



Status and Trends in the Education of Racial and Ethnic Groups 2017

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Highlights

Status and Trends in the Education of Racial and Ethnic Groups examines the educational progress and challenges students face in the United States by race/ethnicity. This report shows that over time, students in the racial/ethnic groups of White, Black, Hispanic, Asian, Native Hawaiian or Other Pacific Islander, American Indian/Alaska Native, and Two or more races have completed high school and continued their education in college in increasing numbers. Despite these gains, the rate of progress has varied among these racial/ethnic groups and differences by race/ethnicity persist in terms of increases in attainment and progress on key indicators of educational performance.

Demographics:

- Between 2000 and 2016, the percentage of U.S. children ages 5–17 who were White decreased from 62 percent to 52 percent and the percentage who were Black decreased from 15 to 14 percent. In contrast, the percentage of school-age children from other racial/ethnic groups increased: Hispanics, from 16 to 25 percent; Asians, from 3 to 5 percent; and children of Two or more races, from 2 to 4 percent. The percentage of school-age American Indians/Alaska Natives remained at 1 percent and the percentage of Pacific Islanders remained at less than 1 percent during this time. (*Indicator 1*).
- In 2014, about 97 percent of children under age 18 were born within the United States, compared with 96 percent in 2004. The percentage of children born within the United States was 5 percentage points higher in 2014 than in 2004 for Hispanic children (94 vs. 89 percent); in contrast, this percentage was lower in 2014 than in 2004 for Black children (97 vs. 98 percent). (*Indicator 2*).
- In 2014, a higher percentage of Asian children under age 18 (82 percent) lived with married parents than the percentage of White children (73 percent), Pacific Islander children (65 percent), Hispanic children and children of Two or more races (56 percent each), American Indian/Alaska Native children (43 percent), and Black children (33 percent) who lived with married parents. (*Indicator 3*).
- In 2014, the percentage of children under age 18 living in poverty based on the official poverty measure was highest for Black children (37 percent), followed by Hispanic children (31 percent), and White and Asian children (12 percent each). (*Indicator 4*).
- In 2012, a higher percentage of young children from nonpoor families than from poor families regularly received center-based care (34 vs. 20 percent). This same pattern was observed for White, Black, and Hispanic young children. (*Indicator 5*).
- Between fall 2003 and fall 2013, the percentage of students enrolled in public elementary and secondary schools decreased for students who were White (from 59 to 50 percent) and Black (from 17 to 16 percent). In contrast, the percentage increased for students who were Hispanic (from 19 to 25 percent) and Asian/Pacific Islander (from 4 to 5 percent) during the same time period. (*Indicator 6*).
- In 2013–14, the shares of Black and Hispanic students in public charter schools (27 and 30 percent, respectively) were greater than the shares of Black and Hispanic students in traditional public schools (15 and 25 percent, respectively). However, the shares of White and Asian/Pacific Islander students in public charter schools (35 and 4 percent, respectively) were less than the shares of White and Asian/Pacific Islander students in traditional public schools (51 and 5 percent, respectively). (*Indicator 6*).
- In 2014, about 4.7 million public school students participated in English language learner (ELL) programs. Hispanic students made up the majority of this group (78 percent), with around 3.6 million participating in ELL programs. (*Indicator 7*).
- The ELL program participation rate in public schools in 2014 for some racial/ethnic groups was lower than the total participation rate (9 percent). About 7 percent of American Indian/Alaska Native students, 2 percent of Black students, 2 percent of students of Two or more races, and 1 percent of White students participated in ELL programs. In contrast, the percentages of Hispanic (29 percent), Asian (20 percent), and Pacific Islander (15 percent) students participating in ELL programs were higher than the overall percentage in 2014. (*Indicator 7*).

Preprimary, Elementary, and Secondary Education Participation:

- In 2012, about 28 percent of children under 6 years old who were not enrolled in kindergarten regularly received center-based care. The percentage of children who regularly received center-based care was higher for Black (34 percent), Asian (33 percent), and White children (29 percent) than for Hispanic children (22 percent). (*Indicator 5*).
- In 2013–14, the percentage of students (i.e., children ages 3–21) served under the Individuals with Disabilities Education Act (IDEA) was highest for American Indian/Alaska Native students (17 percent), followed by Black students (15 percent), White students (13 percent), students of Two or more races (12 percent), Hispanic students (12 percent), Pacific Islander students (11 percent), and Asian students (6 percent). (*Indicator 8*).

Achievement:

- At grade 4, the White-Black gap in reading narrowed from 32 points in 1992 to 26 points in 2015; the White-Hispanic gap in 2015 (24 points) was not measurably different from the gap in 1992. At grade 8, the White-Hispanic gap narrowed from 26 points in 1992 to 21 points in 2015; the White-Black gap in 2015 (26 points) was not measurably different from the gap in 1992. (*Indicator 9*).
- At grade 12, the White-Black achievement gap in reading was larger in 2015 (30 points) than in 1992 (24 points), while the White-Hispanic reading achievement gap in 2015 (20 points) was not measurably different from the gap in 1992. (*Indicator 9*).
- At grade 4, the White-Black achievement gap in mathematics narrowed from 32 points in 1990 to 24 points in 2015; the White-Hispanic gap in 2015 (18 points) was not measurably different from the gap in 1990. At grade 8, there was no measurable difference in the White-Black achievement gap in 2015 (32 points) and 1990. Similarly, the White-Hispanic achievement gap at grade 8 in 2015 (22 points) was not measurably different from the gap in 1990. (*Indicator 10*).
- In 2015, the percentage of 8th-graders who reported that they had zero absences from school in the last month was higher for Asian students (65 percent) than for students who were Pacific Islander (47 percent), Black (45 percent), of Two or more races (45 percent), White (44 percent), Hispanic (44 percent), or American Indian/Alaska Native (32 percent). (*Indicator 11*).
- A higher percentage of Asian students (45 percent) than of students of any other racial/ethnic group earned their highest math course credit in calculus. The percentage earning their highest math course credit in calculus was also higher for White students (18 percent) than for students of Two or more races (11 percent), Hispanic students (10 percent), and Black students (6 percent). (*Indicator 12*).
- The percentage of students who were 9th-graders in fall 2009 earning any Advanced Placement/International Baccalaureate (AP/IB) credits by 2013 was higher for Asian students (72 percent) than for White students (40 percent). The percentages for Asian and White students were higher than the percentages for students of any other racial/ethnic group. (*Indicator 13*).
- The average number of AP/IB course credits earned in high school by Asian students (4.5 credits) was higher than the average earned by students of any other racial/ethnic group. Additionally, White students earned a higher number of total AP/IB credits in high school (3.1 credits) than Black students (2.7 credits). (*Indicator 13*).

Student Behaviors and Persistence:

- Higher overall percentages of Black students (3.0 percent) and Hispanic students (2.9 percent) than of White students (1.8 percent) were retained in 2015. (*Indicator 14*).
- In 2011–12, a higher percentage of Black public school students than of public school students from any other racial/ethnic group received an out-of-school suspension (15.4 percent). In contrast, a lower percentage of Asian students (1.5 percent) than of students from any other racial/ethnic group received an out-of-school suspension. (*Indicator 14*).
- In 2013, the percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property during the previous 12 months was higher for American Indian/Alaska Native (18 percent) and Hispanic students (8 percent) than for White (6 percent) and Asian students (5 percent). The percentage was also higher for Black students (8 percent) than for White students. (*Indicator 15*).
- From 1992 to 2015 the Hispanic status dropout rate among 16- to 24-year-olds decreased from 32 to 9 percent, while the Black rate decreased from 13 to 6 percent, and the White rate decreased from 9 to 5 percent. Nevertheless, the Hispanic status dropout rate in 2015 remained higher than the Black and White status dropout rates. (*Indicator 16*).
- From 1990 to 2015, the high school status completion rate for Hispanic 18- to 24-year-olds increased from 59 percent to 88 percent, while the Black and White status completion rates increased from 83 percent to 92 percent and from 90 percent to 95 percent, respectively. Although the White-Hispanic and White-Black gaps in status completion rates for 18- to 24-year-olds narrowed between 1990 and 2015, the rates for Hispanic and Black individuals remained lower than the White rate in 2015. (*Indicator 17*).

Postsecondary Education:

- The total college enrollment rate for Asian 18- to 24-year-olds has been higher than the rates for their White, Black, Hispanic, and American Indian/Alaska Native peers, as well as their peers of Two or more races, in every year between 2005 and 2015, and higher than their Pacific Islander peers in all but two of the years during this time span. (*Indicator 18*).
- In 2014, a greater percentage of undergraduates were female than male across all racial/ethnic groups. The gap between female and male enrollment was widest for Black students (62 vs. 38 percent) and American Indian/Alaska Native students (60 vs. 40 percent). The gap was narrowest for Asian students (52 vs. 48 percent). (*Indicator 19*).
- Among full-time, full-year undergraduate students, 85 percent of Black and American Indian/Alaska Native students and 80 percent of Hispanic students received any type of grants in 2011–12. These percentages were higher than the percentages of students of Two or more races (73 percent) and of White (69 percent), Pacific Islander (67 percent), and Asian (63 percent) students who received grants. (*Indicator 20*).
- In 2011–12, about 72 percent of Black students received any type of loans, compared with 62 percent of American Indian/Alaska Native students, 59 percent of students of Two or more races, 56 percent of White, 51 percent of Hispanic students, 51 percent of Pacific Islander students, and 38 percent of Asian students. (*Indicator 20*).
- The 6-year graduation rate in 2014 was 60 percent for first-time, full-time undergraduate students who began their pursuit of a bachelor's degree at a 4-year degree-granting institution in fall 2008. The 6-year graduation rate was highest for Asian students (71 percent) and lowest for Black and American Indian/Alaska Native students (41 percent each). (*Indicator 21*).
- The number of bachelor's degrees awarded to Hispanic students more than doubled between 2003–04 and 2013–14. During the same period, the number of degrees awarded also increased for students who were Black (by 46 percent), Asian/Pacific Islander (by 43 percent), and White (by 19 percent). (*Indicator 22*).
- In 2013–14, a higher percentage of bachelor's degrees were awarded in the field of business than in any other field across all racial/ethnic groups, ranging from 15 percent for students of Two or more races to 22 percent for Pacific Islander students. (*Indicator 23*).
- In 2013–14, the percentage of STEM (science, technology, engineering, and mathematics) bachelor's degrees awarded to Asian students (31 percent) was almost double the average awarded to students overall (17 percent). The percentage of STEM bachelor's degrees awarded to students of Two or more races (18 percent) was also higher than the percentage awarded to students overall. (*Indicator 24*).

Outcomes of Education:

- In 2014, the percentage of adults age 25 and older who had not completed high school was higher for Hispanic adults (35 percent) than for adults in any other racial/ethnic group (ranging from a high of 18 percent for American Indian/Alaska Native adults to a low of 8 percent for White adults). (*Indicator 25*).
- In 2014, among those who had not completed high school, higher percentages of Black and American Indian/Alaska Native adults (both 22 percent) than of White adults (13 percent) were unemployed, and a higher percentage of White adults than of Hispanic (8 percent) and Asian (7 percent) adults were unemployed. (*Indicator 25*).
- In 2014, among adults ages 25 to 64, higher percentages of Black and American Indian/Alaska Native adults (both 11 percent) than of Hispanic (7 percent), White (5 percent), and Asian (5 percent) adults were unemployed. (*Indicator 26*).
- In 2015, the percentage of 20- to 24-year-olds who were neither enrolled in school nor working ranged from 9 percent for Asian young adults to 38 percent for American Indian/Alaska Native young adults. (*Indicator 27*).
- In 2014, among those with a bachelor's or higher degree, median annual earnings of Asian full-time workers ages 25–34 (\$61,200) were higher than the median annual earnings of their White (\$52,800), Black (\$46,800), and Hispanic peers (\$47,400). (*Indicator 28*).

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Reader's Guide

Introduction

This report uses statistics to examine current conditions and changes over time in education activities and outcomes for different racial/ethnic groups in the United States. The indicators in this report show that some traditionally disadvantaged racial/ethnic groups have made strides in educational achievement over the past few decades, but that gaps still persist.

Disparities in the educational participation and attainment of different racial/ethnic groups in the United States are well documented (Ross et al. 2012). A recent study found that school readiness gaps narrowed between 1998 and 2010, but progress was uneven among racial/ethnic groups (Reardon and Portilla 2015). For instance, the gap between White and Hispanic students in school readiness has narrowed, but the gap between White and Black students showed less movement. *Status and Trends in the Education of Racial and Ethnic Group 2017* contributes to this body of research by examining the educational progress and challenges of students in the United States by race/ethnicity. The primary focus of this report is to examine differences in educational participation and attainment of students in the racial/ethnic groups of White, Black, Hispanic, Asian, Native Hawaiian or Other Pacific Islander, American Indian/Alaska Native, and Two or more races. The secondary focus of this report is to illustrate the changing demographics in the United States. Measuring population growth and diversity is important for anticipating the needs of schools and teachers. This report shows that over time, students in these racial/ethnic groups have completed high school and continued their education in college in increasing numbers. Despite these gains, the rate of progress has varied among these racial/ethnic groups and differences by race/ethnicity persist in terms of increases in attainment and progress on key indicators of educational performance. This report uses the most recent data available and reports on demographics, preprimary, elementary, and secondary education participation, student achievement, student behaviors and persistence, postsecondary education, and outcomes of education.

Status and Trends in the Education of Racial and Ethnic Groups 2017 is part of a series of reports produced by the National Center for Education Statistics (NCES) that focus on specific racial/ethnic groups. Other reports in this series include *Status and Trends in the Education of Racial and Ethnic Groups 2016* (Musu-Gillette et al. 2016), *Status and Trends in the Education of Racial and Ethnic Groups 2010* (Aud, Fox, and KewalRamani 2010), *Status and Trends in the Education of American Indians and Alaska Natives: 2008* (DeVoe and Darling-Churchill 2008), *Status and Trends in the Education of Racial and Ethnic Minorities* (KewalRamani et al. 2007), *Status and Trends in the Education of Blacks* (Hoffman and Llagas

2003), and *Status and Trends in the Education of Hispanics* (Llagas 2003).

Organization of the Report

The report begins with demographic information (*Chapter 1*) and then is organized roughly according to the chronology of an individual's education, starting with indicators on preprimary, elementary, and secondary participation (*Chapter 2*), and continuing with student achievement (*Chapter 3*), student behaviors and persistence in education (*Chapter 4*), postsecondary education (*Chapter 5*), and outcomes of education (*Chapter 6*).

Race and Ethnicity

The Office of Management and Budget (OMB) is responsible for the standards that govern the categories used to collect and present federal data on race and ethnicity. The OMB revised the guidelines on racial/ethnic categories used by the federal government in October 1997, with a January 2003 deadline for implementation. The revised standards, available here: <https://www.federalregister.gov/documents/1997/10/30/97-28653/revisions-to-the-standards-for-the-classification-of-federal-data-on-race-and-ethnicity>, require a minimum of these five categories for data on race: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White. The standards also require the collection of data on the ethnicity categories Hispanic or Latino and Not Hispanic or Latino. In support of the 1997 OMB guidelines, the Department of Education issued final guidance in 2007 on the collection and reporting of racial/ethnic data. More information on this guidance is available here: <http://www2.ed.gov/policy/rschstat/guid/raceethnicity/index.html>. It is important to note that Hispanic origin is an ethnicity rather than a race, and therefore persons of Hispanic origin may be of any race. Origin can be viewed as the heritage, nationality group, lineage, or country of birth of the person or the person's parents or ancestors before their arrival in the United States. The race categories White, Black, Asian, Native Hawaiian or Other Pacific Islander, and American Indian or Alaska Native, as presented in these indicators, exclude persons of Hispanic origin unless noted otherwise.

