6	1.4	1.8	1.5	1.4	1.8
95	2.7	2.6	2.7	2.9	2.7	3.1	2.0	1.8	1.8	1.6	1.5	1.6	2.9	1.6	2.7	2.3	1.3	3.0
White																		
5	3.6	4.3	3.0	2.3	4.7	3.1	5.7	2.3	2.3	3.4	3.1	1.9	3.8	3.7	3.4	1.2	2.5	3.0
10	3.3	3.1	3.5	1.7	2.9	1.8	3.2	1.4	2.9	2.6	2.1	3.0	2.2	2.8	2.7	2.0	1.3	2.7
25	1.5	1.8	2.9	1.9	2.2	2.2	2.3	1.8	1.9	1.7	1.7	1.5	1.4	1.7	1.6	1.1	1.5	1.5
50	2.2	1.8	1.9	2.3	1.0	2.1	2.7	1.5	1.6	1.7	2.0	1.1	2.0	1.2	1.1	1.3	2.2	1.3
75	1.4	2.1	2.2	1.6	2.1	2.8	2.3	1.3	1.8	1.9	1.5	1.3	2.6	1.3	1.3	1.8	1.6	2.0
90	4.5	2.6	1.6	2.2	1.4	2.5	2.0	1.7	1.8	2.4	2.0	1.9	2.6	1.3	2.2	1.4	1.9	2.7
95	3.5	3.3	2.4	2.8	2.7	3.5	2.5	1.3	1.8	2.5	2.3	1.8	4.0	2.8	2.8	2.5	2.1	3.7
Black																		
5	6.5	7.6	5.2	5.7	9.2	6.5	7.2	5.2	5.7	8.1	6.2	8.2	8.5	6.2	5.4	5.0	7.0	6.6
10	4.5	5.9	6.8	4.2	4.8	2.8	6.8	6.1	4.0	7.4	4.4	6.3	6.8	2.9	3.0	3.2	5.1	6.2
25	4.9	5.5	4.9	4.5	4.9	3.3	6.9	3.4	4.4	4.7	6.1	1.6	5.5	3.3	2.3	5.8	3.4	5.7
50	5.5	4.6	6.0	4.2	3.8	6.2	6.7	4.3	2.4	3.6	3.8	3.5	3.3	3.0	3.2	3.9	2.6	3.5
75	13.6	4.6	7.0	3.3	4.0	3.2	3.7	3.3	2.7	4.6	4.2	3.8	4.6	3.0	4.0	4.3	2.4	3.1
90	10.2	6.0	6.5	3.6	6.4	6.2	5.4	5.7	1.6	3.3	7.1	3.4	7.8	4.9	2.3	4.1	2.1	5.3
95	12.0	5.8	23.2	6.4	6.4	5.3	3.6	4.4	3.1	4.7	3.7	6.7	5.0	3.8	4.4	5.1	3.2	9.6
Hispanic																		
5	13.1	6.0	7.5	5.1	4.9	4.8	13.9	5.9	5.4	6.4	4.9	4.4	10.8	6.2	9.7	10.6	7.9	9.3
10	12.3	6.1	7.6	5.1	5.2	3.5	11.7	7.1	3.7	5.1	3.9	4.9	6.5	8.4	4.1	2.7	8.3	3.2
25	8.7	5.1	7.1	3.4	4.7	4.3	7.6	5.3	3.6	5.0	5.1	2.9	7.5	6.2	4.0	6.0	6.6	3.3
50	6.4	5.1	5.4	4.3	4.6	3.7	7.0	2.9	4.7	2.1	3.2	2.3	8.2	3.9	3.2	4.6	4.9	3.2
75	8.0	4.5	3.8	5.1	4.0	4.4	4.2	2.4	5.0	4.3	3.9	2.6	7.1	8.7	6.0	4.9	4.0	6.6
90	6.5	4.3	4.8	5.5	5.0	4.5	5.8	2.4	3.3	3.3	6.2	4.0	9.8	5.6	3.9	3.5	3.0	3.1
95	7.5	4.8	5.8	3.5	5.1	5.2	7.7	5.4	3.3	3.5	5.7	5.6	16.8	5.4	15.8	3.1	6.8	6.9

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *NAEP 1996 Trends In Academic Progress*, revised 1998.

Table S7 **Standard errors for the text table in *Indicator 7***

Selected student characteristics	Music			Theatre		Visual arts	
	Creating (0-100 percent)	Performing (0-100 percent)	Responding (0-300)	Creating/ performing (0-100 percent)	Responding (0-300)	Creating (0-100 percent)	Responding (0-300)
Total	1.1	1.2	1.3	2.0	5.7	0.7	1.1
Sex							
Male	1.0	1.4	1.5	2.2	6.6	0.7	1.5
Female	1.6	1.5	1.6	2.1	5.6	0.9	1.4
Race-ethnicity							
White	1.2	1.4	1.4	1.9	4.4	0.9	1.3
Black	3.6	1.9	2.3	2.2	10.1	1.8	2.0
Hispanic	2.7	3.7	3.5	2.5	6.2	1.3	2.0
Asian	3.8	—	6.2	—	—	1.6	6.4
Type of school							
Public	1.2	1.2	1.4	2.1	4.9	0.8	1.1
Nonpublic	2.9	4.7	5.8	—	—	1.6	3.7
Parents' highest education level							
Did not finish high school	2.5	2.4	3.5	2.1	4.4	1.4	2.4
Graduated high school	2.0	2.4	1.3	1.9	8.5	1.1	1.8
Some education after high school	1.3	2.4	1.8	1.8	5.1	0.8	1.8
Graduated college	1.3	1.5	1.7	2.2	5.6	0.7	1.4

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *The NAEP 1997 Arts Report Card*, 1998.

Table S7-1 Standard errors for table 7-1

Characteristics of arts education	Music			Theatre		Visual arts	
	Creating (0-100 percent)	Performing (0-100 percent)	Responding (0-300)	Creating/performing (0-100 percent)	Responding (0-300)	Creating (0-100 percent)	Responding (0-300)
Total	1.1	1.2	1.3	2.0	5.7	0.7	1.1
Frequency of instruction							
At least 3 or 4 times a week	2.0	2.2	3.0	2.5	4.5	1.3	2.3
Once or twice a week	1.6	1.7	3.2	2.5	18.2	1.3	3.2
Less than once a week	1.7	1.9	4.2	—	—	1.2	4.6
Subject not taught	4.3	—	7.9	—	—	2.1	4.7
District or state curriculum							
In subject area							
Yes	1.2	1.4	1.7	3.3	5.9	1.0	1.6
No	2.3	2.6	3.5	3.2	10.1	1.1	2.2
Use visiting artists							
Yes	1.5	1.8	2.5	3.4	9.3	1.0	3.7
No	1.7	1.2	2.0	2.3	4.1	1.0	1.9
Position of arts staff person							
Full-time specialist	1.4	1.2	1.8	3.0	5.4	0.9	1.7
Part-time specialist	2.5	3.3	4.5	2.0	18.2	1.7	6.6
Elementary classroom teacher	—	—	—	—	—	1.4	4.2
Other faculty member	—	—	—	—	—	3.7	6.8
Artist-in-residence	—	—	—	—	—	—	—
Volunteer	—	—	—	—	—	—	—
Subject is not taught	—	—	6.8	—	—	2.8	5.9
Type of space where arts is taught							
Room/stage dedicated to subject, with special equipment	1.8	1.7	2.0	2.7	5.2	1.1	2.5
Room/stage dedicated to subject, without special equipment	1.7	2.0	2.8	—	—	1.2	3.0
(For theatre only), Room, no stage	—	—	—	3.4	3.4	—	—
No dedicated space	4.1	2.7	6.6	—	—	—	—
Classrooms only	3.6	—	4.7	—	—	1.4	6.4
Other	—	—	—	—	—	—	—
Subject is not taught	—	—	—	—	—	2.0	8.2

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *The NAEP 1997 Arts Report Card*, 1998.

Table S8 Standard errors for the text table in *Indicator 8*

Country	Prose scale				Document scale				Quantitative scale			
	Level 1	Level 2	Level 3	Level 4/5	Level 1	Level 2	Level 3	Level 4/5	Level 1	Level 2	Level 3	Level 4/5
Belgium (Flanders)	1.5	2.4	2.7	1.3	1.7	3.0	4.2	1.0	1.8	1.8	2.2	1.4
Canada	1.7	2.0	2.6	2.4	1.9	1.6	2.2	1.5	1.8	2.6	2.8	2.2
Germany	1.3	1.3	1.8	1.2	0.8	1.4	1.2	1.0	0.5	1.3	1.2	1.1
Ireland	1.5	1.8	1.7	1.7	1.8	1.4	1.6	1.4	1.6	1.1	1.1	1.7
Netherlands	0.7	1.1	1.4	1.1	0.8	0.9	1.4	1.1	0.8	1.0	1.1	1.0
New Zealand	1.0	1.3	1.0	0.8	1.1	1.5	1.1	1.0	1.1	1.2	1.2	0.8
Poland	0.9	0.9	0.8	0.6	1.4	1.1	0.9	0.5	1.3	1.4	0.9	0.6
Sweden	0.5	0.7	1.1	0.7	0.4	1.0	1.2	0.9	0.6	0.9	1.2	0.9
Switzerland (French)	1.4	1.9	2.1	0.9	1.4	2.0	1.7	1.4	1.0	1.7	2.0	1.4
Switzerland (German)	1.0	2.0	1.9	1.2	1.4	2.2	1.0	1.3	1.1	1.9	2.1	1.4
United Kingdom	1.1	1.3	1.5	1.0	1.1	1.2	1.1	1.0	0.9	1.3	1.3	1.1
United States	1.1	1.4	1.5	1.4	0.9	1.5	1.2	1.3	0.9	1.5	0.9	1.2

SOURCE: Organisation for Economic Co-operation and Development, *International Adult Literacy Survey*, unpublished tabulations, 1994, 1995.

Table S8-1 Standard errors for table 8-1

Country	Highest level of education			
	Less than high school	High school diploma	Some college	College degree
Belgium (Flanders)	8.3	2.2	1.8	2.4
Canada	3.4	4.0	3.5	4.6
Germany	1.2	3.4	6.5	4.3
Ireland	1.8	3.0	3.2	5.1
Netherlands	1.5	1.6	—	1.8
New Zealand	1.4	2.3	2.4	3.0
Poland	0.9	2.6	3.7	5.8
Sweden	2.5	1.2	2.0	3.2
Switzerland (French)	3.0	2.7	5.1	3.4
Switzerland (German)	4.1	1.9	4.4	5.1
United Kingdom	1.2	2.2	3.1	1.7
United States	2.3	2.8	3.4	1.8

— Not available.

SOURCE: Organisation for Economic Co-operation and Development, *International Adult Literacy Survey*, unpublished tabulations, 1994, 1995.

Table S9 **Standard errors for the text table in *Indicator 9***

	Students			Parents
	Total	Grades 9-10	Grades 11-12	
Citizenship skill				
Political knowledge (correct answers out of five)				
None or one	1.0	1.3	1.4	0.9
Two or three	0.9	1.2	1.4	0.9
Four or five	0.8	0.9	1.3	0.9
Attention to politics				
Read national news at least once a week	1.0	1.3	1.4	1.0
Watch/listen to national news almost daily	1.0	1.3	1.4	0.8
Participation skills				
I could write a letter to a government office	0.5	0.7	0.6	0.4
I could make a statement at a public meeting	0.7	1.1	1.0	0.7
Political efficacy				
I understand politics or government	1.0	1.3	1.4	1.0
My family has a say in what government does	1.0	1.3	1.4	1.0
Tolerance of diversity				
People should be allowed to speak against religion or church	0.6	0.9	0.8	0.7
Controversial books could be kept in a public library	1.0	1.3	1.4	1.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey, Spring 1996 (Youth Civic Involvement Component and Parent and Family Involvement in Education and Civic Involvement Component).

Table S9-1 Standard errors for table 9-1

Selected student characteristics	Percentage of students who gave correct answers to political items		
	None or one	Two or three	Four or five
Total	1.0	0.9	0.8
Sex			
Male	1.4	1.3	1.2
Female	1.4	1.3	1.0
Race-ethnicity			
White	1.2	1.1	1.0
Black, Hispanic, or other	1.8	1.6	1.0
Academic performance			
A	1.6	1.7	1.6
B	1.5	1.4	1.1
C	1.9	1.7	1.3
D-F	4.4	4.3	1.9
Language spoken most at home by student			
English	1.0	0.9	0.8
Other	3.8	3.4	2.3
Parents' highest educational level			
Less than high school	3.1	2.8	1.7
High school only	1.8	1.7	1.1
Some college/vocational/technical	1.8	1.7	1.3
Bachelor's degree	2.3	2.4	2.2
Graduate/professional school	2.0	2.1	2.2
Control of school			
Public	1.0	0.9	0.8
Private	3.0	3.1	2.7
Participation in community service during school year			
No participation	1.4	1.2	0.9
Once or twice	2.0	1.9	1.8
Regularly/under 35 hours	2.7	2.6	2.2
Regularly/35 hours or more	2.5	2.4	2.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey, Spring 1996 (Youth Civic Involvement Component and Parent and Family Involvement in Education and Civic Involvement Component).