The categories are defined as follows:

- *American Indian or Alaska Native*: A person having origins in any of the original peoples of North and South America (including Central America) and maintaining tribal affiliation or community attachment.

- *Asian*: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- *Black or African American*: A person having origins in any of the black racial groups of Africa.
- *Native Hawaiian or Other Pacific Islander*: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- *White*: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
- *Hispanic or Latino*: A person of Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race.

Within these indicators, some of the category labels have been shortened in the text, tables, and figures. American Indian or Alaska Native is denoted as American Indian/Alaska Native (except when separate estimates are available for American Indians alone or Alaska Natives alone); Black or African American is shortened to Black; Hispanic or Latino is shortened to Hispanic; and Native Hawaiian or Other Pacific Islander is shortened to Pacific Islander.

The indicators draw from a number of different sources. Many are federal surveys that collect data using the OMB standards for racial/ethnic classification described above; however, some sources have not fully adopted the standards, and some indicators include data collected prior to the adoption of the OMB standards. This report focuses on the six categories that are the most common among the various data sources used: White, Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native. In some data sources, Asians and Pacific Islanders are combined into one category so data cannot be reported separately for these two groups.

Some of the surveys from which data are presented in these indicators give respondents the option of selecting either an “other” race category, a “Two or more races” or “multiracial” category, or both. Where possible, indicators present data on the “Two or more races” category; however, in some cases this category may not be separately shown because the information was not collected or due to other data issues such as small sample sizes. The “other” category is not separately shown. Any comparisons made between persons of one racial/ethnic group to “all other racial/ethnic groups” include only the racial/ethnic groups shown in the indicator. For postsecondary data, foreign students are counted separately and are therefore not included in any racial/ethnic category.

The American Community Survey (ACS), conducted by the U.S. Census Bureau, collects information regarding

specific racial/ethnic ancestry. This survey is used as a source for several indicators in this publication. These indicators include Hispanic ancestry subgroups (e.g., Cuban, Dominican, Mexican, Other Central American, Puerto Rican, Salvadoran, and South American) and Asian ancestry subgroups (e.g., Asian Indian, Chinese, Filipino, Japanese, Korean, and Vietnamese). In addition, selected indicators include “Two or more races” subgroups (e.g., White and Black, White and Asian, and White and American Indian/Alaska Native). For more information on the ACS, see the Guide to Sources (appendix A). For more information on race/ethnicity, see the Glossary (appendix B).

Data Sources and Estimates

The data in these indicators were obtained from many different sources—including students and teachers, state education agencies, local elementary and secondary schools, and colleges and universities—using surveys and compilations of administrative records. Users should be cautious when comparing data from different sources. Differences in aspects such as procedures, timing, question phrasing, and interviewer training can affect the comparability of results across data sources.

Most indicators summarize data from surveys conducted by NCES or by the Census Bureau with support from NCES. Brief explanations of the major NCES surveys used in these indicators can be found in the Guide to Sources (appendix A). More detailed explanations can be obtained on the NCES website (<http://nces.ed.gov>) under “Surveys and Programs.”

The Guide to Sources also includes information on non-NCES sources used to compile indicators, such as the American Community Survey (ACS) and the Current Population Survey (CPS). These Census Bureau surveys are used extensively in the indicators. For further details on the ACS, see <http://www.census.gov/acs/www/>. For further details on the CPS, see <http://www.census.gov/cps/>.

Data for indicators are obtained from two types of surveys: universe surveys and sample surveys. In universe surveys, information is collected from every member of the population. For example, in a survey regarding certain expenditures of public elementary and secondary schools, data would be obtained from each school district in the United States. When data from an entire population are available, estimates of the total population or a subpopulation are made by simply summing the units in the population or subpopulation. As a result, there is no sampling error, and observed differences are reported as true.

Since a universe survey is often expensive and time consuming, many surveys collect data from a sample of the population of interest (sample survey). For example,

the National Assessment of Educational Progress (NAEP) assesses a representative sample of students rather than the entire population of students. When a sample survey is used, statistical uncertainty is introduced, because the data come from only a portion of the entire population. This statistical uncertainty must be considered when reporting estimates and making comparisons.

Various types of statistics derived from universe and sample surveys are reported in the indicators. Many indicators report the size of a population or a subpopulation, and often the size of a subpopulation is expressed as a percentage of the total population. In addition, the average (or mean) value of some characteristic of the population or subpopulation may be reported. The average is obtained by summing the values for all members of the population and dividing the sum by the size of the population. An example is the annual average salaries of full-time instructional faculty at degree-granting postsecondary institutions. Another measure that is sometimes used is the *median*. The median is the midpoint value of a characteristic at or above which 50 percent of the population is estimated to fall, and at or below which 50 percent of the population is estimated to fall. An example is the median annual earnings of young adults who are full-time, full-year wage and salary workers.

Standard Errors

Using estimates calculated from data based on a sample of the population requires consideration of several factors before the estimates become meaningful. When using data from a sample, some *margin of error* will always be present in estimations of characteristics of the total population or subpopulation because the data are available from only a portion of the total population. Consequently, data from samples can provide only an approximation of the true or actual value. The margin of error of an estimate, or the range of potential true or actual values, depends on several factors such as the amount of variation in the responses, the size and representativeness of the sample, and the size of the subgroup for which the estimate is computed. The magnitude of this margin of error is measured by what statisticians call the “standard error” of an estimate.

When data from sample surveys are reported, the standard error is calculated for each estimate. The standard errors for all estimated totals, means, medians, or percentages are reported in the Reference tables.

In order to caution the reader when interpreting findings in the indicators, estimates from sample surveys are flagged with a “!” when the standard error is between 30 and 50 percent of the estimate, and suppressed with a “‡” when the standard error is 50 percent of the estimate or greater.

Data Analysis and Interpretation

When estimates are from a sample, caution is warranted when drawing conclusions about one estimate in comparison to another, or about whether a time series of estimates is increasing, decreasing, or staying the same. Although one estimate may appear to be larger than another, a statistical test may find that the apparent difference between them is not reliably measurable due to the uncertainty around the estimates. In this case, the estimates will be described as having *no measurable difference*, meaning that the difference between them is not statistically significant. Conversely, statistically significant differences may be referred to as “measurably different” in the text.

Whether differences in means or percentages are statistically significant can be determined using the standard errors of the estimates. In these indicators and other reports produced by NCES, when differences are statistically significant, the probability that the difference occurred by chance is less than 5 percent.

Data presented in the indicators do not investigate more complex hypotheses, account for interrelationships among variables, or support causal inferences. We encourage readers who are interested in more complex questions and in-depth analysis to explore other NCES resources, including publications, online data tools, and public- and restricted-use datasets at <http://nces.ed.gov>.

For all indicators that report estimates based on samples, differences between estimates are stated only when they are statistically significant. Findings described in this report with comparative language (e.g., higher, lower, increase, and decrease) are statistically significant. To determine whether differences reported are statistically significant, two-tailed *t* tests at the .05 level are typically used. The *t* test formula for determining statistical significance is adjusted when the samples being compared are dependent. The *t* test formula is not adjusted for multiple comparisons, with the exception of statistical tests conducted using the NAEP Data Explorer (https://nces.ed.gov/nationsreportcard/tdw/database/data_tool.asp). When the variables to be tested are postulated to form a trend, the relationship may be tested using linear regression, logistic regression, or ANOVA trend analysis instead of a series of *t* tests. These alternate methods of analysis test for specific relationships (e.g., linear, quadratic, or cubic) among variables. For more information on data analysis, please see the NCES Statistical Standards, Standard 5-1, available at <https://nces.ed.gov/statprog/2012/pdf/Chapter5.pdf>.

In general, only statistically significant findings are discussed in the text. However, statistically nonsignificant differences between groups may be highlighted for clarification purposes. Statistically nonsignificant

differences may also be discussed when they relate to a primary focus of the report, such as if achievement gaps have remained unchanged over time.

A number of considerations influence the ultimate selection of the data years to feature in the indicators. To make analyses as timely as possible, the latest year of available data is shown. The choice of comparison years may be based on the need to show the earliest available survey year, as in the case of the NAEP survey. In the case of surveys with long time frames, such as surveys measuring enrollment, the decade's beginning year (e.g., 1980 or 1990) often starts the trend line. In the figures and tables of the indicators, intervening years are selected in increments in order to show the general trend. The narrative for the indicators typically compares the most current year's data with those from the initial year and then with those from a more recent period. Where applicable, the narrative may also note years in which the data begin to diverge from previous trends.

Rounding and Other Considerations

All calculations within the indicators are based on unrounded estimates. Therefore, the reader may find that a calculation, such as a difference or a percentage change, cited in the text or figure may not be identical to the calculation obtained by using the rounded values shown in the accompanying tables. Although values reported in the Reference tables are generally rounded to one decimal place (e.g., 76.5 percent), values reported in each indicator are generally rounded to whole numbers (with any value of 0.50 or above rounded to the next highest whole number). Due to rounding, cumulative percentages may sometimes equal 99 or 101 percent rather than 100 percent. While the data labels on the figures have been rounded to whole numbers for most indicators, the graphical presentation of these data is based on the unrounded estimates.

Limitations of the Data

The relatively small sizes of the American Indian/Alaska Native and Pacific Islander populations pose many measurement difficulties when conducting statistical analyses. Even in larger surveys, the numbers of American Indians/Alaska Natives and Pacific Islanders included in a sample are often small. Researchers studying data on these two populations often face small sample sizes that reduce the reliability of results. Survey data for these two groups often have somewhat higher standard errors than data for other racial/ethnic groups. Due to large standard errors, differences that appear substantial are often not statistically significant and, therefore, not cited in the text.

Data on American Indians/Alaska Natives are often subject to uncertainties that can result from respondents self-identifying their race/ethnicity. According to research on the collection of race/ethnicity data conducted by the Bureau of Labor Statistics in 1995, the categorization of American Indian and Alaska Native is the least stable self-identification. The racial/ethnic categories presented to a respondent, and the way in which the question is asked, can influence the response, especially for individuals who consider themselves of mixed race or ethnicity. These data limitations should be kept in mind when reading this report.

As mentioned above, Asians and Pacific Islanders are combined into one category in indicators for which the data were not collected separately for the two groups. The combined category can sometimes mask significant differences between subgroups. For example, prior to 2011, the National Assessment of Educational Progress (NAEP) collected data that did not allow for separate reporting of estimates for Asians and Pacific Islanders. Information from the *Digest of Education Statistics 2016* (table 101.20), based on the Census Bureau Current Population Reports, indicates that 96 percent of all Asian/Pacific Islander 5- to 24-year-olds are Asian. Thus, the combined category for Asians/Pacific Islanders is more representative of Asians than Pacific Islanders.

Relatively small sample sizes are also an issue for some of the Hispanic and Asian ancestry subgroups discussed in several indicators. Data on these subgroups are only available in the ACS. Even when data are available, the number of individuals within some of the subgroups can be small, often resulting in large standard errors.

Symbols

In accordance with the NCES Statistical Standards, many tables in this volume use a series of symbols to alert the reader to special statistical notes. These symbols, and their meanings, are as follows:

— Not available.

† Not applicable.

Rounds to zero.

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) for this estimate is 50 percent or greater.

Table A. Nationally representative sample and universe surveys used in this report

Survey	Sample	Year(s) of survey	Reference time period	Indicator(s)
American Community Survey (ACS)	295,000 households within the United States	2004, 2009, and 2014	12-month period prior to month of collection	2, 3, Snapshot 4, 16, Snapshot 16, Snapshot 18, 25, Snapshot 25, 26
Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act (IDEA)	Children with disabilities receiving special education and related services	2012–13 and 2013–14	December 1 of survey year	8
Civil Rights Data Collection	Public primary and secondary schools and public districts in the United States	2011–12	School year	14
Common Core of Data (CCD)	Universe (public primary and secondary schools and public districts in the United States)	2003, 2009, 2012, 2013, and 2014	School year	6, 7, 8
Current Population Survey (CPS)	60,000 households within the United States	1990 through 2015	Prior calendar year	4, 14, 16, 17, 18, 27, 28
Early Childhood Program Participation Survey of the National Household Education Surveys Program (ECPN-NHES:2012)	Children between birth and age 6 not yet enrolled in kindergarten	2012	Time of data collection (January through August 2012)	5
High School Longitudinal Study of 2009 (HLSL:09)	Students enrolled in grade 9 in fall 2009	2013	Coursetaking histories for grades 9–12 (plus some high school-level courses such as algebra, geometry, or foreign language, taken before grade 9) during school years 2009–10 through 2012–13	12, 13
Integrated Postsecondary Education Data System (IPEDS)	Students graduating from postsecondary institutions	2003–04, 2012–13, 2013–14	July 1 through June 30	22, 23, 24
	Students enrolled at postsecondary institutions in fall of survey year	2000 through 2014	<i>Institutions using traditional academic year calendars:</i> either institution's fall reporting date or October 15 <i>Institutions using nontraditional academic calendars:</i> August 1 through October 31	19
	Full-time, first-time degree- and certificate-seeking undergraduate students who began their postsecondary education and graduated within a specific time frame	2015	<i>4-year institutions:</i> October 15, 2009 through August 31, 2015 <i>2-year institutions:</i> October 15, 2012 through August 31, 2015	21
National Assessment of Educational Progress (NAEP)	Students in grades 4, 8, and 12	<i>Mathematics:</i> 1990, 2005, 2013, 2015	School year	10, 11
		<i>Reading:</i> 1992, 2013, 2015	School year	9, 11
National Postsecondary Student Aid Study (NPSAS:12)	Students enrolled at Title IV-eligible postsecondary institutions enrolled between July 1, 2011 and June 30, 2012	2011–12	Academic year	20
Population Estimates	Universe	1990 through 2016	Calendar year	1
Private School Universe Survey (PSS)	Universe (private schools in the U.S.)	2013	School year	6
Projections of Education Statistics	Public primary and secondary schools and public districts in the United States	2025	School year	6
School Crime Supplement (SCS) to the National Crime Victimization Survey	Students ages 12–18 enrolled in public and private schools during the school year	2013	Incidents during the school year	15
Youth Risk Behavior Surveillance System (YRBSS)	Students enrolled in grades 9–12 in public and private schools at the time of the survey	2013	Incidents during the previous 30 days or 12 months	15

The first chapter in this report presents demographic information that provides background and context for the education indicators presented in later chapters. In order to describe the status of the various racial/ethnic groups in the U.S. education system, it is important to provide contextual information on the relative size of each group, where the members of those groups come from, and other background characteristics.

Indicators 1 and 2 describe the size and distribution of the U.S. population in terms of race/ethnicity and nativity. Between 1990 and 2016, the Hispanic population more than doubled, from 22.6 to 57.8 million (*Indicator 1*). In contrast, during this period the White population increased by 5 percent (from 189 to 198 million), the Black population increased by 37 percent (from 29.4 to 40.3 million), and the American Indian/Alaska Native population increased by 33 percent (from 1.8 to 2.4 million). Beginning in 2000, separate data on Asians, Pacific Islanders, and individuals of Two or more races were collected. From 2000 to 2016, the Asian population increased by 72 percent (from 10.5 to 18.0 million), the Pacific Islander population increased by 55 percent (from 370,000 to 572,000), and the population of individuals of Two or more races increased by 97 percent (from 3.5 to 6.8 million).

In 2014, about 97 percent of children under age 18 were born in the United States (*Indicator 2*). The percentages of Asian children (79 percent), Pacific Islander children (90 percent), and Hispanic children (94 percent) born in the United States were below the average of 97 percent for all children; in contrast, the percentages of Black children (97 percent), White children and children of Two or more races (99 percent each), and American Indian/Alaska Native children (rounds to 100 percent) born in the United States were above the average for all children.

Indicators 3 and 4 examine the living arrangements and poverty status of children under the age of 18. In 2014, the majority of children under age 18 lived with married parents, with the exception of Black and American Indian/Alaska Native children. A higher percentage of Asian children (82 percent) lived with married parents than of White children (73 percent), Pacific Islander children (65 percent), Hispanic children and children of Two or more races (56 percent each), American Indian/Alaska Native children (43 percent), and Black children (33 percent).

About 21 percent of children under 18 were in families living in poverty in 2014, according to the official poverty measure (*Indicator 4*). From 2000 to 2014, the poverty rate increased for Black (from 31 to 37 percent), Hispanic (from 28 to 31 percent), and White children (from 9 to 12 percent), but did not change measurably for Asian children.

Chapter 1. Demographics

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Indicator 1

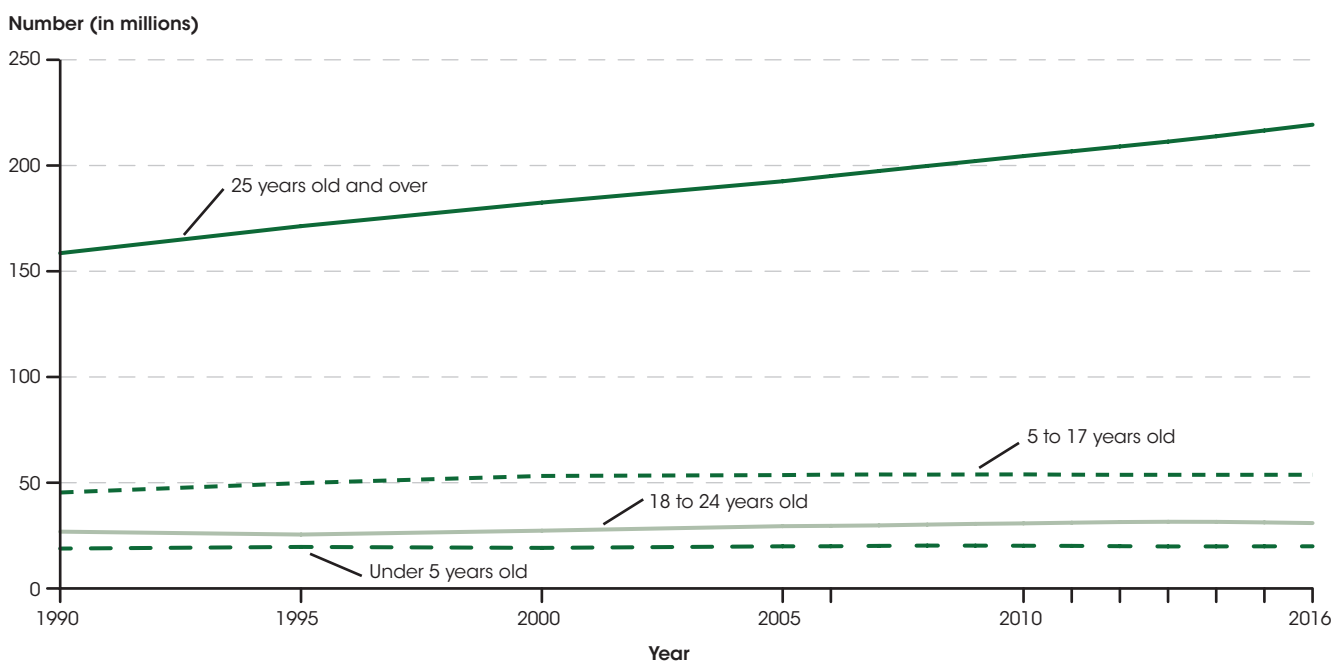
Population Distribution

Between 2000 and 2016, the percentage of U.S. school-age children who were White decreased from 62 to 52 percent and the percentage who were Black decreased from 15 to 14 percent. In contrast, the percentage of school-age children from other racial/ethnic groups increased: Hispanics, from 16 to 25 percent; Asians, from 3 to 5 percent; and children of Two or more races, from 2 to 4 percent.

The resident population of the United States,¹ shortened to U.S. population or population from this point onward, has increased and become more ethnically diverse over the past two decades. Measuring population growth and

diversity is important for anticipating the needs of schools and teachers. An awareness of the shifting demographics of the U.S. population can help ensure that educators are prepared to work with diverse groups of students.²

Figure 1.1. Estimates of the U.S. resident population, by age group: Selected years, 1990 through 2016



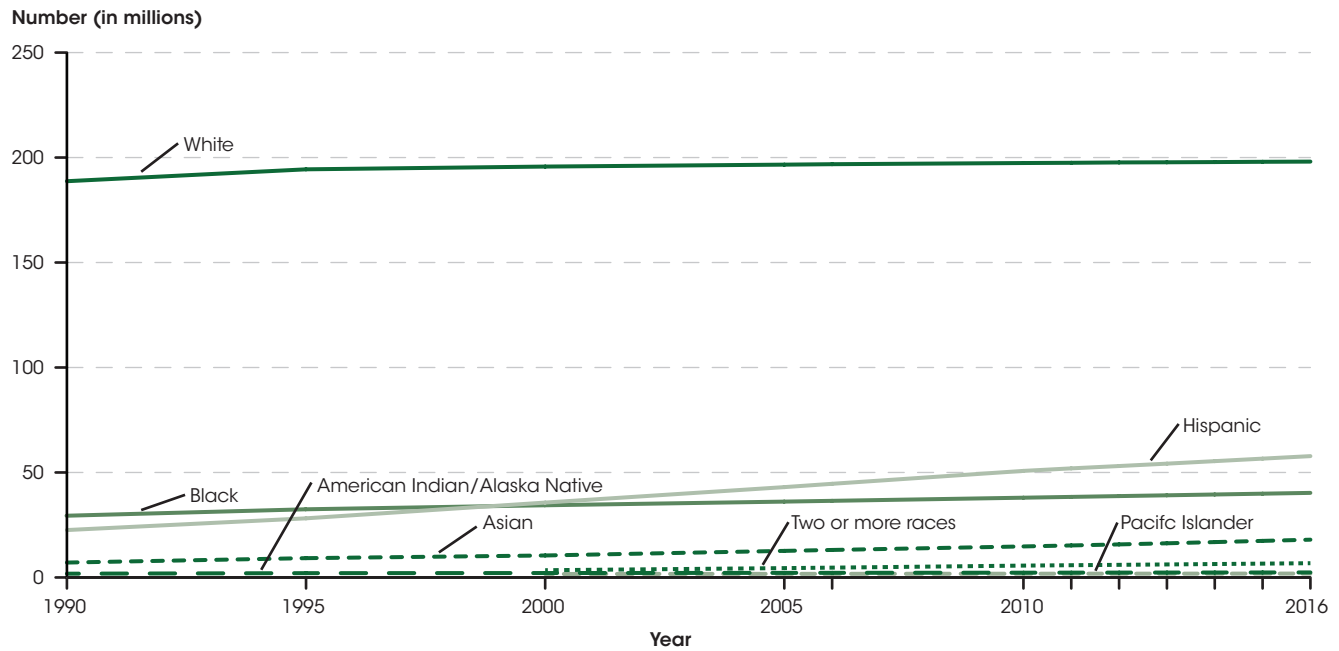
NOTE: The "resident population" includes the civilian population and armed forces personnel residing within the United States; it excludes armed forces personnel residing overseas. Data are for the resident population as of July 1 of the indicated year.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Reports, Series P-25, Nos. 1092 and 1095; 2000 through 2009 Population Estimates, retrieved August 14, 2012, from <https://www.census.gov/programs-surveys/popest/data/data-sets.2009.html>; and 2010 through 2016 Population Estimates, retrieved August 2, 2016, from <https://www.census.gov/data/datsets/2016/demo/popest/nation-total.html>. See *Digest of Education Statistics 2016*, table 101.20.

From 1990 to 2016, the U.S. population increased by 30 percent, from 250 to 324 million. During this period, the population of adults (i.e., those age 25 and over) grew more rapidly than all other age groups, increasing by 38 percent, from 159 to 219 million. In contrast, the population of children under age 5 had the smallest

percentage increase (6 percent, from 18.9 to 19.9 million). The population of 5- to 17-year-olds (i.e., school-age children) increased by 19 percent, from 45.4 to 53.8 million. The population of 18- to 24-year-olds (i.e., the traditional college-age population) increased by 15 percent, from 26.9 to 30.9 million.

Figure 1.2. Estimates of the U.S. resident population, by race/ethnicity: Selected years, 1990 through 2016



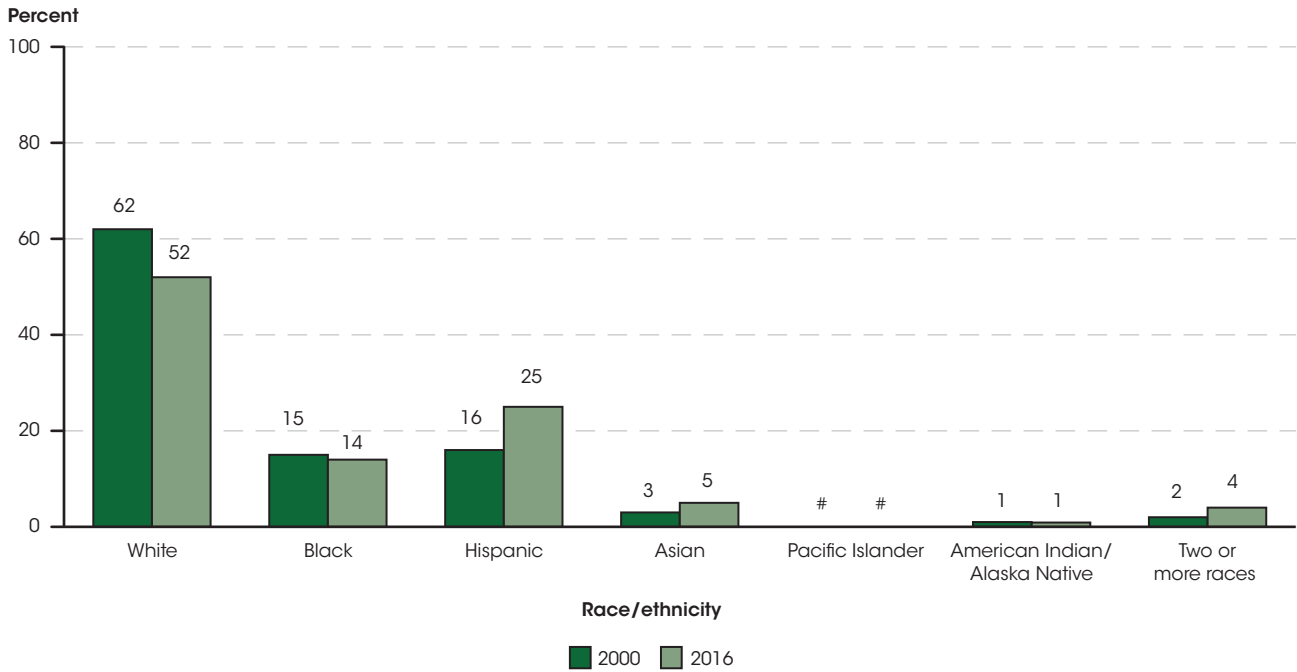
NOTE: The "resident population" includes the civilian population and armed forces personnel residing within the United States; it excludes armed forces personnel residing overseas. Data are for the resident population as of July 1 of the indicated year. Race categories exclude persons of Hispanic ethnicity. SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Reports, Series P-25, Nos. 1092 and 1095; 2000 through 2009 Population Estimates, retrieved August 14, 2012, from <https://www.census.gov/programs-surveys/popest/data/data-sets.2009.html>; and 2010 through 2016 Population Estimates, retrieved August 2, 2016, from <https://www.census.gov/data/datsets/2016/demo/popest/nation-total.html>. See *Digest of Education Statistics 2016*, table 101.20.

Since 1990, the populations of all racial/ethnic groups have increased, with the population of Hispanics increasing at a faster rate than the populations of Whites, Blacks, and American Indians/Alaska Natives. Between 1990 and 2016, the Hispanic population more than doubled, from 22.6 to 57.8 million. During the same period, the White population increased by 5 percent (from 189 to 198 million), the Black population increased by 37 percent (from 29.4 to 40.3 million), and the American Indian/Alaska Native population increased by 33 percent (from 1.8 to 2.4 million). As a result of these increases, the racial/ethnic composition of the U.S. population has shifted. The White population, which represented 76 percent of the total population in 1990, decreased to 61 percent in 2016. In contrast, the percentage of Hispanics in the U.S. population increased from 9 to 18 percent. The percentage of Blacks remained at about

12 percent and the percentage of American Indians/Alaska Natives remained below 1 percent.

Beginning in 2000, data were collected separately for Asians, Pacific Islanders, and individuals of Two or more races. From 2000 to 2016, the Asian population increased by 72 percent (from 10.5 to 18.0 million), the Pacific Islander population increased by 55 percent (from 370,000 to 572,000), and the population of those of Two or more races increased by 97 percent (from 3.5 to 6.8 million). Over this same time period, the percentage of Asians in the total population increased from 4 to 6 percent, and the percentage of those of Two or more races increased from 1 to 2 percent. The percentage of Pacific Islanders remained below less than one-half of 1 percent.