Table S9-2 Standard errors for table 9-2

Selected student characteristics	Percentage of students who reported:							
	Attention to politics		Political participation skills		Political efficacy		Tolerance of diversity	
	They read	They watch	They could	They could	They	Their family	People	Control
	national news at least once a week	or listen to national news almost daily	write a letter to a government office	make a statement at a public meeting	understand politics or government	has a say in what government does	should be allowed to speak against religion	versal books could be kept in a public library
Total	1.0	1.0	0.5	0.7	1.0	1.0	0.6	1.0
Sex								
Male	1.4	1.4	0.7	1.1	1.3	1.3	0.9	1.4
Female	1.4	1.4	0.6	1.0	1.4	1.3	0.9	1.4
Race-ethnicity								
White	1.2	1.1	0.6	0.9	1.2	1.1	0.7	1.1
Black, Hispanic, or other	1.7	1.8	0.9	1.4	1.8	1.7	1.3	1.8
Academic performance								
A	1.7	1.7	0.7	1.2	1.7	1.6	1.1	1.7
B	1.5	1.5	0.8	1.2	1.2	1.5	0.9	1.5
C	2.0	2.1	1.1	1.6	2.0	2.0	1.4	2.0
D-F	4.5	4.0	2.2	3.7	4.6	4.5	2.4	4.6
Language spoken most at home by student								
English	1.0	1.0	0.5	0.8	1.0	1.0	0.6	1.0
Other	3.8	3.9	2.2	3.0	3.9	4.0	3.5	4.0
Parents' highest educational level								
Less than high school	3.3	3.5	1.8	2.9	3.5	3.6	3.0	3.6
High school only	1.8	1.8	1.0	1.5	1.9	1.9	1.1	1.9
Some college/vocational/technical	1.8	1.8	0.8	1.3	1.8	1.7	1.2	1.8
Bachelor's degree	2.4	2.4	1.0	1.9	2.4	2.2	1.4	2.3
Graduate/professional school	2.2	2.2	0.9	1.6	2.0	1.9	1.1	2.1
Control of school								
Public	1.0	1.0	0.5	0.8	1.0	1.0	0.7	1.0
Private	3.1	3.1	1.0	1.8	2.9	2.8	1.6	3.0
Participation in community service during school year								
No participation	1.4	1.4	0.8	1.2	1.4	1.4	1.0	1.4
Once or twice	2.0	2.0	0.7	1.5	2.1	2.0	1.2	2.0
Regularly/under 35 hours	2.7	2.6	1.1	1.5	2.6	2.5	1.7	2.6
Regularly/35 hours or more	2.6	2.6	1.1	1.5	2.4	2.4	1.4	2.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey, Spring 1996 (Youth Civic Involvement Component and Parent and Family Involvement in Education and Civic Involvement Component).

Table S10 Standard errors for the text table in *Indicator 10*

October	Recent high school completers not enrolled in college				Recent high school dropouts			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic
1972	1.7	1.8	5.7	(*)	2.8	3.4	6.4	(*)
1974	1.7	1.8	5.8	5.5	2.7	3.2	5.6	5.2
1976	1.7	1.8	5.8	4.9	2.8	3.2	5.5	5.2
1978	1.6	1.7	5.6	4.5	2.7	3.3	5.1	5.3
1980	1.8	1.8	5.2	4.9	2.8	3.5	5.5	4.8
1982	2.0	2.1	4.7	5.1	3.1	3.8	5.4	5.2
1984	2.1	2.3	5.0	5.1	3.3	4.1	6.9	4.9
1986	2.1	2.3	5.1	5.2	3.4	4.5	8.6	5.1
1988	2.4	2.6	6.1	6.2	3.7	4.7	6.8	6.8
1989	2.5	2.7	7.1	6.8	4.1	5.3	7.4	6.5
1990	2.5	2.8	6.4	6.1	4.1	5.3	8.7	6.2
1991	2.8	3.2	6.2	5.9	4.1	5.5	7.6	5.9
1992	2.7	3.0	6.1	5.9	4.0	5.3	—	6.2
1993	2.7	3.0	7.2	5.6	4.1	5.2	8.6	5.4
1994	2.6	2.8	6.6	5.4	3.7	5.0	8.1	5.0
1995	2.6	2.9	6.5	5.1	3.4	4.7	7.9	4.8
1996	2.8	3.2	6.5	5.2	3.8	5.3	7.1	4.9
1997	2.7	3.1	7.0	(*)	3.8	5.2	7.2	(*)

— Not available.

* Not applicable.

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

Table S10-1 Standard errors for table 10-1

October	Recent high school completers not enrolled in college			Recent high school dropouts		
	Total	Male	Female	Total	Male	Female
1960	2.7	4.0	3.6	4.7	6.6	6.4
1961	2.7	4.3	3.5	4.6	6.3	6.4
1962	2.6	3.6	3.6	5.0	7.5	5.8
1963	2.7	4.0	3.5	5.2	7.2	6.5
1964	2.5	3.4	3.3	3.5	5.1	4.1
1965	2.2	2.7	3.0	3.3	4.3	4.3
1966	2.3	3.1	3.0	3.6	4.7	4.8
1967	2.0	2.8	2.7	3.0	3.9	4.1
1968	2.0	2.9	2.7	3.0	4.0	4.0
1969	1.9	2.4	2.6	2.9	3.7	3.8
1970	2.0	2.6	2.7	2.8	3.8	3.7
1971	1.9	2.6	2.7	2.9	3.9	3.9
1972	1.7	2.3	2.5	2.8	3.8	3.6
1973	1.7	2.1	2.4	2.7	3.5	4.0
1974	1.7	2.3	2.4	2.7	3.5	3.7
1975	1.8	2.4	2.5	2.8	4.0	3.6
1976	1.7	2.3	2.6	2.8	3.7	3.7
1977	1.7	2.3	2.4	2.7	3.5	3.9
1978	1.6	2.2	2.4	2.7	3.4	3.9
1979	1.7	2.2	2.4	2.7	3.7	3.7
1980	1.8	2.4	2.6	2.8	3.7	4.1
1981	1.9	2.6	2.7	2.9	4.0	3.8
1982	2.0	2.7	2.8	3.1	4.3	4.3
1983	2.0	2.9	2.8	3.3	4.5	4.7
1984	2.1	2.9	2.9	3.3	4.5	4.6
1985	2.3	3.3	3.2	3.3	4.5	4.6
1986	2.1	3.0	2.9	3.4	4.6	4.8
1987	2.2	2.9	3.1	3.5	4.7	5.1
1988	2.4	3.2	3.5	3.7	4.9	5.2
1989	2.5	3.2	3.8	4.1	5.6	6.0
1990	2.5	3.3	3.8	4.1	5.6	5.8
1991	2.8	3.7	4.3	4.1	6.0	5.2
1992	2.7	3.5	4.0	4.0	6.0	5.1
1993	2.7	3.7	3.9	4.1	5.5	5.6
1994	2.6	3.4	3.8	3.7	5.1	4.7
1995	2.6	3.7	3.5	3.4	4.5	5.0
1996	2.8	3.7	4.2	3.8	5.6	5.1
1997	2.7	3.4	4.1	3.8	5.0	5.3

SOURCE: U.S. Department of Labor, Bureau of Labor Statistics, *Labor Force Statistics Derived from the Current Population Survey: 1940-87*; and U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table S11 Standard errors for the text table in *Indicator 11*

	Male				Female			
	Grades 9-11	High school diploma or GED	Some college	Bachelor's degree or higher	Grades 9-11	High school diploma or GED	Some college	Bachelor's degree or higher
March								
1971	1.2	0.5	1.0	0.8	1.5	0.9	1.7	1.8
1973	1.1	0.5	1.0	0.7	1.5	0.9	1.6	1.6
1975	1.5	0.6	0.9	0.6	1.5	0.9	1.5	1.3
1977	1.5	0.6	0.8	0.6	1.6	0.9	1.3	1.2
1979	1.5	0.6	0.7	0.5	1.7	0.9	1.2	1.1
1981	1.5	0.6	0.7	0.5	1.7	0.8	1.1	1.0
1983	1.8	0.8	0.9	0.6	1.7	0.8	1.1	1.0
1985	1.6	0.6	0.7	0.6	1.8	0.8	1.1	0.9
1987	1.5	0.6	0.8	0.6	1.8	0.8	1.0	0.9
1989	1.6	0.6	0.8	0.6	2.0	0.8	1.1	0.9
1990	1.5	0.6	0.8	0.6	1.9	0.8	1.0	0.9
1991	1.7	0.6	0.8	0.6	1.8	0.8	1.1	0.9
1992	1.7	0.7	0.8	0.7	1.8	0.9	1.0	0.9
1993	1.7	0.7	0.8	0.6	1.9	0.9	0.9	0.9
1994	1.6	0.7	0.7	0.6	1.9	0.9	0.9	0.9
1995	1.7	0.7	0.7	0.6	2.0	0.9	0.9	0.9
1996	1.7	0.7	0.8	0.6	2.1	1.0	0.9	0.9
1997	1.7	0.8	0.7	0.6	2.1	1.0	1.0	0.9
1998	1.7	0.7	0.7	0.6	2.2	1.0	1.0	0.8

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

Table S12 Standard errors for the text table in *Indicator 12*

Year	Grades 9-11		Some college		Bachelor's degree or higher	
	Male	Female	Male	Female	Male	Female
1970	0.02	0.04	0.02	0.09	0.02	0.09
1972	0.02	0.05	0.02	0.07	0.02	0.07
1974	0.02	0.05	0.02	0.05	0.02	0.06
1976	0.02	0.04	0.02	0.05	0.02	0.05
1978	0.03	0.02	0.03	0.04	0.03	0.05
1980	0.02	0.04	0.02	0.04	0.02	0.04
1982	0.02	0.04	0.02	0.03	0.02	0.05
1984	0.03	0.04	0.04	0.03	0.05	0.04
1986	0.02	0.04	0.02	0.04	0.03	0.04
1988	0.03	0.03	0.02	0.04	0.04	0.03
1990	0.03	0.04	0.03	0.03	0.03	0.04
1991	0.03	0.05	0.03	0.03	0.02	0.04
1992	0.03	0.04	0.03	0.04	0.03	0.05
1993	0.03	0.03	0.02	0.04	0.03	0.06
1994	0.03	0.04	0.03	0.03	0.03	0.05
1995	0.02	0.03	0.03	0.04	0.05	0.06
1996	0.02	0.04	0.02	0.04	0.03	0.05
1997	0.02	0.05	0.02	0.04	0.03	0.05

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

Table S12-1 Standard errors for table 12-1

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

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

Table S13 Standard errors for the text table in *Indicator 13*

Parents' educational attainment and undergraduate borrowing status	No advanced degree, not enrolled	Attained advanced degree or currently enrolled			
		Total	No advanced degree, enrolled	Attained, not enrolled	Attained and enrolled
Total	0.6	0.6	0.4	0.4	0.1
Parents' educational attainment					
Less than high school	2.1	2.1	1.2	1.7	0.5
High school diploma or equivalency credential	0.9	0.9	0.7	0.6	0.2
Some postsecondary education	1.2	1.2	0.8	0.9	0.4
Bachelor's degree	1.1	1.1	0.8	0.8	0.2
Advanced degree	1.3	1.3	0.9	1.0	0.3
Undergraduate borrowing status (federal loans)					
Did not borrow	0.8	0.8	0.6	0.6	0.2
Borrowed	0.8	0.8	0.6	0.5	0.1
Less than \$1,000	5.2	5.2	4.9	1.6	0.9
\$1,000–4,999	1.4	1.4	1.0	1.0	0.3
\$5,000–9,999	1.2	1.2	0.9	0.9	0.2
\$10,000–19,999	1.3	1.3	0.9	0.9	0.3
\$20,000 or more	3.7	3.7	1.8	3.2	1.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study, Second Follow-up (B&B:93/97), Data Analysis System.

Table S13-1 Standard errors for table 13-1

Selected student characteristics	Employment and enrollment status in April 1997			
	Employed and not enrolled	Enrolled and employed	Enrolled and not employed	Not employed and not enrolled
Total	0.6	0.5	0.3	0.3
Sex				
Male	0.9	0.6	0.5	0.4
Female	0.8	0.6	0.4	0.5
Race-ethnicity				
White	0.6	0.5	0.3	0.4
Black	2.3	1.8	1.0	0.9
Hispanic	2.6	2.3	1.4	1.5
Asian/Pacific Islander	2.8	1.8	1.6	2.0
American Indian/Alaskan Native	6.4	3.2	3.4	4.8
Marital status in April 1997				
Never married	0.9	0.7	0.5	0.4
Married/cohabit as married	0.8	0.6	0.3	0.5
Divorced/separated/widowed	2.5	2.1	1.5	1.1
Number of children				
No children	0.8	0.6	0.3	0.4
One	1.0	0.7	0.6	0.6
Two or more children	1.3	1.2	0.4	0.7
Baccalaureate degree major				
Professional fields	0.7	0.5	0.4	0.3
Arts and sciences	1.4	1.0	0.6	1.0
Other	1.8	1.3	0.3	1.5
Baccalaureate degree major				
Business and management	1.2	0.8	0.5	0.7
Education	1.4	1.3	0.5	0.8
Engineering	1.8	1.6	0.7	0.5
Health professions	2.1	1.3	1.0	1.5
Public affairs/social services	3.2	2.8	0.4	1.3
Biological sciences	2.8	2.4	2.5	1.3
Mathematics and other sciences	2.2	1.7	1.2	1.1
Social science	1.7	1.5	0.9	1.0
History	4.4	2.8	3.0	1.3
Humanities	1.8	1.4	0.8	1.4
Psychology	3.4	2.5	2.0	2.5
Other	1.3	1.2	0.4	0.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study, Second Follow-up (B&B:93/97), Data Analysis System.