Figure 1.3. Percentage distribution of the U.S. resident population 5 to 17 years old, by race/ethnicity: 2000 and 2016



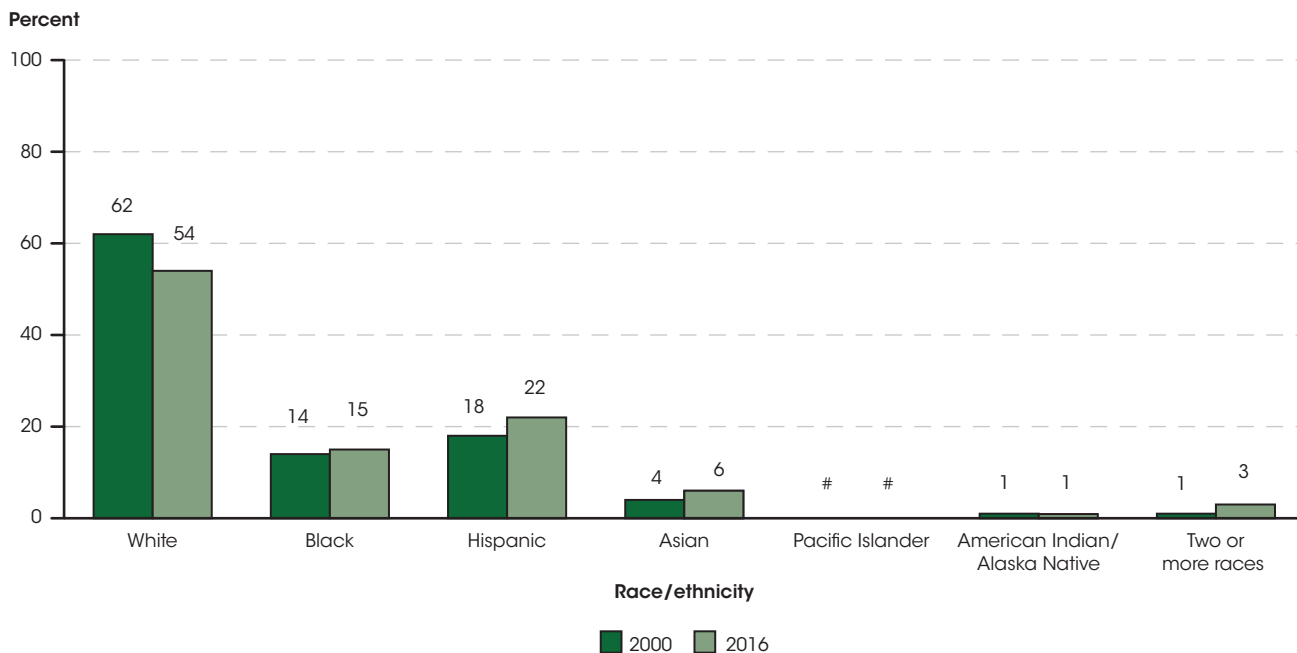
Rounds to zero.

NOTE: The "resident population" includes the civilian population and armed forces personnel residing within the United States; it excludes armed forces personnel residing overseas. Data are for the resident population as of July 1 of the indicated year. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding. Although rounded numbers are displayed, the figures are based on unrounded estimates. SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Reports, 2000 Population Estimates, retrieved August 14, 2012, from <https://www.census.gov/programs-surveys/popest/data/data-sets.2009.html>; and 2016 Population Estimates, retrieved August 2, 2016, retrieved August 2, 2016, from <https://www.census.gov/data/datasets/2016/demo/popest/nation-total.html>. See *Digest of Education Statistics 2016*, table 101.20.

The population of 5- to 17-year-olds, or school-age children, was higher in 2016 (53.8 million) than it was in 1990 (45.4 million). Most of this increase occurred during the 1990s, since from 2000 to 2016 the population of school-age children increased by less than 1 million. However, the racial/ethnic distribution of the school-age population in the United States changed during the latter period. Between 2000 and 2016, the percentage of school-age children who were White decreased from

62 percent to 52 percent and the percentage who were Black decreased from 15 to 14 percent. In contrast, the percentage of school-age children from other racial/ethnic groups increased: Hispanics, from 16 to 25 percent; Asians, from 3 to 5 percent; and children of Two or more races, from 2 to 4 percent. The percentage of school-age American Indians/Alaska Natives remained at 1 percent and the percentage of Pacific Islanders remained at less than 1 percent during this time.

Figure 1.4. Percentage distribution of the U.S. resident population 18 to 24 years old, by race/ethnicity: 2000 and 2016



Rounds to zero.

NOTE: The “resident population” includes the civilian population and armed forces personnel residing within the United States; it excludes armed forces personnel residing overseas. Data are for the resident population as of July 1 of the indicated year. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding. Although rounded numbers are displayed, the figures are based on unrounded estimates. SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Reports, 2000 Population Estimates, retrieved August 14, 2012, from <https://www.census.gov/programs-surveys/popest/data/data-sets.2009.html>; and 2016 Population Estimates, retrieved August 2, 2016, from <https://www.census.gov/data/datasets/2016/demo/popest/nation-total.html>. See *Digest of Education Statistics 2016*, table 101.20.

The 18- to 24-year-old population, or the traditional college-age population, increased from 26.9 million in 1990 to 30.9 million in 2016. The majority of the increase, about 3.6 million, occurred between 2000 and 2016. The changes in the racial/ethnic composition of the traditional college-age population in the United States were similar to the patterns in the school-age population with the exception of the Black population which increased in the college-age population rather than the decrease seen in the school-age population. Thus, from 2000 to 2016,

the percentage of Whites in the college-age population decreased from 62 to 54 percent, while the percentages of other races/ethnicities increased: Blacks, from 14 to 15 percent; Hispanics, from 18 to 22 percent; Asians, from 4 to 6 percent; and those of Two or more races, from 1 to 3 percent. In 2016, the percentage of college-age Pacific Islanders was less than 1 percent, despite a slight increase since 2000. The percentage of American Indians/Alaska Natives in the college-age population was 1 percent in both 2000 and 2016.

Endnotes:

¹ The “resident population” includes the civilian population and armed forces personnel residing within the United States. This includes people whose usual residence is within the 50 states and the District of Columbia; it excludes armed forces personnel residing overseas.

² Frankenberg, E., and Siegel-Hawley, G. (2008). *Are Teachers Prepared for Racially Changing Schools? Teachers Describe Their*

Preparation, Resources, and Practices for Racially Diverse Schools. University of California, Los Angeles. Los Angeles: The Civil Rights Project. Retrieved February 24, 2017, from <https://www.civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/are-teachers-prepared-for-racially-changing-schools/frankenberg-are-teachers-prepared-racially.pdf>.

Reference tables: *Digest of Education Statistics 2016*, table 101.20

Data sources: Census Bureau

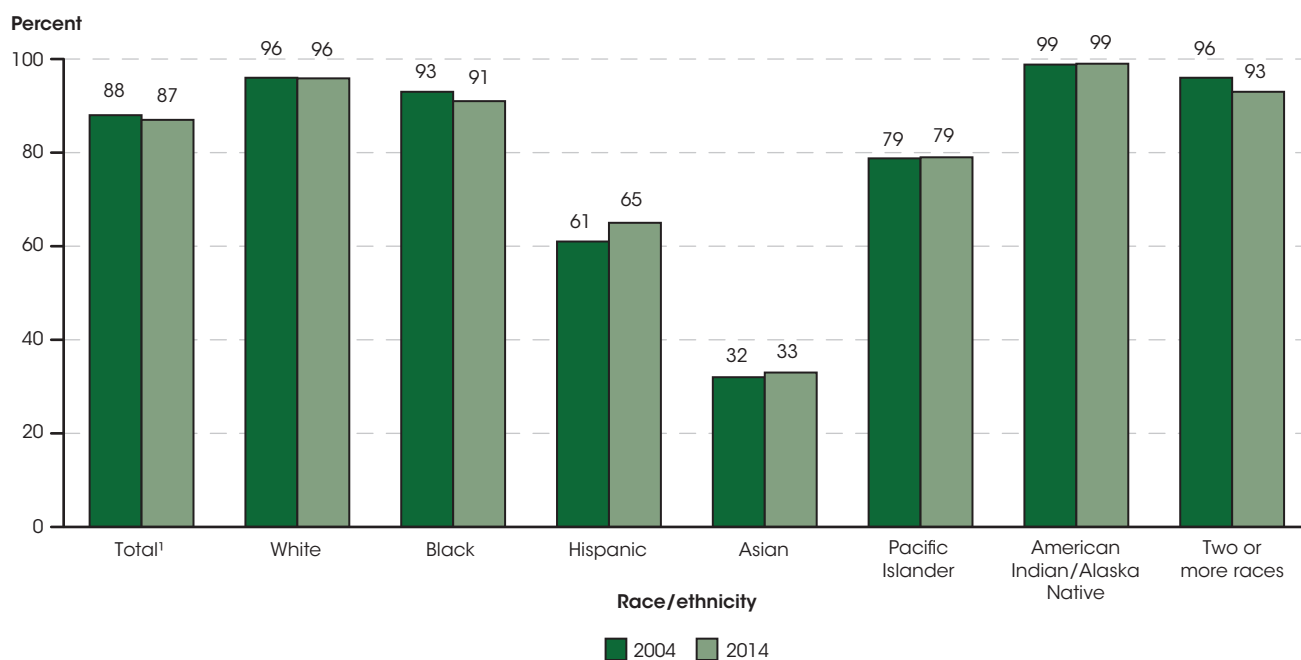
Glossary: N/A

Indicator 2

Nativity

In 2014, about 97 percent of U.S. children under age 18 were born within the United States. The percentages of Asian children (79 percent), Pacific Islander children (90 percent), and Hispanic children (94 percent) born within the United States were below the average of 97 percent for all children; in contrast, the percentages born within the United States for Black children (97 percent), White children and children of Two or more races (99 percent each), and American Indian/Alaska Native children (rounds to 100 percent) were above the average for all children.

Figure 2.1. Percentage of the population born within the United States, by race/ethnicity: 2004 and 2014



¹ Total includes respondents who wrote in some other race that was not included as an option on the questionnaire, and therefore could not be placed into any of the other groups.

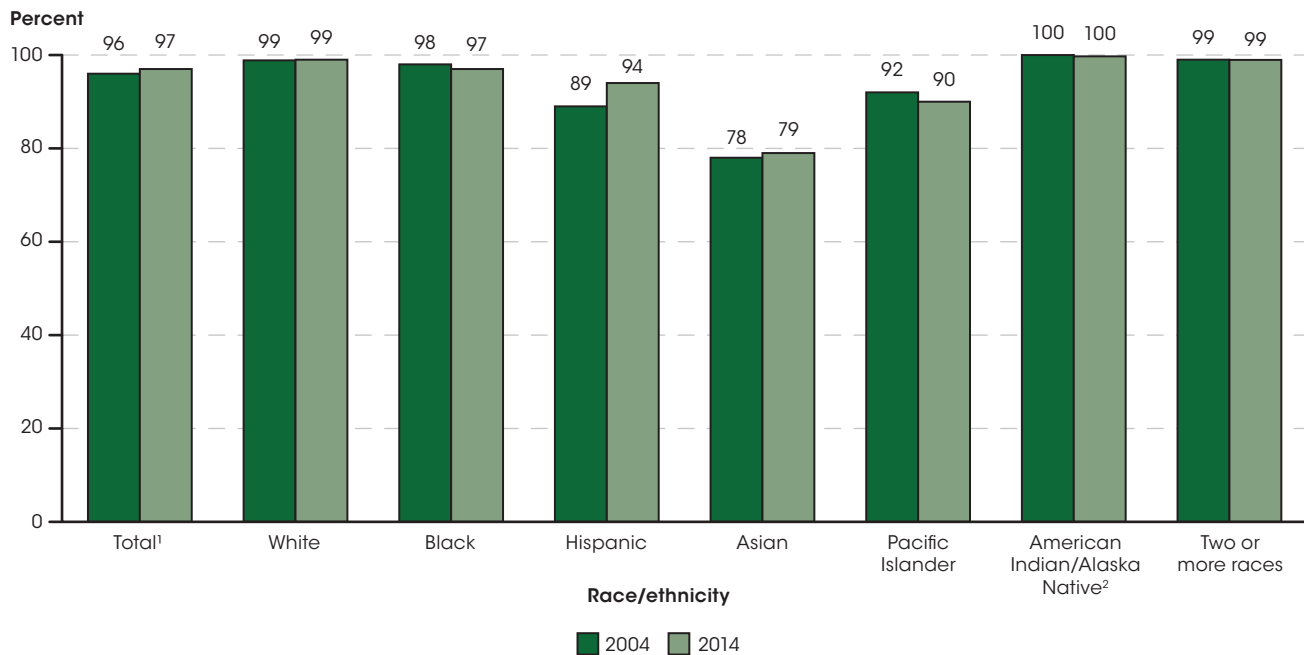
NOTE: *Born within the United States* includes those born in the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the U.S. Virgin Islands, and the Northern Marianas, as well as those born abroad to U.S.-citizen parents. Race categories exclude persons of Hispanic ethnicity. Although rounded numbers are displayed, the figures are based on unrounded estimates.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2004 and 2014. See *Digest of Education Statistics 2015*, table 101.30.

In 2014, about 87 percent of the U.S. population was born within the United States,¹ compared with 88 percent in 2004. The percentage of the population born within the United States varied across racial/ethnic groups. For instance, in 2014, the percentages of Asian (33 percent), Hispanic (65 percent), and Pacific Islander (79 percent) people born within the United States were below the national average of 87 percent. The percentages of people who were Black (91 percent), of Two or more races

(93 percent), White (96 percent), and American Indian/Alaska Native (99 percent) were above this average. The percentage of the population born within the United States was lower in 2014 than in 2004 for Black individuals (91 vs. 93 percent) and people of Two or more races (93 vs. 96 percent); in contrast, this percentage was higher in 2014 than in 2004 for Hispanic individuals (65 vs. 61 percent).

Figure 2.2. Percentage of the population under 18 years old born within the United States, by race/ethnicity: 2004 and 2014



¹ Total includes respondents who wrote in some other race that was not included as an option on the questionnaire, and therefore could not be placed into any of the other groups.