Table S14(a) Standard errors for the first text table in *Indicator 14*

Sex and race-ethnicity	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997
Total	1.2	1.4	1.5	1.4	2.0	2.2	2.5	2.9	2.7	2.8	2.4	2.7	2.9	2.8
Sex														
Male	1.6	2.1	2.1	2.1	2.6	3.0	3.8	3.8	3.5	3.7	3.0	3.3	4.0	3.5
Female	1.7	1.9	2.0	1.9	3.1	3.2	3.4	4.5	4.1	4.3	4.0	4.3	4.9	4.3
Race-ethnicity														
White	1.3	1.7	1.7	1.6	2.4	2.7	3.1	3.6	3.3	3.3	3.0	3.3	3.7	3.4
Black	0.6	0.8	0.8	0.8	1.7	1.4	2.0	2.0	1.8	2.2	1.8	2.1	1.8	2.1
Hispanic	3.3	2.5	3.4	3.5	7.4	7.9	6.3	9.2	7.7	9.3	4.2	5.2	4.9	5.8

SOURCE: The College Board, Advanced Placement Program, *National Summary Reports*, various years (Copyright © 1984-97 by the College Entrance Examination Board. All rights reserved.). U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table S14(b) Standard errors for the second text table in *Indicator 14*

Sex and race-ethnicity	Number of AP examinations taken						Number of examinations with scores of 3 or higher					
	Social studies	English	Foreign language	Calculus	Computer science	Science	Social studies	English	Foreign language	Calculus	Computer science	Science
Total	1.2	1.2	0.4	0.7	0.1	0.7	0.7	0.8	0.3	0.4	*0.0	0.5
Sex												
Male	1.9	1.3	0.4	1.1	0.1	1.2	1.2	0.9	0.3	0.7	0.1	0.9
Female	2.1	2.1	0.7	0.9	*0.0	1.0	1.2	1.4	0.5	0.5	*0.0	0.6
Race-ethnicity												
White	1.6	1.5	0.3	0.8	0.1	0.9	1.0	1.1	0.2	0.5	*0.0	0.6
Black	0.8	0.9	0.2	0.4	*0.0	0.4	0.3	0.3	0.1	0.1	*0.0	0.1
Hispanic	1.8	1.8	2.8	0.8	0.1	0.8	0.8	0.9	2.5	0.4	*0.0	0.4

* Standard errors less than 0.05 are rounded to 0.0.

SOURCE: The College Board, Advanced Placement Program, *National Summary Reports* (Copyright © 1997 by the College Entrance Examination Board. All rights reserved.). U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table S15 Standard errors for the text table in *Indicator 15*

Class ability level	Tasks done in class				Tasks done as homework		
	Linked school and real world	Ordered events/ things and explained order	Solved problems with several answers	Worked on problems with several solution methods	Conducted project or experiment	Worked on problems with no obvious solution	Applied concepts in new context
Total	1.0	1.0	1.0	1.1	0.9	0.7	1.0
Above school average	2.6	3.0	3.0	2.6	2.5	2.3	2.3
At school average	2.2	2.2	2.0	1.9	1.6	1.5	2.2
Below school average	2.8	2.3	3.1	3.4	2.2	1.5	3.1
Mixed	1.9	2.0	2.0	2.1	1.5	1.2	1.9

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey, 1994-95.

Table S16 Standard errors for the text table in *Indicator 16*

Country	Practice computational skills				Do reasoning tasks			
	Never or almost never	Some lessons	Most lessons	Every lesson	Never or almost never	Some lessons	Most lessons	Every lesson
Canada	1.7	4.0	4.1	2.8	0.0	3.0	3.8	3.6
England	1.6	2.6	2.8	1.9	0.0	2.7	3.0	2.1
France	2.1	4.8	4.2	2.1	0.0	4.3	4.7	3.8
Germany	3.3	5.0	4.4	2.8	1.0	4.4	4.8	3.9
Japan	—	—	—	—	0.0	2.2	4.4	4.3
United States	1.9	3.4	4.4	3.9	0.0	3.4	3.5	3.3

— Not available.

SOURCE: International Association for the Evaluation of Educational Achievement, TIMSS International Study Center, *Mathematics Achievement in the Middle School Years*, 1996.

Table S16-1 Standard errors for table 16-1

Country	Once in a while or never	Pretty often	Almost always
Australia	1.2	0.9	0.9
Austria	1.6	1.2	0.8
Belgium (Flemish)	0.8	1.7	2.0
Belgium (French)	1.7	1.7	1.2
Canada	1.3	1.2	1.3
Colombia	1.2	0.8	1.4
Cyprus	1.2	1.1	0.8
Czech Republic	1.3	1.2	0.4
Denmark	1.8	1.5	0.9
England	1.4	1.2	0.8
France	1.4	1.4	0.9
Germany	2.0	1.4	1.1
Greece	1.6	1.2	0.8
Hong Kong	2.2	1.3	2.4
Hungary	1.2	0.9	0.6
Iceland	1.7	1.8	1.2
Iran, Islamic Republic	1.8	1.2	1.2
Ireland	2.1	1.6	1.0
Israel	3.3	2.4	2.0
Japan	2.3	1.6	1.5
Korea	1.5	1.3	0.6
Kuwait	1.7	1.3	2.1
Latvia (Latvian-speaking schools)	1.4	1.2	0.4
Lithuania	1.6	1.4	0.8
Netherlands	1.6	1.3	0.9
New Zealand	1.7	1.1	1.2
Norway	1.3	1.3	0.4
Portugal	1.6	1.2	1.0
Romania	1.1	1.1	1.1
Russian Federation	1.5	2.0	1.4
Scotland	1.8	1.4	0.9
Singapore	1.2	1.0	0.9
Slovak Republic	1.6	1.4	0.5
Slovenia	1.6	1.4	1.0
Spain	1.4	1.2	1.3
Sweden	1.6	1.4	0.5
Switzerland	1.2	1.2	0.7
Thailand	1.7	0.9	1.2
United States	0.9	1.1	1.1

SOURCE: International Association for the Evaluation of Educational Achievement, TIMSS International Study Center, *Mathematics Achievement in the Middle School Years, 1996*.

Table S16-2 Standard errors for table 16-2

Country	Deciding which topics to teach			Deciding how to present a topic		
	Curriculum guide	Textbook	Examination specifications	Curriculum guide	Textbook	Examination specifications
Australia	2.0	2.0	—	2.4	2.4	—
Austria	4.2	4.2	0.2	3.9	3.8	0.2
Belgium (Flemish)	2.7	2.7	—	2.3	2.3	—
Belgium (French)	4.6	4.6	—	1.4	1.4	—
Canada	—	—	—	—	—	—
Colombia	5.2	5.1	1.3	5.9	5.8	0.7
Cyprus	5.7	5.7	0.0	4.3	4.3	0.0
Czech Republic	4.6	4.6	—	3.4	3.4	—
Denmark	—	—	—	—	—	—
England	—	—	—	—	—	—
France	2.6	2.4	0.9	2.9	2.9	0.0
Germany	4.1	4.1	—	5.4	5.4	—
Greece	4.1	4.1	—	1.9	1.9	—
Hong Kong	6.3	6.0	2.2	4.5	4.5	0.0
Hungary	3.1	3.1	1.3	3.2	3.1	0.8
Iceland	8.1	8.1	0.1	3.9	4.0	0.1
Iran, Islamic Republic	4.9	4.7	2.1	5.9	5.6	2.7
Ireland	4.8	4.8	—	3.6	3.6	—
Israel	4.9	3.1	3.6	6.5	7.2	3.3
Japan	3.4	3.5	1.1	2.4	2.8	1.4
Korea	3.4	3.6	1.1	3.2	3.5	1.7
Kuwait	—	—	—	—	—	—
Latvia (Latvian-speaking schools)	4.0	3.7	1.5	3.2	3.8	1.8
Lithuania	3.1	2.8	1.3	2.3	2.2	0.9
Netherlands	1.3	4.0	3.8	0.8	2.8	2.7
New Zealand	2.6	1.9	1.7	4.3	4.3	0.0
Norway	4.8	4.8	—	2.9	2.9	—
Portugal	3.1	3.1	—	4.9	4.9	—
Romania	2.2	1.5	1.6	3.7	3.8	2.1
Russian Federation	4.4	2.8	3.2	2.5	3.6	2.7
Scotland	4.3	3.5	3.6	4.7	5.1	2.9
Singapore	3.5	3.5	0.2	2.8	2.8	0.4
Slovak Republic	3.6	3.6	0.0	3.0	3.1	0.8
Slovenia	3.7	3.1	2.0	4.5	4.8	1.6
Spain	—	—	—	—	—	—
Sweden	3.8	3.8	—	1.7	1.7	—
Switzerland	4.6	4.6	0.6	—	—	—
Thailand	6.3	6.4	3.3	4.5	4.5	0.0
United States	3.7	3.3	1.3	2.3	2.4	1.2

— Not available.

SOURCE: International Association for the Evaluation of Educational Achievement, TIMSS International Study Center, *Mathematics Achievement in the Middle School Years, 1996*.

Table S17 Standard errors for the text table in *Indicator 17*

School characteristics	Percentage of schools with Internet access					Percentage of instructional rooms with Internet access				
	1994	1995	1996	1997	1998	1994	1995	1996	1997	1998
Total	1.5	1.8	1.8	1.5	1.3	0.3	0.7	1.0	1.6	1.8
Level of school										
Elementary	1.9	2.4	2.1	2.0	1.6	0.4	1.0	1.5	1.9	2.3
Secondary	2.4	2.7	1.8	1.7	2.1	0.6	1.0	1.5	2.0	2.1
Percentage of students eligible for free or reduced-price lunch										
Less than 11	3.1	3.5	3.6	3.3	5.6	0.9	1.6	2.9	4.2	4.0
11-30	2.8	3.6	3.1	2.8	2.0	0.8	1.8	2.0	2.3	3.1
31-70	3.2	2.9	3.2	2.4	1.6	0.8	1.6	1.8	2.7	3.0
71 or more	4.5	4.3	5.2	4.9	3.3	0.9	0.9	1.6	2.3	4.1
Percentage of minority students enrolled										
Less than 6	2.4	3.3	3.4	2.7	2.9	2.7	1.4	2.4	3.5	2.7
6-20	3.3	4.4	3.0	2.7	2.5	1.7	1.5	2.2	3.0	3.3
21-49	3.2	4.0	3.2	4.2	3.5	1.9	2.1	2.3	2.8	3.7
50 or more	2.9	3.8	4.6	4.7	2.9	0.4	1.0	1.5	1.9	3.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Internet Access in Public Schools," Issue Brief, February 1998, and "Internet Access in Public Schools, 1994-1998," Issue Brief, February 1999.

Table S17-1 Standard errors for table 17-1

Level of school	Percentage of schools with Internet access		Percentage of instructional rooms with Internet access	
	Public	Private	Public	Private
Total	1.8	1.4	0.7	0.6
Elementary	2.4	2.0	1.0	0.5
Secondary	2.7	4.7	1.0	0.8
Combined	—	2.6	—	1.9

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Advanced Telecommunications in U.S. Public Elementary and Secondary Schools, Fall 1996, 1997, and Advanced Telecommunications in U.S. Private Schools, K-12, Fall 1995, 1997.*

Table S17-2 Standard errors for table 17-2

Internet capabilities	Member of the school community with access to Internet capability			
	Available	Teachers	Administrative staff	Students
E-mail	1.3	1.7	1.2	2.2
News groups	2.1	1.5	2.0	2.7
Resource location services (e.g., Gopher, Archie, Veronica, etc.)	2.4	1.3	1.6	2.4
World Wide Web access (e.g., browsers such as Netscape, MOSAIC)	1.6	1.2	1.4	2.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Advanced Telecommunications in U.S. Public Elementary and Secondary Schools, Fall 1996, 1997.*

Table S18 Standard errors for the text table in *Indicator 18*

Current grade level, race-ethnicity, and family income	1984			1989			1993			1997		
	Used a computer at:			Used a computer at:			Used a computer at:			Used a computer at:		
	School	Home or school		School	Home or school		School	Home or school		School	Home or school	
Total (Grades 1-12)	0.3	0.2	0.4	0.4	0.3	0.4	0.4	0.3	0.4	0.3	0.3	0.3
Grades 1-6												
Total	0.5	0.4	0.6	0.6	0.4	0.6	0.5	0.5	0.5	0.4	0.5	0.4
Race-ethnicity												
White	0.7	0.5	0.7	0.7	0.6	0.7	0.6	0.6	0.6	0.5	0.7	0.4
Black	1.1	0.7	1.1	1.4	0.7	1.5	1.4	0.8	1.4	1.1	0.9	1.1
Hispanic	1.3	0.7	1.4	1.9	0.9	1.9	1.6	0.8	1.6	1.0	0.8	0.9
Family income												
Low income	1.1	0.4	1.1	1.5	0.7	1.5	1.4	0.7	1.4	1.2	0.8	1.1
Middle income	0.7	0.4	0.7	0.8	0.6	0.8	0.7	0.6	0.7	0.6	0.7	0.5
High income	1.2	1.0	1.2	1.1	1.1	1.1	1.0	1.1	0.9	0.7	0.9	0.5
Grades 7-12												
Total	0.5	0.4	0.5	0.6	0.5	0.6	0.5	0.5	0.5	0.4	0.5	0.4
Race-ethnicity												
White	0.6	0.4	0.6	0.7	0.6	0.7	0.7	0.6	0.6	0.5	0.6	0.4
Black	1.2	0.7	1.3	1.7	1.0	1.7	1.6	1.0	1.6	1.2	1.1	1.1
Hispanic	2.2	1.0	2.3	2.9	1.7	3.0	2.5	1.4	2.4	1.5	1.3	1.5
Family income												
Low income	1.1	0.5	1.2	1.5	0.7	1.5	1.4	0.7	1.4	1.2	0.9	1.2
Middle income	0.6	0.4	0.7	0.8	0.6	0.8	0.7	0.6	0.7	0.6	0.7	0.5
High income	0.9	0.8	1.0	1.1	1.1	1.1	1.0	1.1	0.9	0.8	0.8	0.5

NOTE: Data for 1984, 1989, and 1993 are revised from previously published figures.