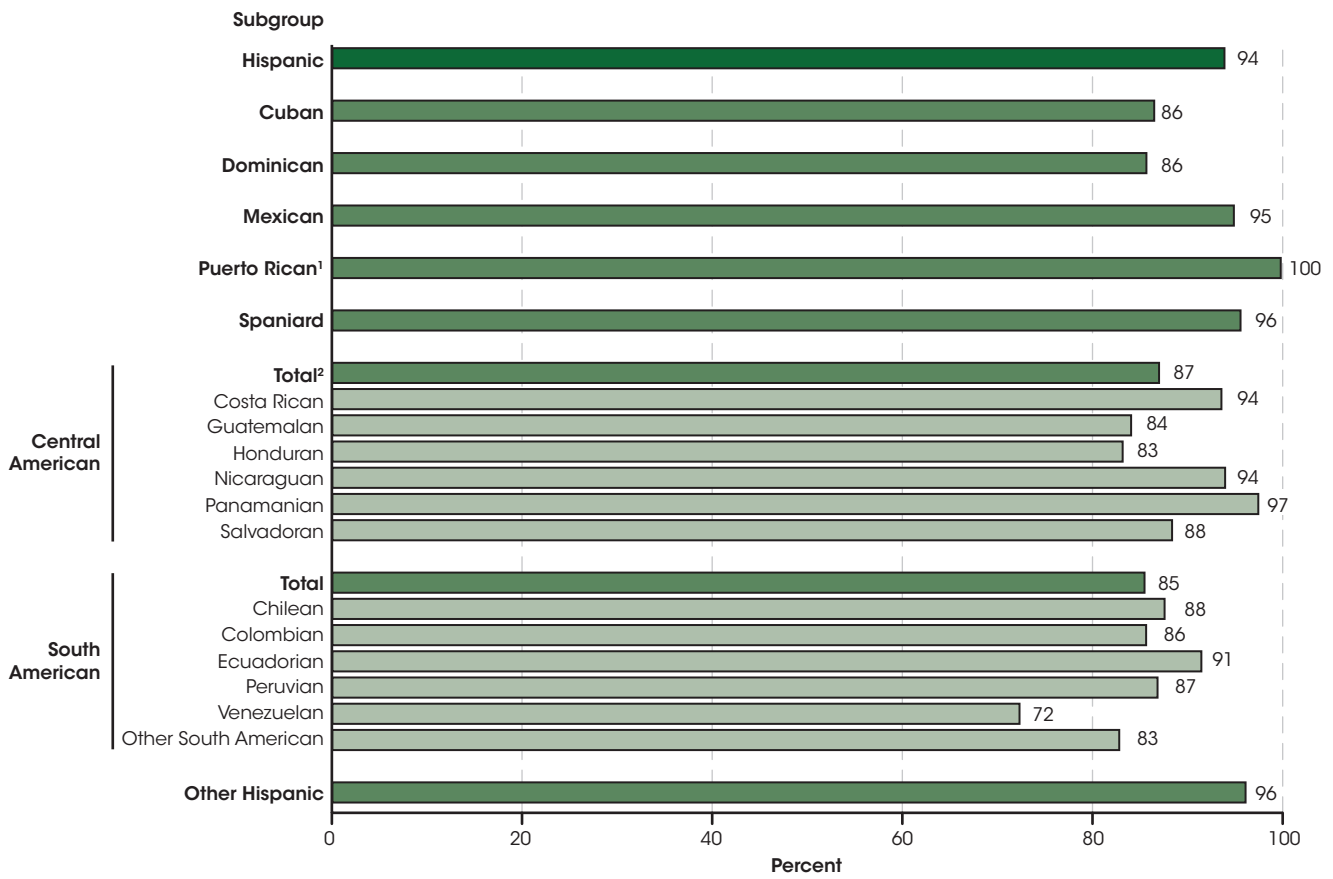
² In 2004 and 2014, the American Indian/Alaska Native population under 18 years old born within the United States rounded to 100 percent. NOTE: *Born within the United States* includes those born in the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the U.S. Virgin Islands, and the Northern Marianas, as well as those born abroad to U.S.-citizen parents. Race categories exclude persons of Hispanic ethnicity. Although rounded numbers are displayed, the figures are based on unrounded estimates.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2004 and 2014. See *Digest of Education Statistics 2015*, table 101.30.

In 2014, about 97 percent of children under age 18 were born within the United States, compared with 96 percent in 2004. The percentages of Asian children (79 percent), Pacific Islander children (90 percent), and Hispanic children (94 percent) born within the United States in 2014 were below the average of 97 percent for all children; in contrast, the percentages born within the United States for Black children (97 percent),² White children

and children of Two or more races (99 percent each), and American Indian/Alaska Native children (rounds to 100 percent) were above the average for all children. The percentage of children born within the United States was 5 percentage points higher in 2014 than in 2004 for Hispanic children (94 vs. 89 percent); in contrast, this percentage was lower in 2014 than in 2004 for Black children (97 vs. 98 percent).

Figure 2.3. Percentage of the Hispanic population under 18 years old born within the United States, by subgroup: 2014



¹ In 2014, the Puerto Rican population under 18 years old born within the United States rounded to 100 percent.

² Includes other Central American subgroups not shown separately.

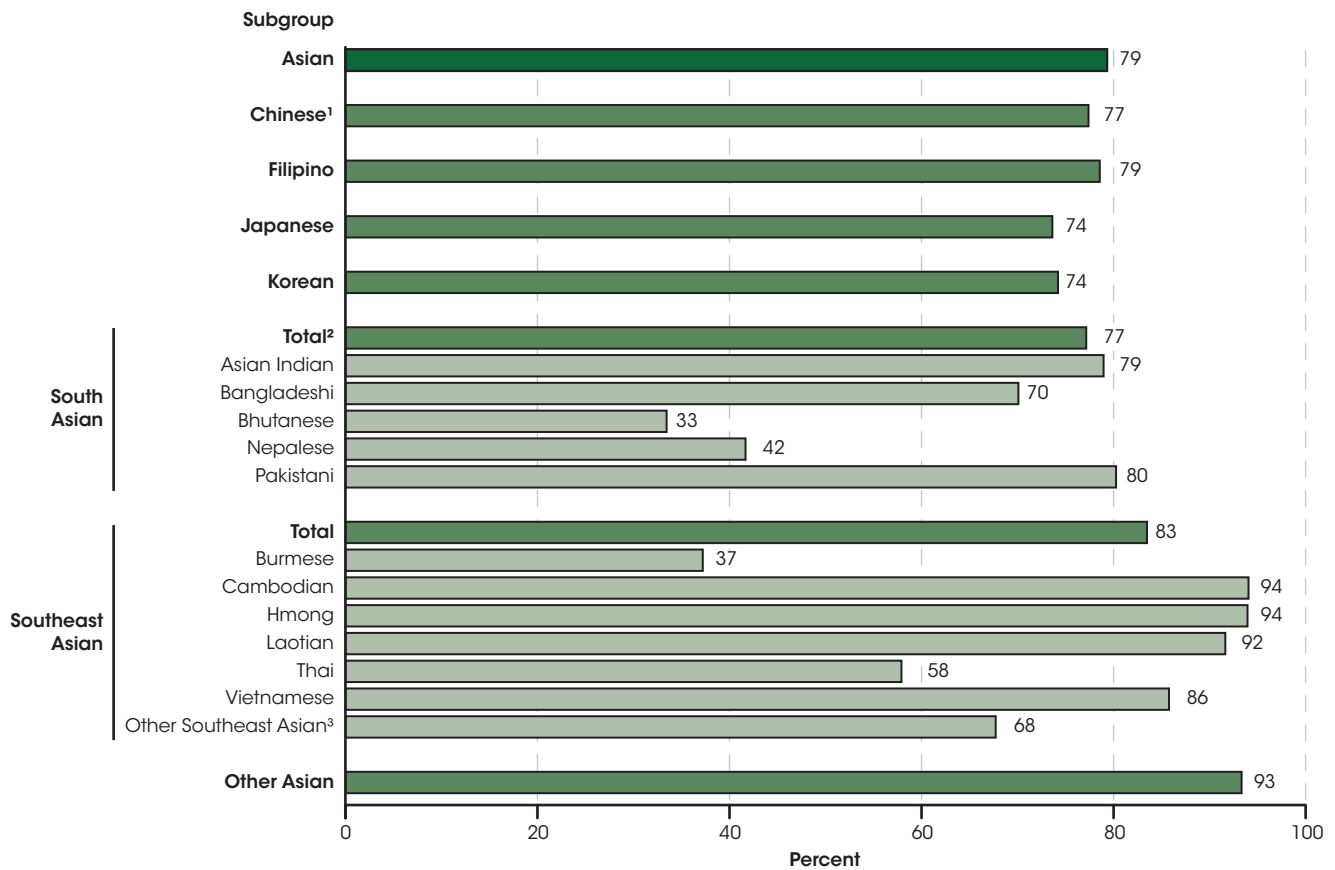
NOTE: *Born within the United States* includes those born in the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the U.S. Virgin Islands, and the Northern Marianas, as well as those born abroad to U.S.-citizen parents.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2014. See *Digest of Education Statistics 2015*, table 101.30.

In 2014, about 94 percent of Hispanic children under age 18 were born in the United States. The percentages born within the United States were higher for the following Hispanic subgroups compared to the average for Hispanic children overall: Mexican (95 percent), Spaniard (96 percent), Panamanian (97 percent), and Puerto Rican (rounds to 100 percent), as well as the average for

Other Hispanic children not included in other subgroups (96 percent). The percentages for Costa Rican and Nicaraguan children were not measurably different from the average for Hispanic children overall. The percentages for all other subgroups were lower than the Hispanic average and ranged from 72 percent for Venezuelan children to 91 percent for Ecuadorian children.

Figure 2.4. Percentage of the Asian population under 18 years old born within the United States, by subgroup: 2014



¹ Includes Taiwanese.

² In addition to the subgroups shown, also includes Sri Lankan.

³ Consists of Indonesian and Malaysian.

NOTE: *Born within the United States* includes those born in the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the U.S. Virgin Islands, and the Northern Marianas, as well as those born abroad to U.S.-citizen parents. Asian category excludes persons of Hispanic ethnicity. Although rounded numbers are displayed, the figures are based on unrounded estimates.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2014. See *Digest of Education Statistics 2015*, table 101.30.

Among Asian children under age 18 in 2014, about 79 percent were born in the United States. The percentages were higher than the average for Asian children overall for the following Asian subgroups: Vietnamese (86 percent), Laotian (92 percent), Hmong (94 percent), and Cambodian (94 percent). The percentages for Filipino, Japanese, Asian Indian, and

Pakistani children, as well as for Other Southeast Asian children not included in other subgroups were not measurably different from the average for Asian children overall. The percentages for all other subgroups were lower than the average and ranged from 33 percent for Bhutanese children to 77 percent for Chinese children.

Endnotes:

¹ Consistent with the Census definition, *born within the United States* includes those born in the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the U.S. Virgin Islands, and the Northern Marianas, as well as those born abroad to U.S.-citizen parents.

² Due to rounding, statistically significant differences may not always be apparent. The percentage of children under age 18 born within the United States was 96.6 percent overall and 97.4 percent for Black children.

Reference tables: *Digest of Education Statistics 2015*, table 101.30

Data sources: American Community Survey (ACS)

Glossary: N/A

Indicator 3

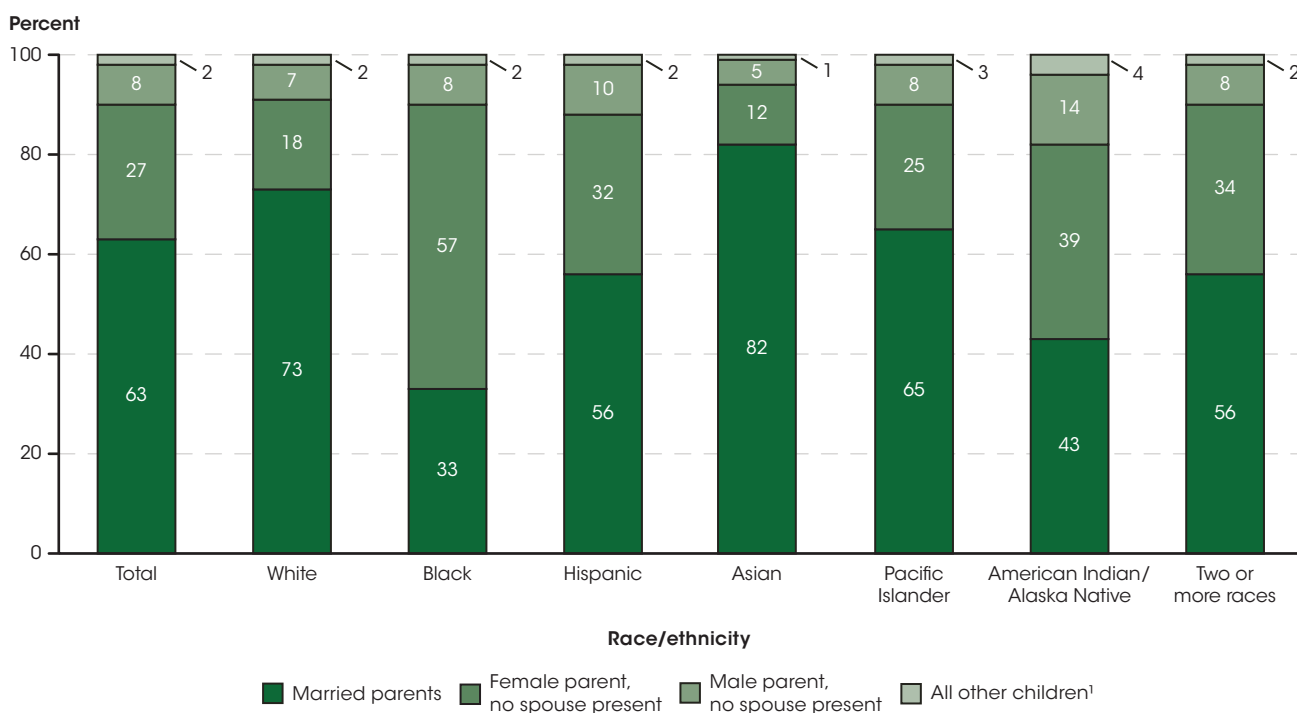
Children's Living Arrangements

In 2014, a higher percentage of Asian children (82 percent) lived with married parents than the percentage of White children (73 percent), Pacific Islander children (65 percent), Hispanic children and children of Two of more races (56 percent each), American Indian/Alaska Native children (43 percent), and Black children (33 percent) who lived with married parents.

In 2014, approximately 73.5 million children under age 18 lived in the United States. The living arrangements of these children varied:¹ 63 percent lived with married parents, 27 percent lived with a female parent with no spouse present, 8 percent lived with a male parent with no

spouse present, and 2 percent lived in other arrangements.² Additionally, children's living arrangements varied across racial/ethnic groups. This indicator examines these variations.

Figure 3.1. Percentage distribution of children under age 18, by race/ethnicity and living arrangement: 2014



¹ Includes foster children, children in unrelated subfamilies, children living in group quarters, and children who were reported as the householder or spouse of the householder.

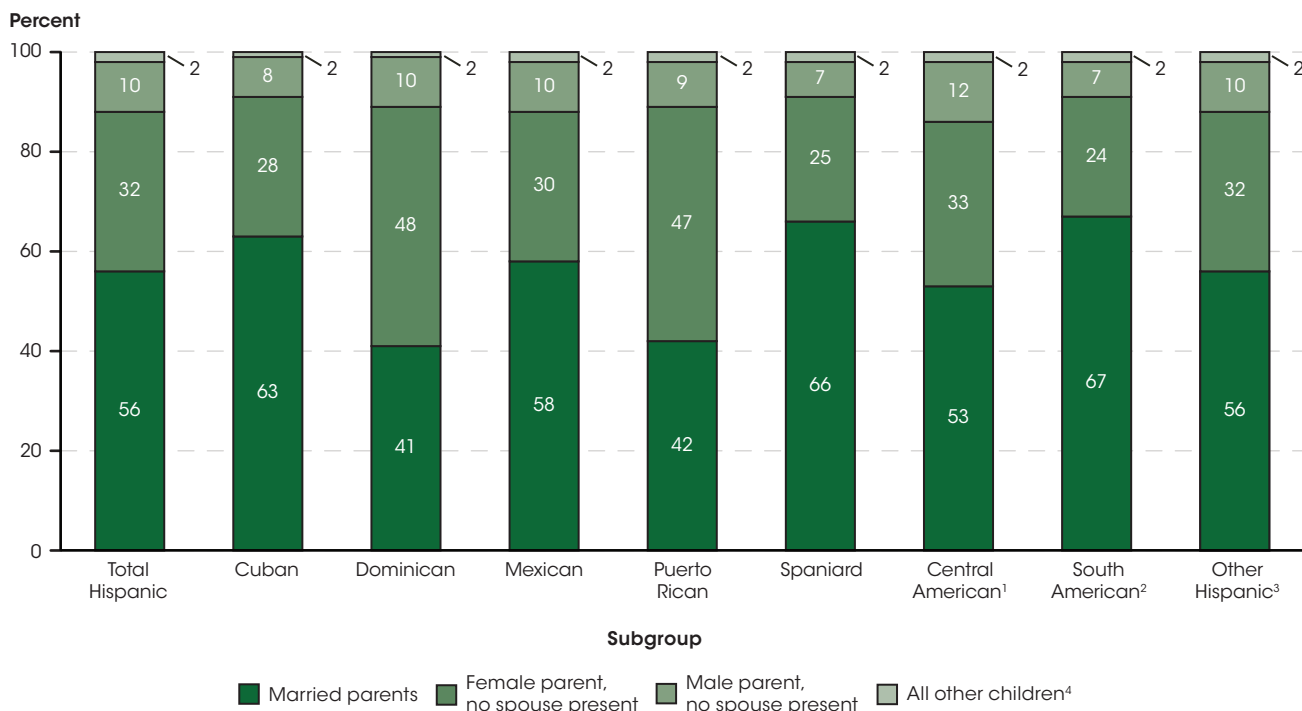
NOTE: Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2014. See *Digest of Education Statistics 2015*, table 102.20.