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

Table S18-1 Standard errors for table 18-1

Current grade level, race-ethnicity, and family income	Word processing	E-mail	Internet	School assignments	Databases	Graphics/design
Total (Grades 1-12)	0.4	0.3	0.3	0.5	0.1	0.3
			Grades 1-6			
Total	0.6	0.4	0.4	0.7	0.0	0.5
Race-ethnicity						
White	0.7	0.4	0.5	0.8	0.0	0.5
Black	1.3	0.7	0.8	1.9	0.0	1.0
Hispanic	1.4	0.6	1.0	1.7	0.0	1.0
Family income						
Low income	1.8	1.1	1.2	2.3	0.0	1.4
Middle income	0.7	0.4	0.5	0.9	0.0	0.6
High income	1.0	0.7	0.8	1.1	0.0	0.8
			Grades 7-12			
Total	0.6	0.5	0.6	0.6	0.2	0.5
Race-ethnicity						
White	0.7	0.6	0.6	0.7	0.3	0.6
Black	2.2	1.2	1.6	2.4	0.5	1.4
Hispanic	2.8	1.7	2.2	2.9	0.8	1.9
Family income						
Low income	2.4	1.5	1.7	2.7	0.5	1.6
Middle income	0.9	0.6	0.7	0.9	0.3	0.6
High income	1.0	0.9	1.0	0.9	0.4	0.8

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

Table S19 Standard errors for the text table in Indicator 19

Selected student characteristics	Grade 4					Grade 8				
	Drill and practice	Demonstration of new topics	Playing math/learning games	Simulations and applications	Not used	Drill and practice	Demonstration of new topics	Playing math/learning games	Simulations and applications	Not used
Total	2.1	0.6	2.5	1.1	2.6	2.2	1.3	2.1	2.6	3.5
Sex										
Male	2.4	0.8	2.6	1.0	2.7	2.3	1.3	2.0	2.8	3.4
Female	2.4	0.5	2.5	1.3	2.6	2.3	1.4	2.4	2.4	3.8
Race-ethnicity										
White	2.4	0.7	2.7	1.2	2.9	2.5	1.7	2.3	3.5	4.3
Black	4.0	1.7	3.9	1.9	4.0	4.8	1.4	4.9	1.9	6.7
Hispanic	3.5	0.5	4.1	1.3	3.4	3.0	1.0	4.3	2.0	4.3
Title I participation										
Participated	3.6	0.7	4.2	3.1	4.2	6.4	6.3	6.9	2.2	6.5
Did not participate	2.3	0.7	2.5	1.0	2.8	2.4	1.0	2.2	2.9	3.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, 1996 Summary Data Tables: Teacher Reports for Mathematics and Science, 1998.

Table S21(a) Standard errors for the first text table in Indicator 21

Frequency	Age 9						Age 13						Age 17					
	1984	1988	1990	1992	1994	1996	1984	1988	1990	1992	1994	1996	1984	1988	1990	1992	1994	1996
Almost every day	1.0	1.8	1.8	1.2	1.6	1.9	1.0	2.4	1.7	2.4	1.8	1.9	0.8	1.9	2.1	1.5	2.6	2.0
1–2 times a week	0.8	1.3	1.3	1.2	1.5	1.8	1.2	2.2	1.7	1.8	2.1	2.1	1.1	2.6	2.0	1.5	1.9	2.7
1–2 times a month	0.6	0.8	0.6	0.5	0.6	1.0	0.8	1.6	1.3	1.5	1.7	1.4	0.5	2.2	1.3	1.4	1.5	1.5
Few times a year	0.3	0.6	0.6	0.4	0.6	0.5	0.5	1.3	1.1	1.1	1.2	1.2	0.5	1.1	1.4	1.2	1.5	1.6
Never/hardly ever	0.5	0.9	0.9	0.7	0.8	0.8	0.6	0.9	1.3	1.5	1.7	1.5	0.6	1.6	1.3	1.3	1.4	2.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Almanac: Reading 1984 to 1996, Writing 1984 to 1996, 1998.*

Table S21(b) Standard errors for the second text table in Indicator 21

Writing habit	Grade 4						Grade 8						Grade 11					
	1984	1988	1990	1992	1994	1996	1984	1988	1990	1992	1994	1996	1984	1988	1990	1992	1994	1996
Keep a diary/journal	—	—	—	—	—	—	1.8	1.6	1.6	1.5	1.4	1.2	1.4	1.6	1.1	1.1	1.2	1.5
Write for school paper	—	—	—	—	—	—	1.1	1.0	1.0	1.3	0.9	1.0	0.8	0.8	0.8	0.7	1.2	0.8
Write letters to relatives	2.1	1.4	1.5	1.5	1.1	1.3	2.0	1.4	1.6	1.7	1.9	2.0	1.8	2.0	1.6	1.4	2.0	1.5
Write notes or messages	2.4	1.9	1.8	1.5	1.7	1.4	2.0	1.3	1.4	1.6	1.3	1.7	1.9	1.6	1.1	1.1	1.4	1.8
Write stories	1.8	1.7	1.4	1.4	1.2	1.4	1.0	1.3	0.9	1.1	0.9	1.1	1.1	1.3	1.2	1.3	1.3	1.3

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Almanac: Reading 1984 to 1996, Writing 1984 to 1996, 1998.*

Table S21-1 Standard errors for table 21-1

Frequency	Age 9						Age 13						Age 17					
	1984	1988	1990	1992	1994	1996	1984	1988	1990	1992	1994	1996	1984	1988	1990	1992	1994	1996
Almost every day	1.1	1.9	2.3	1.6	2.3	2.1	1.4	3.1	2.9	2.5	3.2	3.3	1.5	4.0	2.9	3.7	4.2	5.2
1–2 times a week	1.7	2.8	3.0	2.2	3.1	2.7	1.4	3.5	3.6	3.8	3.1	3.1	1.7	3.5	3.7	3.7	4.1	4.0
1–2 times a month	3.3	7.1	5.5	7.8	5.8	5.2	2.1	2.9	4.3	3.2	5.7	4.5	1.8	3.6	4.2	4.7	4.5	5.6
Few times a year	4.2	8.3	7.2	5.5	7.9	8.9	3.6	4.3	4.3	8.2	5.4	6.0	2.7	5.4	5.6	5.2	8.2	5.6
Never/hardly ever	2.7	3.1	3.5	3.7	3.9	4.5	2.5	4.8	5.0	6.4	5.1	4.7	2.4	7.2	6.8	5.5	5.2	5.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Almanac: Reading 1984 to 1996, Writing 1984 to 1996, 1998.*

Table S21-2 Standard errors for table 21-2

Type of material	Age 9						Age 13						Age 17					
	1984	1988	1990	1992	1994	1996	1984	1988	1990	1992	1994	1996	1984	1988	1990	1992	1994	1996
At school																		
Newspaper or magazine	0.3	0.8	0.4	0.5	0.5	0.5	0.2	0.4	0.5	0.5	0.5	0.5	0.3	0.5	0.4	0.6	0.6	0.6
Play	0.1	0.5	0.4	0.3	0.2	0.3	0.3	0.4	0.3	0.4	0.3	0.5	0.4	0.9	0.5	0.4	0.5	0.8
Poem	0.2	0.4	0.4	0.4	0.4	0.5	0.1	0.3	0.2	0.4	0.2	0.3	0.3	0.5	0.4	0.4	0.7	0.5
Story/novel	0.8	1.1	1.0	1.0	1.6	1.2	1.1	1.5	1.1	1.3	1.2	1.4	1.1	1.6	1.2	1.4	1.0	1.1
Science book	0.9	1.5	1.0	0.8	1.2	1.1	0.8	1.4	1.2	0.8	1.3	0.9	0.5	0.9	0.7	0.6	0.7	0.7
Social studies book	0.9	1.4	1.2	1.0	0.7	1.4	0.9	1.2	1.0	0.9	0.9	1.1	0.7	0.9	0.6	0.7	0.7	0.6
Math book	0.7	1.2	0.8	0.8	0.9	0.8	0.5	0.8	0.8	1.0	0.7	0.9	0.4	0.7	0.6	0.5	0.6	0.7
Workbook	0.5	0.6	1.1	0.8	1.2	0.8	0.3	0.6	0.5	0.5	0.5	0.3	0.2	0.4	0.4	0.3	0.4	0.4
On own																		
Newspaper	0.4	0.6	0.4	0.3	0.5	0.4	0.6	0.8	0.6	0.7	0.5	0.5	0.6	0.9	0.9	0.9	0.9	0.9
Magazine	0.5	0.7	0.7	0.6	0.9	0.9	0.8	0.8	1.0	1.0	1.2	1.0	0.6	1.3	0.8	1.3	1.2	1.2
Play	0.2	0.4	0.3	0.3	0.2	0.2	0.1	0.1	0.2	0.2	0.2	0.1	0.1	0.2	0.1	0.1	0.2	0.1
Poem	0.3	0.4	0.4	0.5	0.4	0.5	0.1	0.3	0.2	0.3	0.2	0.3	0.1	0.2	0.2	0.3	0.4	0.3
Story/novel	0.9	1.1	1.0	1.1	1.2	1.0	0.8	0.9	1.0	1.4	1.1	1.1	0.6	0.9	0.8	1.1	1.0	1.1
Science book	0.2	0.5	0.4	0.3	0.3	0.4	0.1	0.2	0.2	0.2	0.2	0.2	0.1	0.2	0.2	0.2	0.2	0.2
Social studies book	0.3	0.4	0.4	0.2	0.3	0.4	0.1	0.2	0.3	0.2	0.2	0.2	0.1	0.1	0.1	0.1	0.1	0.2
Math book	0.2	0.4	0.3	0.3	0.3	0.3	0.1	0.1	0.2	0.2	0.1	0.2	0.1	0.1	0.1	0.1	0.1	0.1
Workbook	0.3	0.3	0.3	0.3	0.4	0.4	0.1	0.1	0.1	0.1	0.1	0.1	0.0	0.1	0.1	0.1	0.1	0.1
Something else	0.4	0.7	0.7	0.5	0.6	0.8	0.3	0.4	0.5	0.5	0.4	0.4	0.2	0.4	0.4	0.3	0.4	0.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Almanac: Reading 1984 to 1994, Writing 1984 to 1996, 1996*.

Table S22 Standard errors for the text table in Indicator 22

Requirements in teacher hiring	1987-88	1990-91	1993-94
Full standard state certification for field to be taught	0.6	0.9	0.9
Graduation from state-approved teacher education program	0.9	1.1	0.9
Emergency or temporary state certification	0.9	1.1	0.9
College major/minor in field to be taught	1.0	1.1	1.1
Passage of state test of basic skills	0.9	1.0	0.9
Passage of state test of subject knowledge	0.6	1.1	0.9
Passage of the National Teachers Examination (NTE)	0.7	1.0	0.9
Passage of district test of basic skills or subject knowledge	0.2	0.7	0.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88, 1990-91, and 1993-94 (Teacher Demand and Shortage Questionnaire for Public School Districts).

Table S22-1 Standard errors for table 22-1

District characteristics	Requirements in teacher hiring							Passage of district test of basic skills or subject knowledge
	Full standard state certification for field to be taught	Graduation from state-approved teacher education program	Emergency or temporary state certification	College major or minor in field to be taught	Passage of state test of basic skills	Passage of state test of subject knowledge	Passage of the National Teachers Examination (NTE)	
Total	0.9	0.9	0.9	1.1	0.9	0.9	0.9	0.3
Percentage of students eligible for free or reduced-price lunch								
0-5	4.4	4.9	4.8	5.1	5.1	5.3	5.3	0.6
6-20	1.1	2.5	2.0	2.7	2.7	2.6	2.1	0.2
21-40	1.3	1.4	1.8	1.6	1.5	1.4	1.4	0.5
41 or more	1.5	1.6	1.5	1.6	1.3	1.1	1.0	0.2
Percentage of minority students enrolled								
Less than 5	1.1	1.2	1.4	1.7	1.6	1.5	1.7	0.6
5-19	1.4	1.5	1.5	1.9	1.6	1.8	1.8	0.2
20-49	1.8	2.7	2.3	2.9	3.0	2.5	1.9	0.4
50 or more	3.4	4.6	3.1	4.3	2.0	2.8	2.8	0.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 Teacher Demand and Shortage Questionnaire for Public School Districts).