In 2014, across racial/ethnic groups, the majority of children under age 18 lived with married parents, with the exception of Black and American Indian/Alaska Native children. A higher percentage of Asian children (82 percent) lived with married parents than the percentage of White children (73 percent), Pacific Islander children (65 percent), Hispanic children and children of Two of more races (56 percent each), American Indian/Alaska Native children (43 percent), and Black children (33 percent) who lived with married parents. The percentage of children living with a female parent with no spouse present was highest for Black children (57 percent),

followed by children who were American Indian/Alaska Native (39 percent), of Two or more races (34 percent), Hispanic (32 percent), Pacific Islander (25 percent), White (18 percent), and Asian (12 percent). All differences among these groups were statistically significant. The percentage of children living with a male parent with no spouse present was higher for American Indian/Alaska Native children (14 percent) than the percentages of children of all other racial/ethnic groups; conversely, the percentage of Asian children living with a male parent with no spouse present (5 percent) was lower than the percentages of children of all other racial/ethnic groups.

Figure 3.2. Percentage distribution of Hispanic children under age 18, by subgroup and living arrangement: 2014



¹ Includes Costa Rican, Guatemalan, Honduran, Nicaraguan, Panamanian, Salvadoran, and other Central American subgroups.

² Includes Chilean, Colombian, Ecuadorian, Peruvian, Venezuelan, and other South American subgroups.

³ Includes other Hispanic subgroups not separately shown.

⁴ Includes foster children, children in unrelated subfamilies, children living in group quarters, and children who were reported as the householder or spouse of the householder.

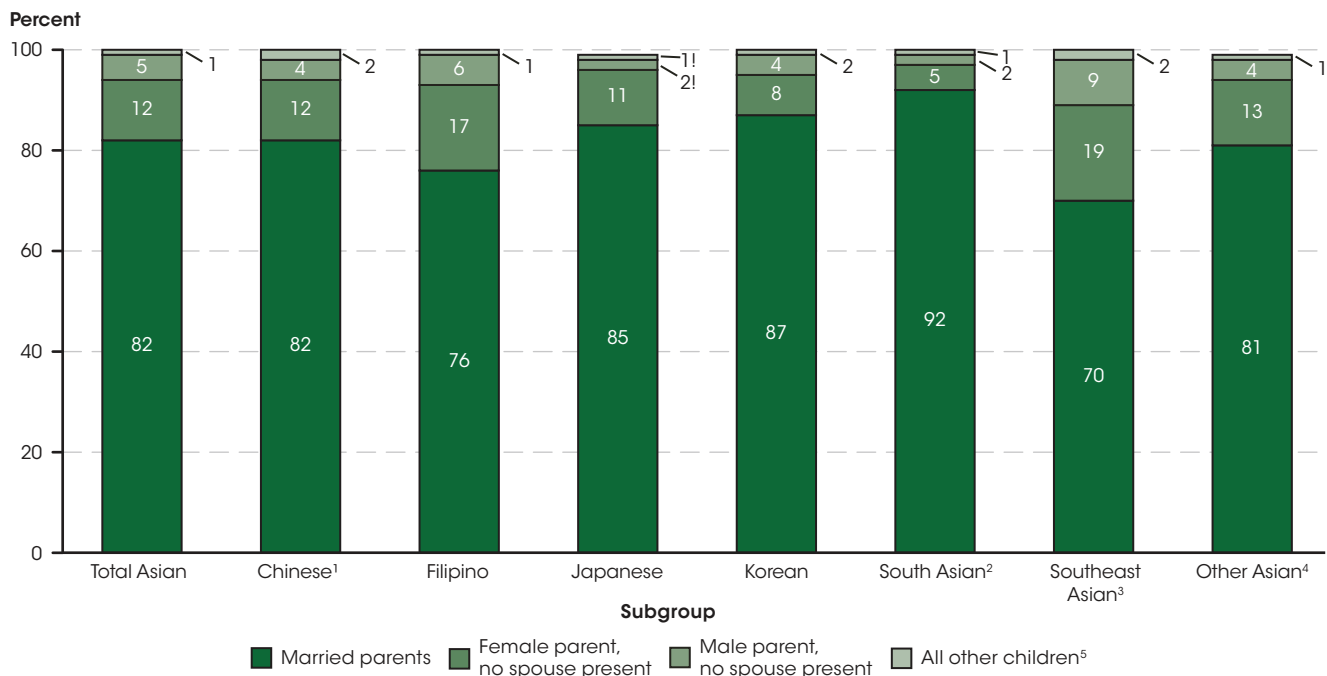
NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2014. See *Digest of Education Statistics 2015*, table 102.20.

Among Hispanic children under age 18 in 2014, about 56 percent lived with married parents, 32 percent lived with a female parent with no spouse present, 10 percent lived with a male parent with no spouse present, and 2 percent lived in other arrangements. However, these percentages varied across Hispanic subgroups. The percentages of children living with married parents were below the Hispanic average of 56 percent for the following subgroups: Dominican (41 percent), Puerto Rican (42 percent), and Central American³ (53 percent). In contrast, the percentages of Mexican (58 percent),

Cuban (63 percent), Spaniard (66 percent), and South American children⁴ (67 percent) living with married parents were higher than the Hispanic average. The percentages of children living with a female parent with no spouse present were below the Hispanic average of 32 percent for the following subgroups: South Americans (24 percent), Spaniards (25 percent), Cubans (28 percent), and Mexicans (30 percent). The percentages of Puerto Rican (47 percent) and Dominican (48 percent) children living with a female parent with no spouse present were above the Hispanic average.

Figure 3.3. Percentage distribution of Asian children under age 18, by subgroup and living arrangement: 2014



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

¹ Includes Taiwanese.

² Includes Asian Indian, Bangladeshi, Bhutanese, Nepalese, Pakistani, and other South Asian subgroups.

³ Includes Burmese, Cambodian, Hmong, Laotian, Thai, Vietnamese, and Other Southeast Asian subgroups.

⁴ Includes other Asian subgroups not separately shown.

⁵ Includes foster children, children in unrelated subfamilies, children living in group quarters, and children who were reported as the householder or spouse of the householder.

NOTE: Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2014. See *Digest of Education Statistics 2015*, table 102.20.

Living arrangements for Asian children also varied across Asian subgroups. Overall, about 82 percent of Asian children under age 18 lived with married parents, 12 percent lived with a female parent with no spouse present, 5 percent lived with a male parent with no spouse present, and 1 percent lived in other arrangements in 2014. The percentages of Asian children living with married parents were below the Asian average of 82 percent for Southeast Asian⁵ (70 percent) and Filipino children (76 percent). In contrast, the percentages of

Korean (87 percent) and South Asian⁶ (92 percent) children living with married parents were higher than the Asian average. The percentages of Asian children living with a female parent with no spouse present were below the Asian average of 12 percent for South Asian (5 percent) and Korean (8 percent) children. In contrast, the percentages of Filipino (17 percent) and Southeast Asian (19 percent) children living with a female parent with no spouse present were above the Asian average.

Endnotes:

¹ Includes all children who live either with their parent(s) or with a householder to whom they are related by birth, marriage, or adoption (except a child who is the spouse of the householder). Children are classified by their parents' marital status or, if no parents are present in the household, by the marital status of the householder who is related to the children. Living arrangements with only a "female parent" or "male parent" are those in which the parent or the householder who is related to the child does not have a spouse living in the household. The householder is the person (or one of the people) who owns or rents (maintains) the housing unit.

² Includes foster children, children in unrelated subfamilies, children living in group quarters, and children who were reported as the householder or spouse of the householder.

³ Includes Costa Rican, Guatemalan, Honduran, Nicaraguan, Panamanian, Salvadoran, and other Central American subgroups.

⁴ Includes Chilean, Colombian, Ecuadorian, Peruvian, Venezuelan, and other South American subgroups.

⁵ Includes Burmese, Cambodian, Hmong, Laotian, Thai, Vietnamese, and Other Southeast Asian subgroups.

⁶ Includes Asian Indian, Bangladeshi, Bhutanese, Nepalese, Pakistani, and other South Asian subgroups.

Reference tables: *Digest of Education Statistics 2015*, table 102.20
Data sources: American Community Survey (ACS)

Glossary: N/A

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Indicator 4

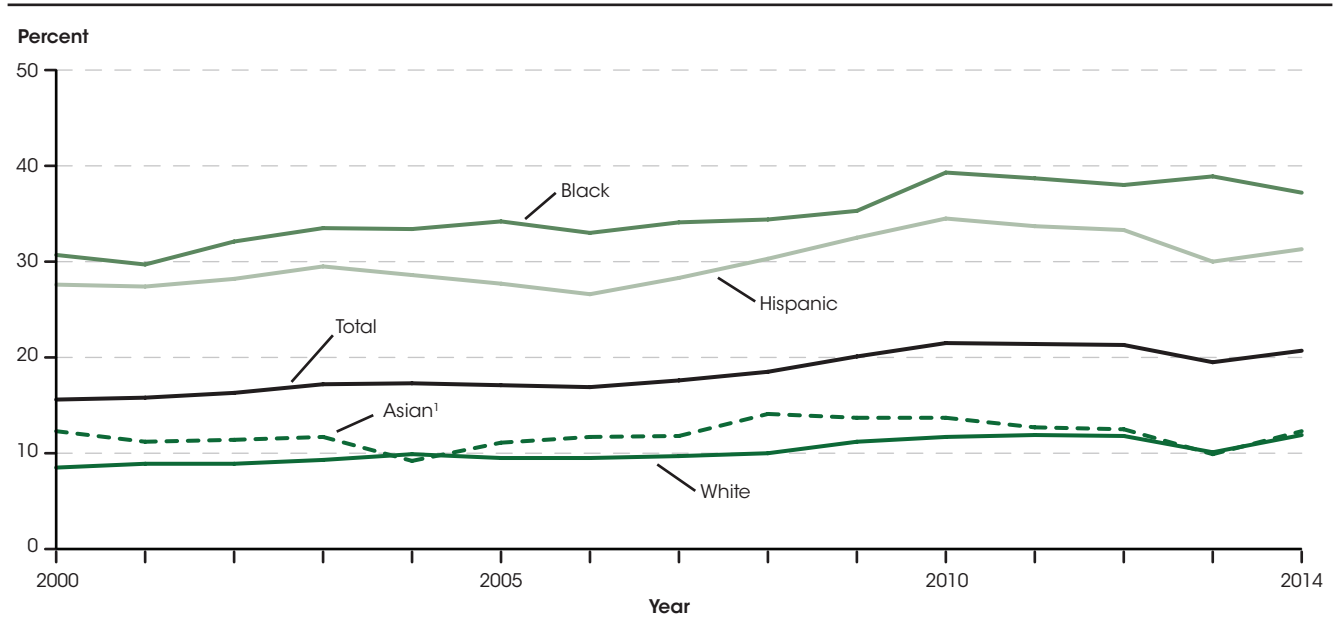
Children Living in Poverty

In 2014, the percentage of children under the age of 18 in families living in poverty based on the official poverty measure was highest for Black children (37 percent), followed by Hispanic children (31 percent), and White and Asian children (12 percent each).

In 2014, approximately 15 million children under the age of 18 were in families living in poverty, according to the official poverty measure. Research suggests that living in poverty during early childhood is associated with lower-than-average academic performance that begins in kindergarten¹ and extends through high school, leading

to lower-than-average rates of school completion.² This indicator examines the percentage of children under the age of 18 in families living in poverty by race/ethnicity using two different poverty measures, the official poverty measure and the Supplemental Poverty Measure (SPM).

Figure 4.1. Percentage of children under age 18 in families living in poverty based on the official poverty measure, by race/ethnicity: 2000 through 2014



¹ In 2000 and 2001, Asian includes Pacific Islanders as well as Asians.

NOTE: Data are based on sample surveys of the civilian noninstitutional population. Total includes other racial/ethnic groups not separately shown, including Pacific Islander, American Indian/Alaska Native, and Two or more races. Race categories exclude persons of Hispanic ethnicity. The official poverty measure consists of a set of thresholds for families of different sizes and compositions that are compared to before-tax cash income to determine a family's poverty status. For more information about how the Census Bureau determines who is in poverty, see <http://www.census.gov/topics/income-poverty/poverty/guidance/poverty-measures.html>.

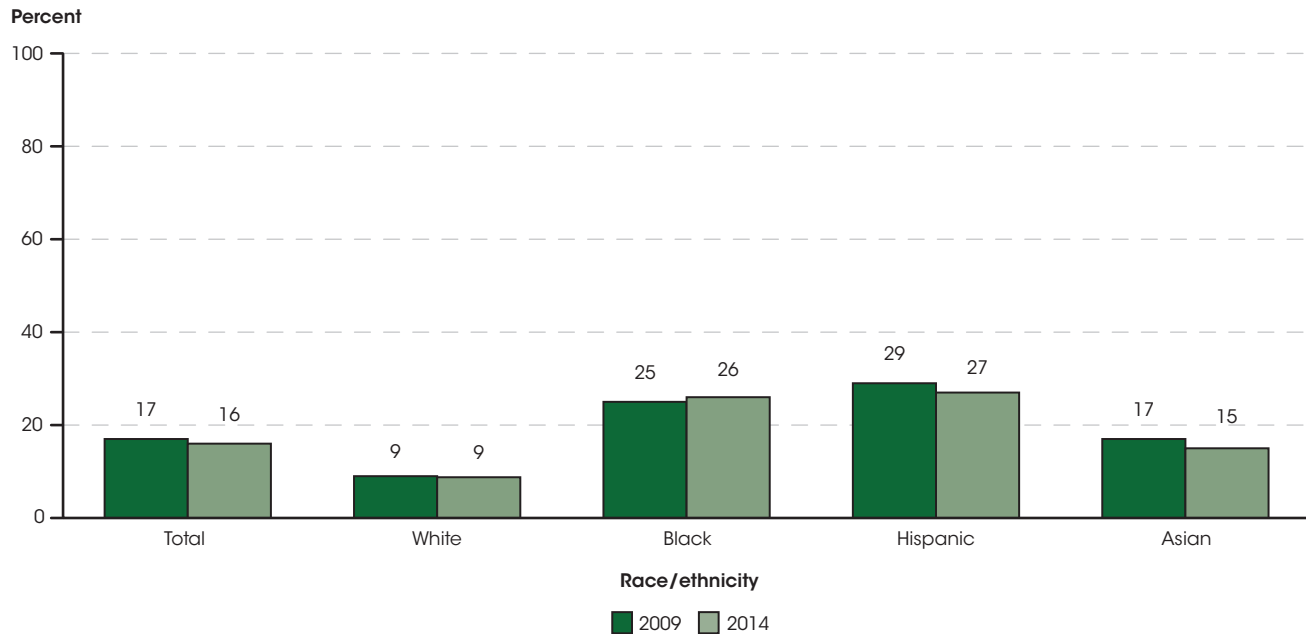
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2001 through 2015. See *Digest of Education Statistics 2015*, table 102.50.

The official poverty measure was developed in 1960 and consists of a set of thresholds for families of different sizes and compositions that are compared to before-tax cash income to determine a family's poverty status. According to this measure, approximately 21 percent of all related children under age 18 were in families living in poverty in 2014, an increase over the percentage in 2000 (16 percent). In addition, the 2014 official poverty measure rate was higher than the rate in 2013 (21 vs. 19 percent). From 2000 to 2014, the official poverty measure rate increased for Black (from 31 to 37 percent),

Hispanic (from 28 to 31 percent), and White children (from 9 to 12 percent), but did not change measurably for Asian children.

The percentage of children under age 18 living in poverty based on the official poverty measure varied across racial/ethnic groups. In 2014, the percentage was highest for Black children (37 percent), followed by Hispanic children (31 percent), and White and Asian children (12 percent each).

Figure 4.2. Percentage of children under age 18 in families living in poverty based on the Supplemental Poverty Measure, by race/ethnicity: 2009 and 2014



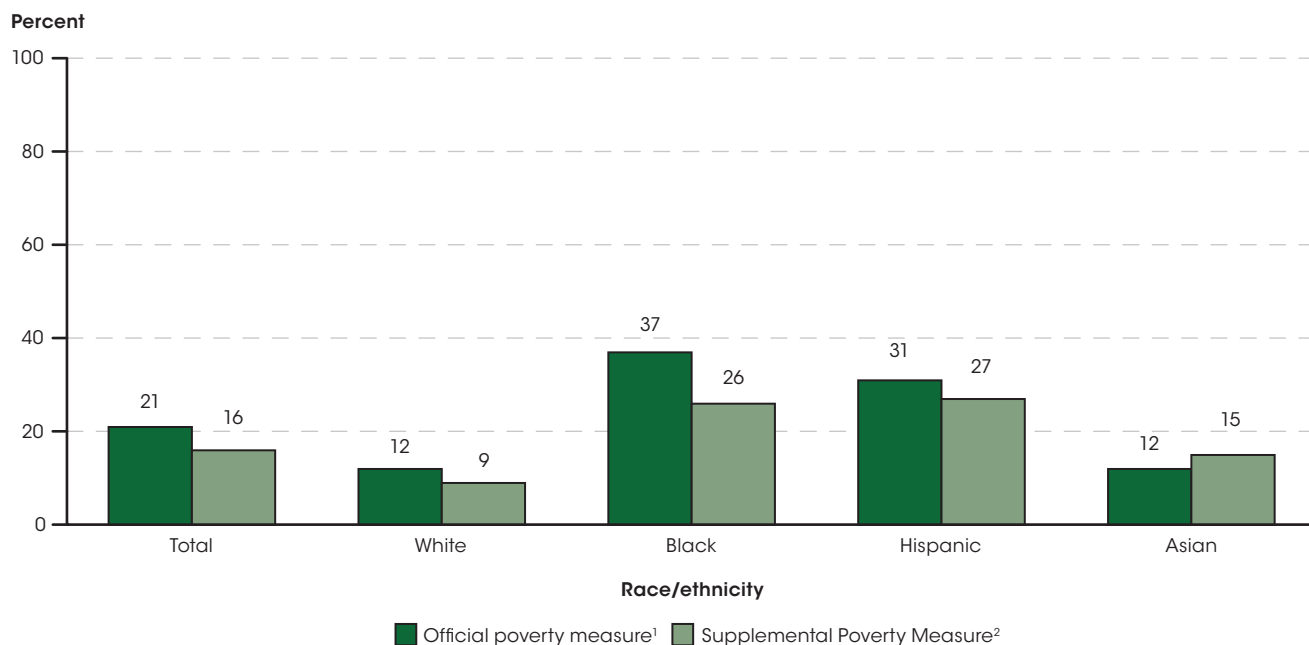
NOTE: Data are based on sample surveys of the civilian noninstitutional population. Total includes other racial/ethnic groups not separately shown, including Pacific Islander, American Indian/Alaska Native, and Two or more races. Race categories exclude persons of Hispanic ethnicity. Although rounded numbers are displayed, the figures are based on unrounded estimates. The Supplemental Poverty Measure (SPM) extends the information provided by the official poverty measure by adding to family income the value of benefits from many government programs designed to assist low-income families, subtracting taxes and necessary expenses such as child care costs (for working families) and medical expenses, and adjusting poverty thresholds for differences in housing costs. To match the population included in the current official poverty measure, SPM estimates presented here exclude unrelated children under age 15. For more information about the SPM, see http://www.census.gov/hhes/povmeas/methodology/supplemental/research/Short_ResearchSPM2011.pdf. SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Supplemental Poverty Measure (SPM) Research Files, 2009 and 2014. See *Digest of Education Statistics 2015*, table 102.50.

The SPM is an alternative poverty measure developed more recently than the official poverty measure (the U.S. Census Bureau first published data using the SPM in 2011 for data years 2009 and later). The SPM extends the information provided by the official poverty measure by adding to family income the value of benefits from many government programs designed to assist low-income families, subtracting taxes and necessary expenses such as child care costs (for working families) and medical expenses, and adjusting poverty thresholds for differences in housing costs.³

Of all children under age 18, the percentage who were in families living in poverty based on the SPM was

approximately 16 percent in 2014. This percentage was not measurably different from the percentage of children living in poverty based on the SPM in 2009. Additionally, there was no measurable difference between the 2009 and 2014 SPM poverty rates for either White or Black children. The SPM poverty rate for Hispanic children was lower in 2014 (27 percent) than in 2009 (29 percent). A higher percentage of Hispanic (27 percent) and Black (26 percent) children than of Asian children (15 percent) were living in poverty in 2014, according to the SPM. In addition, the SPM poverty rate for White children in 2014 (9 percent) was lower than the SPM rate for all other groups.

Figure 4.3. Percentage of children under age 18 in families living in poverty, by race/ethnicity and type of poverty measure: 2014



¹ The official poverty measure consists of a set of thresholds for families of different sizes and compositions that are compared to before-tax cash income to determine a family's poverty status. For more information about how the Census Bureau determines who is in poverty, see <http://www.census.gov/topics/income-poverty/poverty/guidance/poverty-measures.html>.

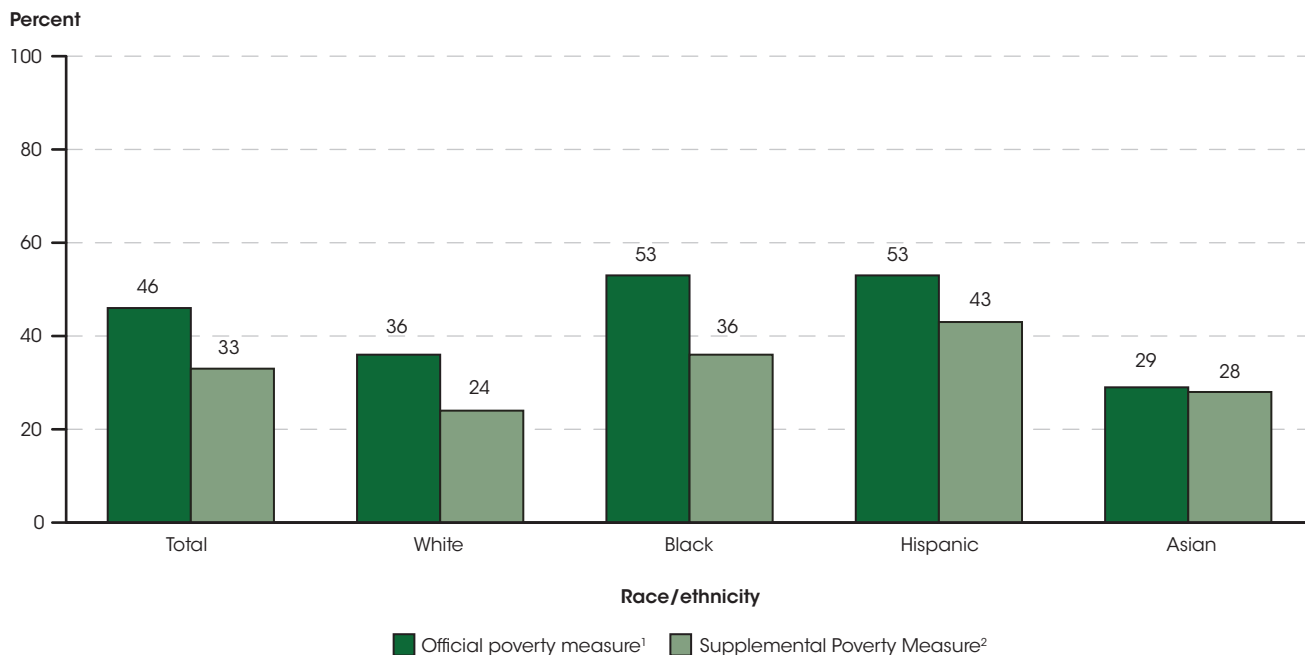
² The Supplemental Poverty Measure (SPM) extends the information provided by the official poverty measure by adding to family income the value of benefits from many government programs designed to assist low-income families, subtracting taxes and necessary expenses such as child care costs (for working families) and medical expenses, and adjusting poverty thresholds for differences in housing costs. To match the population included in the current official poverty measure, SPM estimates presented here exclude unrelated children under age 15. For more information about the SPM, see http://www.census.gov/hhes/povmeas/methodology/supplemental/research/Short_ResearchSPM2011.pdf.

NOTE: Data are based on sample surveys of the civilian noninstitutional population. Total includes other racial/ethnic groups not separately shown, including Pacific Islander, American Indian/Alaska Native, and Two or more races. Race categories exclude persons of Hispanic ethnicity. SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2014; and Supplemental Poverty Measure (SPM) Research Files, 2014. See *Digest of Education Statistics 2015*, table 102.50.

Comparing the poverty rate based on the official measure with the rate based on the SPM for children under age 18 provides an interesting look into how poverty rates can differ when benefits from government programs, subtractions for taxes and necessary expenses, and housing cost adjustments are included as part of family income. In 2014, the rate of children under age 18 who were in families living in poverty based on the official poverty measure was higher than the rate in poverty based on

the SPM (21 vs. 16 percent). A similar pattern was found across racial/ethnic groups, with the exception of Asian children, where there was no measurable difference between the rate based on the official measure and the rate based on the SPM. The percentage-point difference between the poverty rate based on the official measure and the rate based on the SPM was larger for Black children (11 percentage points) than for Hispanic (5 percentage points) and White children (2 percentage point).

Figure 4.4. Percentage of children under age 18 in mother-only households living in poverty, by race/ethnicity and type of poverty measure: 2014



¹ The official poverty measure consists of a set of thresholds for families of different sizes and compositions that are compared to before-tax cash income to determine a family's poverty status. For more information about how the Census Bureau determines who is in poverty, see <http://www.census.gov/topics/income-poverty/poverty/guidance/poverty-measures.html>.

² The Supplemental Poverty Measure (SPM) extends the information provided by the official poverty measure by adding to family income the value of benefits from many government programs designed to assist low-income families, subtracting taxes and necessary expenses such as child care costs (for working families) and medical expenses, and adjusting poverty thresholds for differences in housing costs. To match the population included in the current official poverty measure, SPM estimates presented here exclude unrelated children under age 15. For more information about the SPM, see http://www.census.gov/hhes/povmeas/methodology/supplemental/research/Short_ResearchSPM2011.pdf.

NOTE: Data are based on sample surveys of the civilian noninstitutional population. Total includes other racial/ethnic groups not separately shown, including Pacific Islander, American Indian/Alaska Native, and Two or more races. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2014; and Supplemental Poverty Measure (SPM) Research Files, 2014. See *Digest of Education Statistics 2015*, table 102.50.

The poverty rate of children in mother-only households based on the official measure and based on the SPM can also be compared overall and by racial/ethnic group. In 2014, children under 18 living in mother-only households overall had a higher poverty rate based on the official measure than based on the SPM (46 vs. 33 percent). A similar pattern was found across racial/ethnic groups, with the exception of Asian children, for whom there was

no measurable difference between the poverty rate based on the official measure and the rate based on the SPM. The percentage-point difference between the poverty rate based on the official measure and the rate based on the SPM for children under 18 living in mother-only households was larger for Black children (17 percentage points) than for White children (11 percentage points) and Hispanic children (11 percentage points).

Endnotes:

¹ Mulligan, G.M., Hastedt, S., and McCarroll, J.C. (2012). *First-Time Kindergartners in 2010–11: First Findings From the Kindergarten Rounds of the Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011)* (NCES 2012-049). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved February 24, 2017, from <https://nces.ed.gov/pubsearch/pubinfo.asp?pubid=2012049>.

² Ross, T., Kena, G., Rathbun, A., KewalRamani, A., Zhang, J., Kristapovich, P., and Manning, E. (2012). *Higher*

Education: Gaps in Access and Persistence Study (NCES 2012-046). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved August 2015 from <https://nces.ed.gov/pubs2012/2012046.pdf>.

³ To match the population included in the current official poverty measure, SPM estimates presented here exclude unrelated children under age 15.

Reference tables: *Digest of Education Statistics 2015*, table 102.50

Data sources: Current Population Survey (CPS)

Glossary: Poverty (official measure), Supplemental Poverty Measure (SPM)

Indicator 4: SNAPSHOT

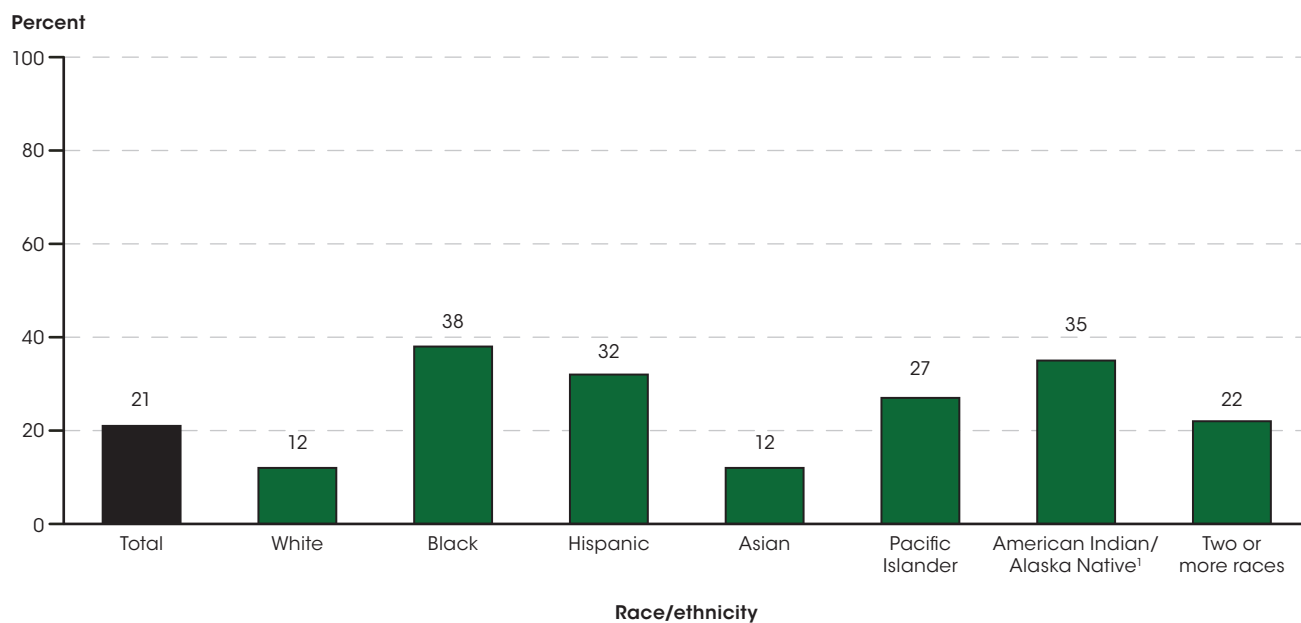
Children Living in Poverty for Racial/Ethnic Subgroups

Among Hispanic subgroups in 2014, the percentage of children under age 18 living in poverty ranged from 12 percent to 42 percent. Among Asian subgroups, the percentage of children living in poverty ranged from 6 percent to 52 percent.