Table S22-2 Standard errors for table 22-2

State	Requirements in teacher hiring							Passage of district test of basic skills or subject knowledge
	Full standard state certification for field to be taught	Graduation from state-approved teacher education program	Emergency or temporary state certification	College major or minor in field to be taught	Passage of state test of basic skills	Passage of state test of subject knowledge	Passage of the National Teachers Examination (NTE)	
Northeast	1.2	1.8	2.0	2.0	1.6	1.5	2.0	0.6
Connecticut	1.4	5.6	7.7	6.9	4.9	4.9	2.4	1.7
Maine	2.8	5.8	6.0	5.2	7.1	3.5	5.8	*0.0
Massachusetts	4.5	5.4	4.2	5.0	1.6	1.7	0.6	0.6
New Hampshire	4.5	6.2	5.0	5.4	2.2	2.2	—	—
New Jersey	4.1	6.0	6.3	6.5	6.1	5.9	6.9	0.7
New York	1.7	3.5	3.7	3.7	4.2	4.2	2.8	1.1
Pennsylvania	1.5	4.3	5.1	3.5	3.2	3.1	4.2	2.7
Rhode Island	—	0.5	2.5	0.4	2.2	2.2	0.5	0.4
Vermont	1.2	5.2	4.3	4.5	0.6	0.6	0.7	1.7
Midwest	1.2	1.3	1.4	1.9	1.6	1.7	1.9	0.7
Illinois	3.9	4.8	4.8	5.3	3.8	4.3	3.0	1.2
Indiana	3.2	3.7	4.0	3.6	4.0	4.4	3.9	2.3
Iowa	3.4	3.9	3.5	4.8	—	—	0.1	—
Kansas	2.6	3.3	4.2	4.1	3.3	4.6	4.1	2.1
Michigan	2.1	3.2	5.7	3.2	7.7	7.8	10.6	0.9
Minnesota	3.0	3.6	3.8	3.7	4.8	3.8	1.7	2.0
Missouri	5.8	3.0	4.9	6.1	4.5	2.8	3.4	0.3
Nebraska	2.3	5.3	8.3	6.8	8.1	8.2	6.0	4.6
North Dakota	1.2	4.3	4.0	1.3	0.7	0.7	0.7	0.3
Ohio	1.8	3.1	4.6	3.6	5.0	4.6	5.4	0.5
South Dakota	2.0	3.0	3.7	2.8	—	—	0.4	—
Wisconsin	3.6	4.6	3.8	2.0	2.9	2.3	—	0.1
South	1.3	1.3	1.0	1.4	1.1	1.1	0.8	0.2
Alabama	2.4	2.4	3.6	1.5	1.7	1.5	1.6	0.9
Arkansas	3.9	3.7	4.2	4.7	5.1	4.5	2.8	1.2
Delaware	—	—	—	—	—	—	—	—
District of Columbia	—	—	—	—	—	—	—	—
Florida	3.6	3.5	3.0	3.9	3.3	3.1	*0.0	*0.0
Georgia	4.5	3.8	3.7	4.8	3.8	3.2	0.3	*0.0
Kentucky	1.9	1.3	3.6	2.0	3.7	4.6	3.7	—
Louisiana	3.1	2.7	2.9	2.9	1.3	0.3	2.5	—
Maryland	—	—	—	—	—	—	—	—
Mississippi	1.7	2.2	2.3	2.9	3.6	3.6	—	1.8
North Carolina	3.7	3.3	3.3	3.4	3.4	3.4	1.6	—
Oklahoma	2.8	2.7	2.6	3.0	2.4	2.3	2.0	0.5
South Carolina	2.2	2.7	2.9	4.6	3.6	4.3	2.0	1.3
Tennessee	1.4	4.3	5.4	4.5	4.9	4.9	6.4	0.8
Texas	3.8	2.9	2.5	3.8	2.3	3.0	2.1	0.2
Virginia	5.6	5.4	4.3	7.2	4.8	4.5	7.5	2.2
West Virginia	0.1	0.1	0.1	0.2	0.1	0.1	0.1	0.1

Table S22-2 Standard errors for table 22-2—Continued

State	Requirements in teacher hiring						Passage of the National Teachers Examination (NTE)	Passage of district test of basic skills or subject knowledge
	Full standard state certification for field to be taught	Graduation from state-approved teacher education program	Emergency or temporary state certification	College major or minor in field to be taught	Passage of state test of basic skills	Passage of state test of subject knowledge		
West	2.7	4.1	2.9	3.5	3.5	3.4	2.7	0.5
Alaska	3.6	3.4	4.9	3.9	—	—	—	—
Arizona	2.9	10.7	9.1	7.9	4.5	9.3	2.9	*0.0
California	4.6	9.7	5.7	8.8	7.9	8.2	6.3	0.7
Colorado	5.1	7.1	7.8	5.4	4.4	7.5	0.7	—
Hawaii	—	—	—	—	—	—	—	—
Idaho	1.9	3.1	4.4	4.0	3.5	3.1	3.2	—
Montana	4.9	4.8	5.4	4.9	4.7	3.6	5.5	2.1
Nevada	—	—	—	—	—	—	—	—
New Mexico	4.9	3.5	5.0	4.9	5.8	4.8	6.9	2.4
Oregon	6.2	5.6	6.1	6.1	6.4	3.0	2.8	—
Utah	3.2	4.0	2.1	3.3	—	—	—	—
Washington	11.7	10.6	10.1	9.8	10.3	10.6	*0.0	1.0
Wyoming	1.1	2.9	2.6	2.4	1.0	0.2	—	—

— Not applicable.

* Standard errors less than 0.05 rounded to 0.0.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Demand and Shortage Questionnaire for Public School Districts).

Table S23 Standard errors for the text table in *Indicator 23*

Activity	How well prepared teachers felt				Very well prepared		
	Very well prepared	Moderately well prepared	Somewhat well prepared	Not at all prepared	Hours of professional development		
					0 hours	1-8 hours	More than 8 hours
Maintain order and discipline in the classroom	0.7	0.7	0.3	0.2	1.2	1.4	2.8
Implement new methods of teaching (e.g., cooperative learning)	0.8	0.8	0.7	0.3	1.7	1.3	1.7
Implement state or district curriculum and performance standards	0.9	1.1	1.0	0.3	2.2	1.2	1.9
Use student performance assessment techniques (e.g., methods of testing, applying results to modify instruction)	1.0	0.9	0.8	0.4	1.2	1.1	2.3
Address the needs of students with disabilities	0.8	1.1	1.0	0.6	1.0	1.4	3.6
Integrate educational technology in the grade or subject taught	0.8	1.0	1.0	0.5	1.1	0.8	1.9
Address the needs of students with limited English proficiency or from diverse cultural backgrounds	1.1	1.4	1.0	0.9	1.1	1.8	3.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Teacher Survey on Professional Development and Training, 1998.

Table S24 Standard errors for the text table in *Indicator 24*

Activity	Total	Frequency of participation			
		A few times a year	Once a month	2 to 3 times a month	At least once a week
Common planning period for team teachers	1.5	2.5	3.8	3.5	1.7
Being mentored by another teacher in a formal relationship	1.8	2.1	4.3	4.5	4.0
Individual or collaborative research on topic of interest professionally	1.2	1.7	3.3	2.4	2.6
Regularly scheduled collaboration with other teachers	0.9	1.8	1.9	2.1	1.8
Networking with teachers outside your school	1.2	1.1	2.8	3.6	3.7
Mentoring another teacher in a formal relationship	1.6	2.1	4.6	3.5	2.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Teacher Survey on Professional Development and Training, 1998.

Table S24-1 Standard errors for table 24-1

Activity	Never	A few times a year	Once a month	2 to 3 times a month	At least once a week
Common planning period for team teachers	0.9	0.6	0.5	0.6	0.9
Being mentored by another teacher in a formal relationship	0.6	0.5	0.2	0.3	0.4
Individual or collaborative research on topic of interest professionally	0.9	0.8	0.6	0.6	0.5
Regularly scheduled collaboration with other teachers	0.9	0.9	0.8	0.7	0.9
Networking with teachers outside your school	0.9	1.0	0.5	0.5	0.4
Mentoring another teacher in a formal relationship	0.8	0.5	0.3	0.5	0.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Teacher Survey on Professional Development and Training, 1998.

Table S25 Standard errors for the text table in *Indicator 25*

	All elementary and secondary school teachers			Median annual salaries in constant 1998 dollars				
	Age			Total	Age			Bachelor's degree recipients
	Less than 35	35-44	45 or older		Less than 35	35-44	45 or older	
1971	2.4	1.4	2.2	\$398	\$406	\$1,107	\$773	\$467
1973	2.1	1.4	1.9	463	441	1,344	778	459
1975	2.2	1.5	1.7	426	423	952	779	380
1977	2.5	1.9	1.9	363	460	1,038	1,001	492
1979	2.4	1.8	1.9	456	332	873	593	368
1981	2.4	2.1	2.1	323	513	719	658	394
1983	2.4	2.3	2.2	452	473	599	558	283
1985	2.2	2.4	2.3	364	594	883	797	471
1987	2.2	2.6	2.3	593	382	577	540	297
1989	2.3	2.8	2.7	419	464	641	622	498
1991	2.4	3.1	3.0	612	783	773	1,252	245
1993	1.9	2.4	2.6	425	517	603	486	338
1995	2.0	2.4	2.8	677	559	697	620	261
1997	2.7	2.6	3.3	345	434	574	1,111	229
1998	2.3	2.2	2.9	574	733	1,179	639	284

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

Table S26 Standard errors for the text table in *Indicator 26*

Year	Had something stolen	Property deliberately damaged	Injured with a weapon	Threatened with a weapon	Injured without a weapon	Threatened without a weapon
1976	1.1	1.1	0.5	0.8	0.9	0.9
1977	1.1	1.1	0.5	0.7	0.7	0.9
1978	1.0	0.9	0.5	0.7	0.7	0.9
1979	1.0	0.9	0.5	0.7	0.7	0.9
1980	1.0	0.9	0.5	0.7	0.7	0.9
1981	1.0	1.0	0.5	0.8	0.8	0.9
1982	1.0	1.0	0.5	0.7	0.7	0.9
1983	1.0	1.0	0.5	0.8	0.8	0.9
1984	1.0	0.9	0.5	0.7	0.7	0.9
1985	1.0	1.0	0.5	0.8	0.8	0.9
1986	1.2	1.1	0.5	0.9	0.9	0.9
1987	1.1	1.0	0.5	0.7	0.8	0.9
1988	1.1	1.0	0.5	0.8	0.8	0.9
1989	1.1	1.0	0.5	0.8	0.8	0.9
1990	1.3	1.2	0.5	0.9	0.9	1.1
1991	1.3	1.2	0.6	0.9	0.9	1.1
1992	1.3	1.3	0.6	1.0	1.0	1.1
1993	1.3	1.2	0.6	0.9	0.8	1.0
1994	1.3	1.2	0.6	1.0	0.9	1.2
1995	1.3	1.2	0.6	0.9	0.9	1.2
1996	1.4	1.2	0.6	0.9	0.9	1.2
1997	1.3	1.2	0.6	0.8	0.9	1.1

NOTE: The methodology for computing standard errors for 1994–97 differs from that of previous years.

SOURCE: University of Michigan, Survey Research Center, Institute for Social Research, Monitoring the Future Study.

Table S26-1 Standard errors for table 26-1

Year	Had something stolen		Property deliberately damaged		Injured with a weapon		Threatened with a weapon		Injured without a weapon		Threatened without a weapon	
	White	Black	White	Black	White	Black	White	Black	White	Black	White	Black
1976	1.2	3.3	1.1	3.3	0.6	2.2	0.8	2.6	0.9	2.6	1.0	2.9
1977	1.2	2.9	1.1	2.5	0.6	1.9	0.8	2.5	0.8	1.9	1.0	2.5
1978	1.1	2.9	1.1	2.5	0.4	1.4	0.7	2.2	0.7	2.2	0.9	2.4
1979	1.2	3.3	1.0	2.9	0.5	2.2	0.8	2.6	0.8	2.2	1.0	2.9
1980	1.2	2.9	1.2	2.5	0.5	1.9	0.8	2.5	0.8	2.2	1.0	2.5
1981	1.2	2.6	1.1	2.6	0.5	2.0	0.9	2.3	0.9	2.3	0.9	2.4
1982	1.1	2.9	1.1	3.1	0.5	1.4	0.9	2.2	0.9	1.9	0.9	2.5
1983	1.2	2.9	1.1	2.9	0.6	1.4	0.8	2.2	0.9	2.2	0.9	2.5
1984	1.2	2.9	1.0	2.9	0.5	1.4	0.8	2.2	0.8	2.2	1.0	2.5
1985	1.2	2.9	1.2	2.9	0.6	1.9	0.8	2.5	0.9	2.5	1.0	2.9
1986	1.3	3.3	1.2	2.9	0.6	1.6	0.9	2.6	0.9	2.6	1.1	2.9
1987	1.3	3.3	1.2	3.1	0.6	1.6	0.9	2.7	0.9	2.6	1.1	2.9
1988	1.3	3.1	1.2	2.9	0.6	1.9	0.9	2.5	0.9	2.2	1.0	2.9
1989	1.3	3.6	1.3	3.3	0.6	2.2	0.8	2.9	1.0	2.9	1.1	2.9
1990	1.4	3.6	1.3	3.3	0.6	2.2	0.8	2.9	1.0	2.2	1.1	2.9
1991	1.4	3.6	1.3	2.9	0.6	2.2	1.0	2.9	1.0	2.6	1.3	3.3
1992	1.4	3.6	1.4	3.3	0.7	1.6	0.9	2.9	1.1	2.6	1.4	2.9
1993	1.6	3.6	1.4	3.3	0.7	1.6	1.1	2.9	0.9	2.2	1.3	2.9
1994	1.5	4.4	1.4	3.6	0.6	2.4	1.1	3.4	1.0	2.8	1.4	3.6
1995	1.5	4.1	1.4	3.7	0.6	2.4	1.0	3.3	1.0	2.4	1.4	3.5
1996	1.6	4.1	1.4	3.7	0.6	2.5	1.1	3.1	1.0	3.0	1.3	3.4
1997	1.6	3.6	1.4	3.2	0.7	1.9	1.0	2.5	1.1	2.3	1.4	2.9

NOTE: The methodology for computing standard errors for 1994-97 differs from that of previous years.

SOURCE: University of Michigan, Survey Research Center, Institute for Social Research, Monitoring the Future Study.

Table S26-2 Standard errors for table 26-2

Year	Had something stolen	Property deliberately damaged	Injured with a weapon	Threatened with a weapon	Injured without a weapon	Threatened without a weapon
Large metropolitan statistical area						
1994	2.1	1.9	0.9	1.5	1.5	1.8
1995	2.2	1.9	0.9	1.5	1.4	1.9
1996	2.7	2.5	1.3	2.0	1.8	2.3
1997	2.1	1.9	0.9	1.3	1.4	1.8
Other metropolitan statistical area						
1994	1.9	1.7	0.9	1.4	1.2	1.7
1995	1.9	1.7	0.9	1.3	1.3	1.6
1996	1.8	1.6	0.7	1.2	1.2	1.5
1997	1.8	1.6	0.8	1.2	1.2	1.6
Nonmetropolitan statistical area						
1994	2.7	2.5	1.1	2.0	1.7	2.3
1995	2.7	2.5	1.2	1.9	1.7	2.4
1996	2.3	2.1	1.1	1.7	1.5	2.0
1997	2.6	2.3	1.2	1.5	1.8	2.1

NOTE: Standard errors for 1994-96 are revised from previously published figures.

SOURCE: University of Michigan, Survey Research Center, Institute for Social Research, Monitoring the Future Study.

Table S27 Standard errors for the text table in *Indicator 27*

Type of drug	1976	1978	1980	1982	1984	1986	1988	1990	1991	1992	1993	1994	1995	1996	1997	1998
Alcohol	0.3	0.2	0.3	0.2	0.3	0.3	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Marijuana	0.3	0.3	0.3	0.3	0.3	0.3	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.3	0.2	0.2
Stimulants	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
LSD	0.2	0.2	0.2	0.2	0.2	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.2
Cocaine	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Tranquillizers	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.0	0.1	0.1	0.1	0.1	0.1	0.1

SOURCE: University of Michigan, Survey Research Center, Institute for Social Research, Monitoring the Future Study.

Table S27-1 Standard errors for table 27-1

Type of drug	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
Alcohol	0.4	0.3	0.3	0.2	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Marijuana	0.5	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Any illicit drug other than marijuana	0.5	0.4	0.3	0.3	0.4	0.4	0.4	0.3	0.4	0.4	0.4	0.4
Stimulants	0.4	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
LSD	0.3	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Cocaine	0.2	0.2	0.2	0.2	0.3	0.3	0.2	0.2	0.2	0.3	0.3	0.3
Sedatives	0.3	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Tranquillizers	0.3	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Inhalants	—	0.1	0.1	0.1	0.2	0.2	0.1	0.2	0.2	0.2	0.2	0.2

Type of drug	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998
Alcohol	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.4	0.4	0.4	0.3	0.4
Marijuana	0.4	0.4	0.4	0.4	0.3	0.3	0.3	0.4	0.4	0.4	0.4	0.4
Any illicit drug other than marijuana	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Stimulants	0.3	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
LSD	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Cocaine	0.2	0.2	0.2	0.2	0.2	0.1	0.1	0.2	0.2	0.2	0.2	0.2
Sedatives	0.2	0.1	0.1	0.2	0.2	0.1	0.1	0.2	0.2	0.2	0.2	0.2
Tranquillizers	0.2	0.2	0.1	0.1	0.2	0.1	0.1	0.2	0.2	0.2	0.2	0.2
Inhalants	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2

— Not available.

SOURCE: University of Michigan, Survey Research Center, Institute for Social Research, Monitoring the Future Study.

Table S27-2 Standard errors for table 27-2

Type of drug and grade	1991	1992	1993	1994	1995	1996	1997	1998
Alcohol								
8 th -graders	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
10 th -graders	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4
12 th -graders	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.1
Marijuana/hashish								
8 th -graders	0.1	0.1	0.2	0.2	0.2	0.2	0.2	0.2
10 th -graders	0.2	0.2	0.3	0.3	0.3	0.3	0.3	0.3
12 th -graders	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.1
Any illicit drug other than marijuana								
8 th -graders	0.1	0.2	0.2	0.2	0.2	0.2	0.2	0.2
10 th -graders	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
12 th -graders	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.1
Stimulants								
8 th -graders	0.1	0.1	0.1	0.1	0.2	0.2	0.1	0.1
10 th -graders	0.1	0.2	0.2	0.2	0.2	0.2	0.2	0.2
12 th -graders	0.1	0.1	0.1	0.2	0.2	0.2	0.2	0.1
LSD								
8 th -graders	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
10 th -graders	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
12 th -graders	0.1	0.1	0.1	0.1	0.2	0.1	0.1	*0.0
Cocaine								
8 th -graders	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
10 th -graders	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
12 th -graders	0.1	0.1	0.1	0.1	0.1	0.1	0.1	*0.0
Tranquillizers								
8 th -graders	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
10 th -graders	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
12 th -graders	0.1	0.1	0.1	0.1	0.1	0.1	0.1	*0.0
Cigarettes								
8 th -graders	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
10 th -graders	0.3	0.3	0.3	0.3	0.3	0.4	0.4	0.4
12 th -graders	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.1
Inhalants								
8 th -graders	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
10 th -graders	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
12 th -graders	0.1	0.1	0.1	0.1	0.1	0.1	0.1	*0.0

* Standard errors less than 0.05 are rounded to 0.0.

SOURCE: University of Michigan, Survey Research Center, Institute for Social Research, Monitoring the Future Study.

Table S27-3 Standard errors for table 27-3

Type of drug and grade	1992	1993	1994	1995	1996	1997	1998
Alcohol							
8 th -graders	0.5	0.3	0.3	0.3	0.3	0.3	0.3
10 th -graders	0.5	0.4	0.4	0.4	0.4	0.4	0.4
12 th -graders	—	—	—	—	—	—	—
Marijuana							
8 th -graders	0.5	0.4	0.4	0.4	0.4	0.4	0.4
10 th -graders	0.6	0.4	0.4	0.3	0.3	0.3	0.3
12 th -graders	0.7	0.7	0.7	0.6	0.7	0.6	0.6
Heroin							
8 th -graders	0.4	0.3	0.3	0.3	0.3	0.3	0.3
10 th -graders	0.5	0.4	0.3	0.3	0.4	0.4	0.4
12 th -graders	0.9	0.9	0.9	0.9	1.0	0.9	1.0
LSD							
8 th -graders	0.4	0.3	0.3	0.3	0.3	0.3	0.3
10 th -graders	0.6	0.4	0.4	0.4	0.4	0.4	0.4
12 th -graders	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Cocaine							
8 th -graders	0.5	0.3	0.3	0.4	0.3	0.3	0.3
10 th -graders	0.6	0.4	0.4	0.4	0.4	0.4	0.4
12 th -graders	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Tranquillizers							
8 th -graders	0.5	0.3	0.3	0.3	0.3	0.3	0.3
10 th -graders	0.6	0.4	0.4	0.4	0.4	0.4	0.4
12 th -graders	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Cigarettes							
8 th -graders	0.5	0.3	0.3	0.3	0.3	0.3	0.3
10 th -graders	0.4	0.3	0.2	0.2	0.2	0.3	0.3
12 th -graders	—	—	—	—	—	—	—

— Not available.

SOURCE: University of Michigan, Survey Research Center, Institute for Social Research, Monitoring the Future Study.

Table S28(a) Standard errors for the first text table in *Indicator 28*

School level	Total				Low income				Middle income				High income			
	1979	1991	1994	1997	1979	1991	1994	1997	1979	1991	1994	1997	1979	1991	1994	1997
Preschool	1.7	1.5	1.2	1.2	4.6	3.1	2.3	2.3	2.3	2.1	1.6	1.6	2.7	2.2	1.9	2.1
Kindergarten	1.0	0.9	0.9	1.0	1.3	1.1	1.2	1.6	1.2	1.2	1.1	1.2	2.7	2.5	2.3	2.2
Elementary	0.3	0.3	0.3	0.3	0.5	0.4	0.4	0.4	0.3	0.4	0.3	0.3	0.7	0.8	0.7	1.8
Secondary	0.3	0.4	0.3	0.3	0.6	0.6	0.6	0.6	0.4	0.4	0.4	0.4	0.7	0.9	0.8	1.6

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

Table S28(b) Standard errors for the second text table in *Indicator 28*

School level and type	1979			1991			1994			1997		
	25th	50th	75th	25th	50th	75th	25th	50th	75th	25th	50th	75th
Preschool	\$25	\$27	\$168	\$23	\$59	\$170	\$27	\$42	\$104	\$30	\$83	\$160
K-12	25	41	76	33	40	100	36	41	40	44	72	74
Kindergarten	52	79	236	79	163	327	82	131	394	84	70	369
Elementary	25	27	54	35	42	56	39	41	80	48	75	466
Secondary	38	38	72	73	132	414	104	59	91	89	175	61

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

Table S28-1 Standard errors for table 28-1

School level and type	Family income								
	1979			1982			1985		
	Low	Middle	High	Low	Middle	High	Low	Middle	High
Preschool									
All public	2.6	3.0	2.3	2.7	3.0	2.2	2.4	2.7	1.9
All private	1.0	2.2	2.2	0.8	2.1	2.1	0.8	2.0	2.0
Church-related	1.8	3.6	3.6	1.5	3.4	3.3	1.2	3.3	3.2
Nonchurch-related	1.1	2.8	2.7	0.9	2.8	2.7	1.0	2.6	2.6
Kindergarten									
All public	1.1	1.4	1.2	1.2	1.5	1.2	1.2	1.4	1.1
All private	1.4	3.6	3.6	1.6	3.5	3.4	1.5	3.3	3.2
Church-related	1.5	4.4	4.3	1.8	4.0	3.8	1.9	4.0	3.8
Nonchurch-related	2.8	6.4	6.2	3.3	7.1	6.9	2.5	6.3	6.1
Elementary									
All public	0.3	0.5	0.4	0.4	0.5	0.4	0.4	0.5	0.4
All private	0.6	1.4	1.4	0.7	1.5	1.4	0.7	1.5	1.5
Church-related	0.6	1.5	1.5	0.8	1.6	1.5	0.8	1.6	1.6
Nonchurch-related	1.5	3.7	3.8	1.3	4.3	4.3	1.9	4.1	4.1
Secondary									
All public	0.4	0.6	0.6	0.5	0.7	0.6	0.5	0.7	0.7
All private	0.8	2.4	2.4	0.9	2.5	2.5	1.0	2.4	2.4
Church-related	0.9	2.6	2.6	1.0	2.8	2.8	1.1	2.6	2.6
Nonchurch-related	2.1	5.2	5.3	1.8	5.6	5.6	2.7	5.5	5.7

School level and type	Family income								
	1991			1994			1997		
	Low	Middle	High	Low	Middle	High	Low	Middle	High
Preschool									
All public	2.4	2.6	1.8	1.6	1.8	1.2	1.6	1.7	1.2
All private	0.8	2.0	2.0	0.8	1.7	1.6	0.9	1.7	1.7
Church-related	1.0	3.0	3.0	1.0	2.5	2.5	1.2	2.5	2.5
Nonchurch-related	1.2	2.8	2.7	1.1	2.2	2.2	1.2	2.4	2.3
Kindergarten									
All public	1.2	1.4	1.1	1.1	1.4	1.1	1.2	1.4	1.1
All private	1.6	3.5	3.5	1.8	3.4	3.3	1.7	3.2	3.1
Church-related	2.1	4.2	4.1	2.2	4.0	3.8	2.1	3.8	3.7
Nonchurch-related	2.4	6.4	6.4	3.4	6.4	6.4	2.8	5.7	5.6
Elementary									
All public	0.4	0.5	0.4	0.4	0.5	0.4	0.4	0.5	0.4
All private	0.7	1.6	1.6	0.6	1.4	1.4	0.6	1.5	1.5
Church-related	0.8	1.8	1.7	0.7	1.6	1.5	0.7	1.7	1.7
Nonchurch-related	1.4	3.8	3.8	1.3	3.0	3.0	1.5	3.2	3.2
Secondary									
All public	0.6	0.8	0.7	0.5	0.7	0.6	0.5	0.7	0.6
All private	1.2	2.9	2.9	1.1	2.5	2.5	1.1	2.4	2.4
Church-related	1.2	3.3	3.3	1.3	2.9	2.9	1.2	2.8	2.8
Nonchurch-related	2.9	5.5	5.7	2.3	5.0	5.0	2.6	4.8	4.9

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

Table S29(a) Standard errors for the first text table in *Indicator 29*

Subject	Fall 1989	1995						
		Total	Public		Private		Minority enrollment	
			2-year	4-year	2-year	4-year	High	Low
Reading, writing, or mathematics	1.4	0.8	1.4	1.2	5.4	1.6	2.0	0.8
Reading	0.7	0.5	1.0	0.8	2.5	1.2	1.7	0.6
Writing	0.8	0.6	1.0	0.9	5.3	1.3	1.7	0.6
Mathematics	1.0	0.8	1.3	1.1	4.8	1.4	2.0	0.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System, *Remedial Education at Higher Education Institutions in Fall 1995, 1996*.

Table S29(b) Standard errors for the second text table in *Indicator 29*

Subject	Fall 1989	1995						
		Total	Public		Private		Minority enrollment	
			2-year	4-year	2-year	4-year	High	Low
Reading, writing, or mathematics	2.1	1.7	—	2.6	6.8	3.9	2.0	1.9
Reading	2.3	1.6	0.7	3.1	5.5	2.7	3.1	1.7
Writing	2.2	1.6	0.5	2.7	6.8	4.2	3.4	1.8
Mathematics	2.2	1.6	0.5	2.7	7.0	3.5	2.1	1.7

— Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System, *Remedial Education at Higher Education Institutions in Fall 1995, 1996*.

Table S30 Standard errors for the text table in *Indicator 30*

Instructional method	Total	Program area									
		Agriculture/ home economics	Business	Edu- cation	Engl- neering	Fine arts	Health sciences	Human- ities	Natural sciences	Social sciences	Other
Teaching tools											
Computational tools/software	0.6	4.2	1.7	1.9	2.3	1.5	1.8	0.9	1.2	1.3	1.5
Computer-aided instruction	0.5	4.3	1.5	1.8	2.5	1.6	1.8	1.1	1.2	1.1	1.4
Grading											
Grading on a curve	0.5	4.8	1.8	1.3	3.0	1.6	1.9	0.9	1.2	1.4	1.5
Competency-based grading	0.5	3.7	1.6	1.8	2.5	1.7	1.8	1.1	1.1	1.6	1.7
Assignments											
Multiple drafts of written work	0.5	3.7	1.4	1.8	1.7	1.5	1.6	1.0	0.9	1.3	1.6
Student presentations	0.6	4.6	1.6	1.6	2.9	1.5	1.8	0.9	1.1	1.5	1.4
Student evaluations	0.6	3.9	1.5	1.9	2.2	1.9	1.7	1.0	0.9	1.4	1.5
Term/research papers	0.6	3.6	1.6	1.8	2.6	2.0	1.8	1.1	1.0	1.4	1.6
Midterms/finals											
Multiple choice	0.6	3.9	1.5	1.8	2.8	1.9	1.5	1.1	1.2	1.7	1.6
Short answer	0.5	3.4	1.8	1.7	2.9	2.0	1.8	1.1	1.2	1.5	1.6
Essay	0.6	4.9	1.7	1.8	2.7	2.1	1.6	0.9	1.2	1.4	1.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Study of Postsecondary Faculty, 1993.

Table S31 Standard errors for the text table in *Indicator 31*

Selected Institutional characteristics	Currently offering distance education courses	Not currently offering distance education courses	
		Planning to offer distance education courses in the next 3 years	Not planning to offer distance education courses in the next 3 years
All institutions	1.0	1.6	1.6
Institution type			
Private 2-year	1.0	3.2	3.3
Private 4-year	1.2	2.6	2.9
Public 2-year	1.9	2.1	1.7
Public 4-year	2.0	2.2	2.2
Region			
Northeast	1.8	2.6	3.0
Southeast	2.2	3.6	3.2
Central	2.3	3.2	3.6
West	3.0	3.0	3.9
Size of Institution (enrollment)			
Less than 3,000	1.2	2.3	2.2
3,000 to 9,999	2.0	1.8	1.2
10,000 or more*	0.0	0.0	0.0

* The estimated standard error is zero for the institutions with 10,000 or more students because all institutions of this size were surveyed.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System, *Distance Education in Higher Education Institutions*, 1997.

Table S31-1 Standard errors for table 31-1

Selected Institutional characteristics	Number of students	Percentage distribution
All institutions	30,045.7	—
Institution type		
Private 4-year	13,079.0	1.6
Public 2-year	23,587.1	2.0
Public 4-year	13,559.1	1.8
Region		
Northeast	6,624.8	0.9
Southeast	11,420.5	1.6
Central	25,212.8	2.6
West	11,706.7	1.6
Size of Institution (enrollment)		
Less than 3,000	21,339.5	2.5
3,000 to 9,999	22,337.5	2.3
10,000 or more	* 0.0	2.2

— Not applicable.

* SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick

Information System, *Distance Education in Higher Education Institutions*, 1997.

The estimated standard error is zero for the institutions with 10,000 or more students because all institutions of this size were surveyed.

NOTE: Standard errors are computed on rounded numbers.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System, *Distance Education in Higher Education Institutions*, 1997.

Table S31-2 Standard errors for table 31-2

Selected institutional characteristics	Percentage of institutions offering		Total number of degrees or certificates offered		Total number of recipients	
	Degrees	Certificates	Degrees	Certificates	Degrees	Certificates
All institutions	1.7	1.0	70.3	17.8	478.7	120.3
Institution type						
Private 4-year	6.3	5.9	48.7	11.4	232.2	85.4
Public 2-year	2.2	0.9	37.9	5.0	68.0	23.4
Public 4-year	2.2	1.1	21.0	12.1	416.2	83.0
Region						
Northeast	2.1	1.4	6.1	6.0	1.2	(¹)
Southeast	2.7	1.5	15.3	4.6	190.1	87.4
Central	4.5	2.8	67.1	11.6	164.9	7.7
West	2.0	1.5	20.8	11.6	420.8	82.7
Size of institution (enrollment)						
Less than 3,000	4.8	2.9	63.9	15.3	436.1	82.7
3,000 to 9,999	1.9	1.0	30.0	7.2	197.6	87.3
10,000 or more ²	0.0	0.0	0.0	0.0	0.0	0.0

¹Standard error less than 0.05 rounded to 0.0.²The estimated standard error is zero for the institutions with 10,000 or more students because all institutions of this size were surveyed.

NOTE: Standard errors are computed on rounded numbers.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System, *Distance Education in Higher Education Institutions*, 1997.**Table S31-3 Standard errors for table 31-3**

	Percentage planning to start or increase use of technology		
	Currently use the technology	Institutions currently offering distance education courses	Institutions that plan to start offering distance education courses
Delivery technology			
Two-way interactive video	1.5	1.6	2.5
Two-way audio, one-way video	1.3	1.6	2.8
One-way live video	0.9	1.7	3.6
One-way prerecorded video	1.6	1.9	2.4
Audiographics	0.4	0.9	1.5
Two-way audio (e.g., audio/phone conferencing)	1.3	1.5	2.4
One-way audio (e.g., radio, audiotapes)	1.7	1.3	2.6
Two-way online (computer-based) interactions during instruction	1.3	1.8	3.0
Other computer-based technology (e.g., Internet)	2.0	1.6	2.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System, *Distance Education in Higher Education Institutions*, 1997.

Table S32 Standard errors for the text table in *Indicator 32*

Sex and academic rank	Total	Control of institution		Type of institution					
		Public	Private	Research	Doctoral	Comprehensive	Liberal arts	2-year	Other
Total	0.9	1.1	1.9	2.5	2.4	2.0	2.8	1.3	3.4
Sex									
Male	1.1	1.3	2.0	2.1	2.4	2.2	3.5	1.6	3.9
Female	0.9	1.1	1.9	3.7	3.0	1.9	2.3	1.3	3.4
Academic rank									
Full professor	1.2	1.1	2.5	2.1	3.0	2.5	3.1	2.7	4.6
Associate professor	1.7	2.0	2.9	3.9	2.3	1.2	1.7	3.1	8.7
Assistant professor	1.5	1.3	3.1	3.3	2.6	1.8	3.6	3.9	6.7
Instructor	1.0	1.2	2.0	5.4	3.4	1.9	3.3	1.4	5.2
Lecturer	2.3	2.7	4.2	5.9	6.3	2.3	6.4	1.8	8.7
Average number of classes taught *									
Total	*0.0	*0.0	*0.0	0.1	*0.0	*0.0	0.1	*0.0	0.1
Undergraduate	*0.0	*0.0	*0.0	0.1	*0.0	*0.0	0.1	*0.0	0.2
Graduate	*0.0	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.1

* Standard errors less than 0.05 are rounded to 0.0.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Study of Postsecondary Faculty, 1993.

Table S33 Standard errors for the text table in *Indicator 33*

Activity	Total	Academic rank					Type of institution				
		Full professor	Associate professor	Assistant professor	Instructor	Lecturer	Research	Doc- tor's	Compre- hensive	Liberal arts	2- year
Fall 1987											
Teaching activities	0.8	1.2	1.0	1.1	1.7	2.3	1.3	1.5	1.5	1.1	1.0
Research/scholarship	0.6	1.1	0.8	0.9	0.9	1.3	1.2	1.2	0.5	1.2	0.3
Professional growth	0.2	0.3	0.4	0.2	0.6	1.0	0.4	0.4	0.2	0.4	0.3
Administration	0.3	0.6	0.5	0.4	1.1	1.2	0.5	0.8	0.7	0.9	0.7
Outside consulting/ freelance work	0.1	0.2	0.2	0.2	0.5	1.0	0.2	0.5	0.2	0.3	0.3
Service and other	0.4	0.5	0.6	0.9	0.6	1.3	0.7	0.5	0.6	0.3	0.4
Fall 1992											
Teaching activities	0.5	0.7	0.8	0.7	1.0	2.4	0.8	1.2	0.6	0.8	0.8
Research/scholarship	0.4	0.6	0.6	0.7	0.3	1.5	0.9	0.8	0.4	0.7	0.2
Professional growth	0.1	0.1	0.1	0.1	0.2	0.6	0.2	0.2	0.1	0.2	0.2
Administration	0.2	0.4	0.5	0.3	0.6	1.5	0.5	0.6	0.4	0.7	0.7
Outside consulting/ freelance work	0.1	0.1	0.2	0.1	0.2	0.4	0.2	0.2	0.1	0.2	0.2
Service and other	0.2	0.2	0.3	0.5	0.6	2.4	0.6	0.7	0.2	0.4	0.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Study of Postsecondary Faculty, 1988 and 1993.

Table S33-1 Standard errors for table 33-1

Characteristics	Mean class- room hours per week	Mean student contact hours per week	Average class size
Fall 1987			
Total	0.2	7.6	0.6
Academic rank			
Full professor	0.3	12.4	1.1
Associate professor	0.2	19.5	1.3
Assistant professor	0.3	11.9	0.8
Instructor	0.5	24.2	1.1
Lecturer	0.6	62.1	4.9
Type of institution			
Research	0.2	14.4	1.8
Doctor's	0.3	19.6	2.3
Comprehensive	0.3	10.8	1.0
Liberal arts	0.6	18.3	0.9
2-year	0.3	18.6	0.7
Control of institution			
Public	0.2	8.4	0.6
Private	0.3	15.3	1.3
Academic discipline of class taught			
Agriculture	0.8	22.0	2.7
Business	0.3	13.3	1.0
Education	0.4	19.9	0.9
Engineering	0.4	15.1	1.3
Fine arts	0.5	17.4	0.9
Humanities	0.2	10.3	0.5
Natural sciences	0.3	23.4	1.7
Social sciences	0.3	17.0	1.8
Fall 1992			
Total	0.1	7.2	0.4
Academic rank			
Full professor	0.2	12.8	0.8
Associate professor	0.2	10.2	0.7
Assistant professor	0.2	9.8	0.6
Instructor	0.4	19.9	0.5
Lecturer	0.5	30.1	3.8
Type of institution			
Research	0.2	13.6	1.2
Doctor's	0.3	34.6	2.2
Comprehensive	0.2	6.6	0.5
Liberal arts	0.3	9.3	0.5
2-year	0.3	13.5	0.4
Control of institution			
Public	0.2	7.0	0.4
Private	0.3	18.3	1.1
Academic discipline of class taught			
Agriculture	0.9	36.9	2.2
Business	0.3	9.6	0.7
Education	0.3	17.7	0.9
Engineering	0.5	14.2	1.0
Fine arts	0.4	10.1	0.7
Humanities	0.2	7.8	0.4
Natural sciences	0.3	19.9	1.1
Social sciences	0.2	17.9	0.9

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Study of Postsecondary Faculty, 1988 and 1993.

Table S34 Standard errors for the text table in *Indicator 34*

Selected characteristics	Read to three or more times in the past week				Told a story at least once in the past week				Visited a library in the past month			
	1991	1993	1995	1996	1991	1993	1995	1996	1991	1993	1995	1996
Total	0.7	0.6	0.6	0.7	0.7	0.8	0.7	0.8	0.7	0.9	0.9	0.9
School enrollment status and level												
Not enrolled	1.2	1.0	1.0	1.4	1.1	1.5	1.2	1.3	1.0	1.3	1.4	1.7
Center-based programs	1.0	0.9	1.0	1.2	1.1	0.9	1.0	1.1	1.0	1.2	1.1	1.4
Kindergarten	1.4	1.3	1.2	1.3	1.3	1.4	1.2	1.5	1.6	1.6	1.7	1.7
Race-ethnicity												
White	0.7	0.7	0.6	0.9	0.8	1.0	0.8	0.9	0.9	1.1	1.1	1.3
Black	2.0	1.8	1.9	2.3	2.1	1.9	2.5	2.5	1.8	2.0	2.3	2.3
Hispanic	2.8	2.0	2.0	2.4	2.1	1.8	1.7	2.2	1.8	1.6	1.7	2.0
Other	3.1	3.6	2.7	2.6	3.4	3.1	2.7	2.9	3.3	4.1	3.2	4.1
Parents' highest education level												
Less than high school diploma	2.4	3.2	3.0	3.5	2.4	2.9	2.8	3.7	2.0	2.8	2.2	2.9
High school diploma or GED	1.4	1.5	1.3	1.5	1.5	1.3	1.3	1.5	1.2	1.4	1.7	1.8
Some college/vocational/technical	1.2	1.3	1.2	1.2	1.3	1.4	1.2	1.2	0.8	1.3	1.9	1.7
Bachelor's degree	1.4	1.2	1.3	1.5	1.9	2.2	1.7	1.7	1.9	1.8	2.1	2.3
Graduate/professional school	1.1	1.6	1.2	1.0	1.6	1.4	1.5	2.0	2.3	2.2	2.2	2.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1991 (Early Childhood Education File), 1993 (School Readiness File), 1995 (Early Childhood Program Participation File), and 1996 (Parent and Family Involvement in Education File).

Table S35(a) Standard errors for the first text table in *Indicator 35*

Family type	Level of involvement		Type of activity			
	High	Low	Volunteered	Attended class event	Attended parent-teacher conference	Attended general school meeting
Fathers in two-parent families	0.5	0.5	0.5	0.5	0.5	0.5
Fathers in single-parent families	2.6	2.2	2.3	2.4	2.7	2.4
Nonresident fathers	0.6	0.9	0.4	1.0	0.8	0.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey, 1996 (Parent and Family Involvement in Education and Civic Involvement Components).

Table S35(b) Standard errors for the second text table in *Indicator 35*

Family type and level of fathers' involvement ¹	Child gets mostly A's (Grades 1-12)	Child enjoys school (Grades 1-12)	Child participated in extracurricular activities		Child has repeated a grade (Grades K-12)	Child has ever been expelled/suspended (Grades 6-12)
			Grades K-5	Grades 6-12		
Fathers in two-parent families						
Low involvement	34.1	33.0	73.7	79.3	14.8	17.7
High involvement	50.4	49.8	90.6	94.5	6.7	9.8
Fathers in single-parent families						
Low involvement	16.6	29.8	60.7	68.6	17.9	34.5
High involvement	31.7	43.9	79.1	86.3	13.3	11.4
Nonresident fathers ²						
Low involvement	29.1	34.7	73.5	75.5	18.1	27.8
High involvement	35.2	44.8	86.6	92.0	7.2	14.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey, 1996 (Parent and Family Involvement in Education and Civic Involvement Components).

Table S36 Standard errors for the text table in *Indicator 36*

Selected family characteristics	1972	1977	1982	1987	1992	1997
Mother's highest education level						
Less than high school diploma	0.4	0.4	0.4	0.4	0.4	0.4
High school diploma or GED	0.4	0.5	0.5	0.5	0.5	0.5
Some college	0.3	0.3	0.4	0.4	0.4	0.4
Bachelor's degree or higher	0.2	0.3	0.3	0.4	0.4	0.4
Percentage of children whose mothers were employed	0.4	0.5	0.5	0.5	0.5	0.5
Percentage of children whose fathers were employed	0.2	0.3	0.4	0.4	0.4	0.3
Family type						
Two-parent household	0.4	0.5	0.6	0.6	0.6	0.6
Father as head of household	0.1	0.1	0.2	0.2	0.2	0.3
Mother as head of household	0.4	0.5	0.6	0.6	0.6	0.6
Number of other children in household						
0-1	0.5	0.6	0.7	0.7	0.7	0.7
2-3	0.6	0.6	0.7	0.7	0.7	0.7
4 or more	0.5	0.4	0.4	0.3	0.3	0.3

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

Table S36-1 Standard errors for table 36-1

Selected family characteristics	1972	1977	1982	1987	1992	1997
Race-ethnicity of child						
White	0.5	0.5	0.6	0.6	0.6	0.7
Black	0.4	0.4	0.5	0.5	0.5	0.5
Hispanic	0.3	0.3	0.4	0.4	0.4	0.5
Other	0.1	0.2	0.2	0.3	0.3	0.3
Mother's highest education level						
Less than high school diploma	0.4	0.4	0.4	0.4	0.4	0.4
High school diploma or GED	0.4	0.5	0.5	0.5	0.5	0.5
Some college	0.3	0.3	0.4	0.4	0.4	0.4
Bachelor's degree or higher	0.2	0.3	0.3	0.4	0.4	0.4
Father's highest education level						
Less than high school diploma	0.4	0.5	0.5	0.4	0.4	0.4
High school diploma or GED	0.4	0.5	0.5	0.6	0.5	0.5
Some college	0.3	0.4	0.4	0.5	0.5	0.5
Bachelor's degree or higher	0.3	0.4	0.5	0.5	0.5	0.5
Mother's employment status						
Employed	0.4	0.5	0.5	0.5	0.5	0.5
Unemployed, looking for work	0.1	0.2	0.2	0.2	0.2	0.2
Not in labor force	0.4	0.5	0.5	0.5	0.5	0.5
Father's employment status						
Employed	0.2	0.3	0.4	0.4	0.4	0.3
Unemployed, looking for work	0.2	0.2	0.3	0.3	0.3	0.2
Not in labor force	0.2	0.2	0.2	0.3	0.3	0.3
Family type						
Two-parent household	0.4	0.5	0.6	0.6	0.6	0.6
Father as head of household	0.1	0.1	0.2	0.2	0.2	0.3
Mother as head of household	0.4	0.5	0.6	0.6	0.6	0.6
Number of other children in household						
0-1	0.5	0.6	0.7	0.7	0.7	0.7
2-3	0.6	0.6	0.7	0.7	0.7	0.7
4 or more	0.5	0.4	0.4	0.3	0.3	0.3
Age of mother at child's birth						
Under 20	0.4	0.4	0.5	0.5	0.4	0.4
20-24	0.6	0.6	0.7	0.6	0.6	0.6
25-29	0.5	0.6	0.6	0.7	0.6	0.7
30 or older	0.5	0.6	0.6	0.6	0.6	0.7
Median family income (in constant 1997 dollars)	—	—	—	—	—	—

— Not available.

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

Table S43 Standard errors for the text table in *Indicator 43*

Degree program and type of institution	Any aid	Any grants	Tuition waiver	Any loans	Any assistant-ships	Worked while enrolled	Average hours worked per week
Total	1.5	2.0	1.4	1.8	1.5	2.3	0.9
Master's degree	2.2	2.5	1.9	2.2	1.8	3.5	1.2
Public	2.8	3.1	2.9	2.5	2.8	4.5	1.5
Private, not-for-profit	3.8	4.4	2.1	4.1	1.7	5.9	2.1
Doctor's degree	3.0	5.1	3.7	3.1	4.7	6.0	2.2
Public	3.4	5.8	5.1	3.1	4.7	5.3	1.8
Private, not-for-profit	4.6	7.3	4.4	4.6	6.7	11.4	5.8
First-professional degree	1.5	2.9	0.7	2.3	0.8	2.8	1.5
Public	1.9	4.2	1.0	2.4	1.1	3.0	1.7
Private, not-for-profit	2.1	3.8	1.0	3.6	1.0	4.1	2.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Postsecondary Student Aid Study, 1995-96, Graduate Data Analysis System.

Table S43-1 Standard errors for table 43-1

Degree program and type of institution	Any aid	Any grants	Tuition waiver	Any loans	Any assistant-ships	Worked while enrolled	Average hours worked per week
Total	1.5	2.0	1.4	1.8	1.5	2.3	0.9
Master's degree	2.2	2.5	1.9	2.2	1.8	3.5	1.2
Public	2.8	3.1	2.9	2.5	2.8	4.5	1.5
Private, not-for-profit	3.8	4.4	2.1	4.1	1.7	5.9	2.1
Doctor's degree	3.0	5.1	3.7	3.1	4.7	6.0	2.2
Public	3.4	5.8	5.1	3.1	4.7	5.3	1.8
Private, not-for-profit	4.6	7.3	4.4	4.6	6.7	11.4	5.8
First-professional degree	1.5	2.9	0.7	2.3	0.8	2.8	1.5
Public	1.9	4.2	1.0	2.4	1.1	3.0	1.7
Private, not-for-profit	2.1	3.8	1.0	3.6	1.0	4.1	2.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Postsecondary Student Aid Study, 1995-96, Graduate Data Analysis System.

Table S43-2 Standard errors for table 43-2

Degree program and type of institution	Any Aid	Any grants	Tuition waiver	Any loans	Any assistantships
All students					
Total	\$306	\$206	\$273	\$259	\$379
Master's degree	313	217	268	265	543
Public	338	261	266	222	605
Private, not-for-profit	589	357	659	427	915
Doctor's degree	601	629	358	574	540
Public	628	435	339	444	616
Private, not-for-profit	1237	1292	—	1062	1099
First-professional degree	670	418	649	372	1180
Public	426	687	709	420	1399
Private, not-for-profit	1215	516	1194	673	1818
Full-time, full-year students					
Total	\$400	\$374	\$451	\$291	\$398
Master's degree	487	436	429	365	453
Public	446	550	334	345	473
Private, not-for-profit	1,072	709	—	550	—
Doctor's degree	874	912	520	566	684
Public	898	652	391	521	742
Private, not-for-profit	1,759	1,800	—	937	1,416
First-professional degree	490	491	753	404	1,327
Public	438	769	978	447	—
Private, not-for-profit	941	623	—	761	—

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Postsecondary Student Aid Study, 1995–96, Graduate Data Analysis System.

Table S44 Standard errors for the text table in *Indicator 44*

Selected student characteristics	3-year-olds				4-year-olds				5-year-olds			
	1991	1993	1995	1996	1991	1993	1995	1996	1991	1993	1995	1996
Total	1.4	1.2	1.5	1.4	1.0	1.1	1.5	1.4	0.8	0.8	0.7	0.9
Race-ethnicity												
White	1.5	1.5	2.4	2.1	1.2	1.5	1.9	1.8	0.8	0.9	0.8	1.1
Black	4.2	3.1	4.1	4.3	3.6	3.0	4.5	3.2	1.6	1.9	1.9	1.6
Hispanic	3.2	3.3	2.5	3.4	3.8	3.3	3.0	3.9	2.3	2.2	1.6	3.2
Other	6.3	6.0	7.1	7.0	5.8	5.4	5.6	7.8	5.7	3.9	1.6	2.5
Household income												
\$10,000 or less	—	3.8	3.8	3.7	—	2.6	4.8	4.7	—	2.2	1.7	3.6
10,001–20,000	—	3.5	3.5	4.7	—	2.7	4.4	4.3	—	2.2	2.1	2.9
20,001–35,000	—	2.2	2.7	3.3	—	2.2	2.8	2.7	—	1.9	1.4	1.9
35,001–50,000	—	3.1	3.5	3.5	—	2.6	3.0	3.6	—	1.6	2.3	1.9
50,001 or more	—	2.0	3.1	2.9	—	1.8	2.2	2.2	—	0.7	0.7	1.4
Parents' highest education level												
Less than high school diploma	3.5	3.4	4.8	5.9	4.3	4.6	5.8	5.1	2.3	4.1	2.0	4.7
High school diploma or GED	2.3	2.2	2.6	3.0	2.2	2.2	2.9	3.2	1.4	1.4	1.4	1.8
Some college/vocational/technical	2.0	2.0	2.8	2.7	1.7	1.9	2.6	2.4	1.3	1.4	1.4	1.8
Bachelor's degree	3.2	3.3	3.6	3.6	2.2	2.6	3.0	3.8	1.9	1.6	1.1	2.0
Graduate/professional school	3.0	2.8	5.1	4.3	3.2	2.8	3.2	3.5	1.8	1.3	1.8	2.4
Family structure												
Two biological or adoptive parents	—	1.4	1.8	1.7	—	1.6	1.6	1.8	—	1.0	0.9	1.1
One biological or adoptive parent	—	3.2	3.1	3.7	—	2.2	3.2	3.2	—	1.4	1.2	2.2
One biological/adoptive and one stepparent	—	7.6	8.7	11.5	—	6.3	6.7	10.5	—	3.7	2.2	2.6
Other relatives	—	9.5	7.0	10.3	—	10.0	10.1	12.1	—	6.5	2.3	3.0

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1991 (Early Childhood Education File), 1993 (School Readiness File), 1995 (Early Childhood Program Participation File), and 1996 (Parent and Family Involvement in Education File).