While the indicator Children Living in Poverty uses data from the Current Population Survey (CPS) to present poverty rates, this snapshot uses data from the American Community Survey (ACS) and may differ from data shown in other indicators. The ACS includes a broader representation of American society by including people in institutions—such as hospitals, prisons, and the military—in addition to people in households. Therefore, the ACS

allows for more precision in presenting data on smaller subsets of the population, such as American Indians/Alaska Natives and Pacific Islanders. It also allows for the reporting of poverty rates for many specific Hispanic and Asian subgroups, including, for example, the Mexican, Puerto Rican, Chinese, and Asian Indian subgroups. The percentage of children under age 18 living in poverty¹ is estimated using the official poverty measure.

Figure 4.1a. Percentage of children under age 18 living in poverty, by race/ethnicity: 2014



¹ Includes persons reporting American Indian alone, persons reporting Alaska Native alone, and persons from American Indian and/or Alaska Native tribes specified or not specified.

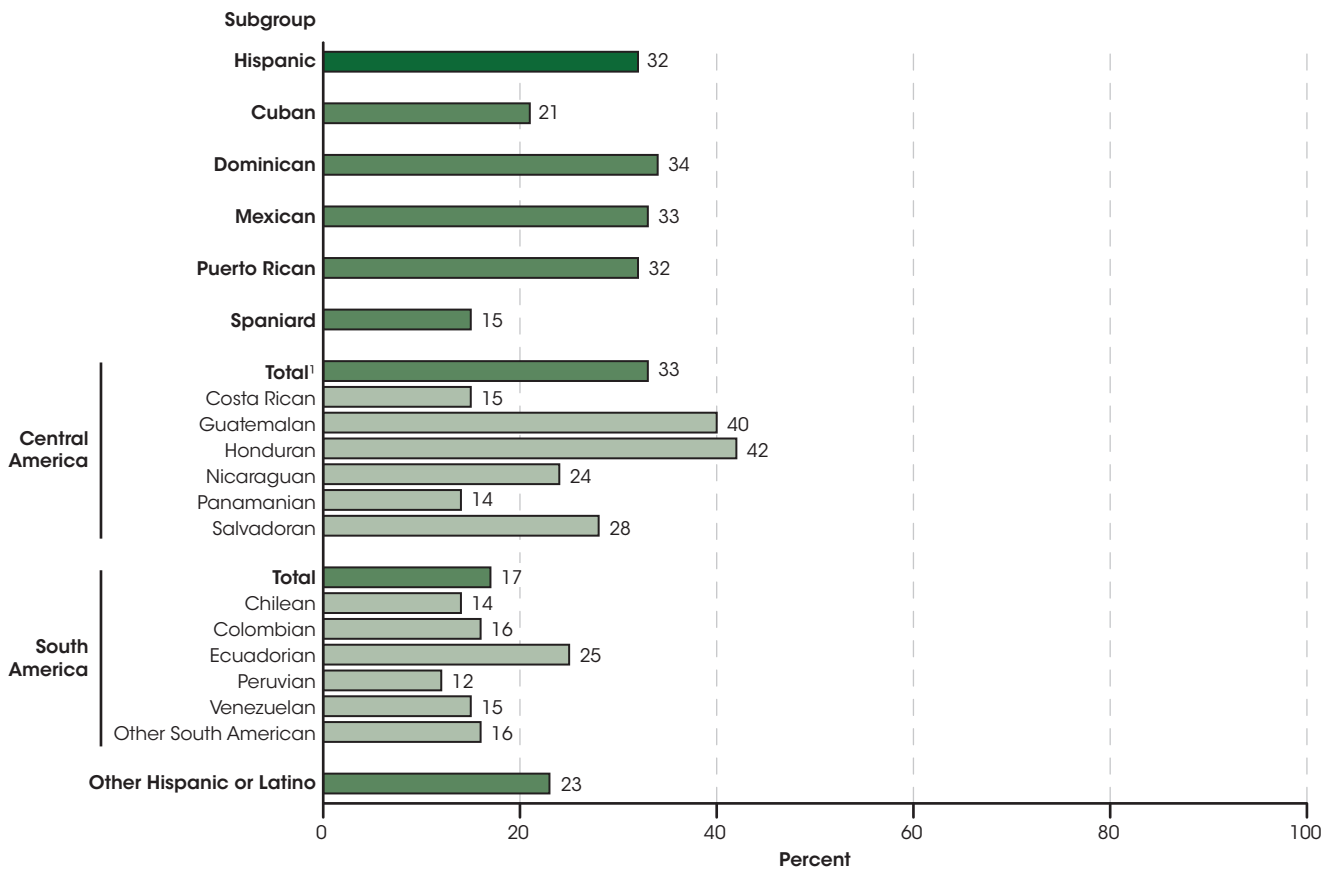
NOTE: Data shown are based only on related children in a family; that is, all children in the household who are related to the householder by birth, marriage, or adoption (except a child who is the spouse of the householder). The householder is the person (or one of the people) who owns or rents (maintains) the housing unit. This figure includes only children related to the householder. It excludes unrelated children and householders who are themselves under the age of 18. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2014. See *Digest of Education Statistics 2015*, table 102.60.

In 2014, about 21 percent of children under age 18 were living in poverty. The percentage of children living in poverty varied across racial/ethnic groups. The percentage for Black children living in poverty (38 percent) was higher than the percentages for children of any other racial/ethnic group. American Indian/Alaska Native children had the second highest percentage of children living in poverty

across racial/ethnic groups (35 percent). The percentages of Hispanic and Pacific Islander children living in poverty were not measurably different from each other, but they were higher than the percentages for children of Two or more races (22 percent), White children (12 percent), and Asian children (12 percent).

Figure 4.2a. Percentage of children under age 18 living in poverty, by selected Hispanic subgroups: 2014



¹ Includes other Central American subgroups not shown separately.

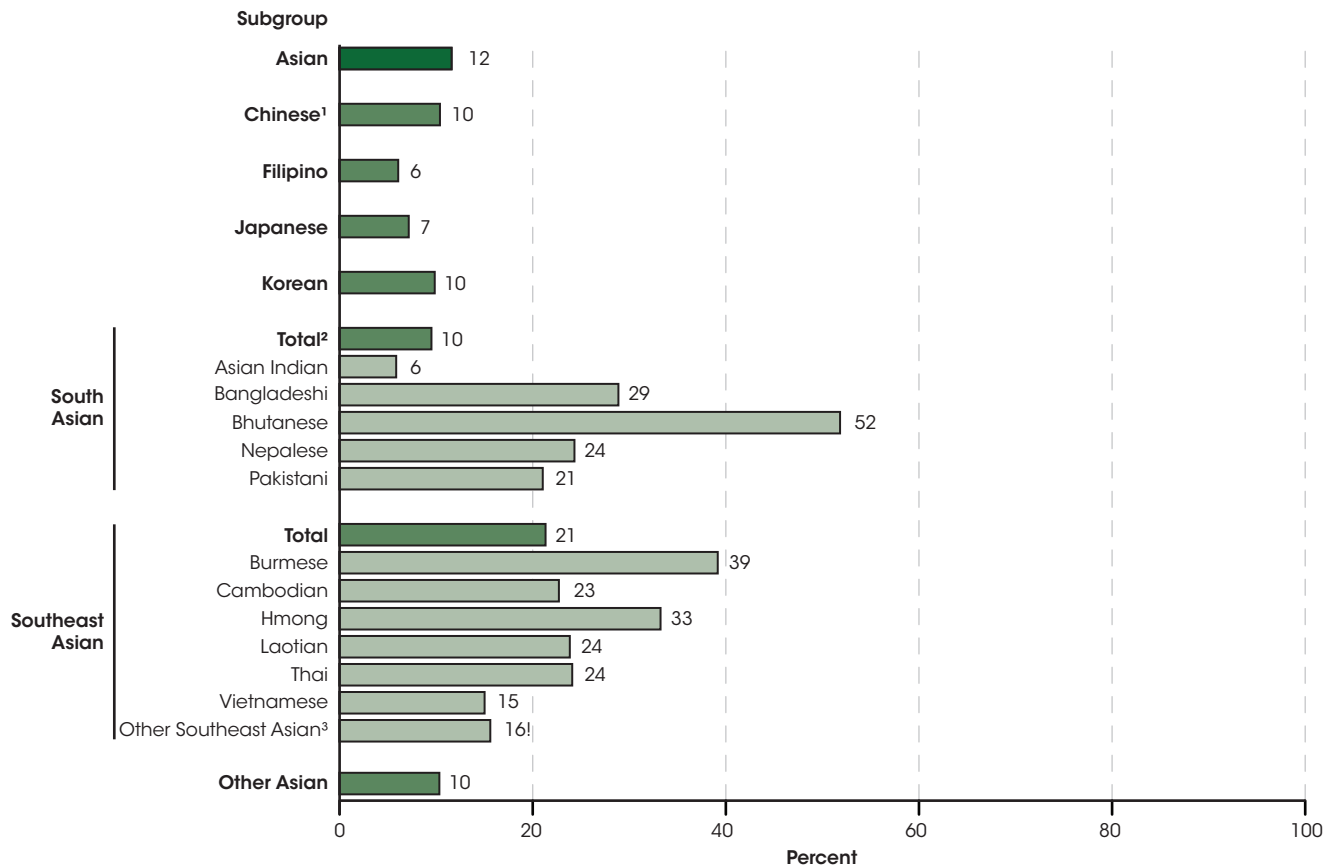
NOTE: Data shown are based only on related children in a family; that is, all children in the household who are related to the householder by birth, marriage, or adoption (except a child who is the spouse of the householder). The householder is the person (or one of the people) who owns or rents (maintains) the housing unit. This figure includes only children related to the householder. It excludes unrelated children and householders who are themselves under the age of 18.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2014. See *Digest of Education Statistics 2015*, table 102.60.

In 2014, about 32 percent of Hispanic children under age 18 were living in poverty. The percentages of the Hispanic subgroups of Mexican (33 percent), Guatemalan (40 percent), and Honduran children (42 percent) living in poverty were higher than the overall Hispanic percentage. The percentages of Dominican and Puerto

Rican children living in poverty were not measurably different from the overall Hispanic percentage. The percentages of children living in poverty in the other Hispanic subgroups were lower than the overall Hispanic percentage, ranging from 12 percent for Peruvian children to 28 percent for Salvadoran children.

Figure 4.3a. Percentage of children under age 18 living in poverty, by selected Asian subgroups: 2014



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

¹ Includes Taiwanese.

² In addition to the subgroups shown, also includes Sri Lankan.

³ Consists of Indonesian and Malaysian.

NOTE: Data shown are based only on related children in a family; that is, all children in the household who are related to the householder by birth, marriage, or adoption (except a child who is the spouse of the householder). The householder is the person (or one of the people) who owns or rents (maintains) the housing unit. This figure includes only children related to the householder. It excludes unrelated children and householders who are themselves under the age of 18. Race categories exclude persons of Hispanic ethnicity. Although rounded numbers are displayed, the figures are based on unrounded estimates.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2014. See *Digest of Education Statistics 2015*, table 102.60.

About 12 percent of Asian children under age 18 were living in poverty in 2014. The percentages of children in poverty were higher than the overall Asian percentage in many of the Asian subgroups, ranging from 15 percent for Vietnamese children to 52 percent for Bhutanese children. The percentages living in poverty for Chinese children and

Korean children were not measurably different from the overall Asian percentage. The percentages living in poverty for Asian Indian (6 percent), Filipino (6 percent), and Japanese (7 percent) children were lower than the overall Asian percentage.

Endnotes:

¹ In this indicator, data on household income and the number of people living in the household are combined with the poverty threshold, published by the Census Bureau, to determine the poverty status of children. Data shown are based only on related children in a family; that is, all children in the household who are related to the householder by birth, marriage, or adoption (except a child who is the spouse of

the householder). The householder is the person (or one of the people) who owns or rents (maintains) the housing unit. This indicator includes only children related to the householder. It excludes unrelated children and householders who are themselves under the age of 18. In 2014, the poverty threshold for a family of four with two related children under 18 years old was \$24,036.

Reference tables: *Digest of Education Statistics 2015*, table 102.60

Data sources: American Community Survey (ACS)

Glossary: Poverty (official measure)

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This chapter examines characteristics of students in preprimary, elementary, and secondary education. *Indicator 5* focuses on care arrangements for children under 6 years old who were not enrolled in kindergarten. In 2012, rates of participation in center-based care were higher for Black (34 percent), Asian (33 percent), and White children (29 percent) than for Hispanic children (22 percent).

Indicator 6 looks at components of elementary and secondary enrollment in schools. The racial/ethnic distribution of public school students, which includes students in both traditional public schools and public charter schools, has changed over time. Between fall 2003 and fall 2013, the percentage of students enrolled in public elementary and secondary schools decreased for students who were White (from 59 to 50 percent) and Black (from 17 to 16 percent). In contrast, the percentage increased for students who were Hispanic (from 19 to 25 percent) and Asian/Pacific Islander (from 4 to 5 percent) during the same time period. The shares of Black and Hispanic students in public charter schools (27 and 30 percent, respectively) were greater than the shares of Black and Hispanic students in traditional public schools (15 and 25 percent, respectively). However, the shares of White and Asian/Pacific Islander students in public charter schools (35 and 4 percent, respectively) were less than the shares of White and Asian/Pacific Islander students in traditional public schools (51 and 5 percent, respectively).

Indicators 7 and *8* explore the demographics of children who may require special services in order to address their disabilities or the challenges they face in learning English. In 2014, about 4.7 million public school students participated in English language learner (ELL) programs. Hispanic students made up the majority of this group with around 3.6 million participants (*Indicator 7*). The percentages of Hispanic (29 percent), Asian (20 percent), and Pacific Islander (15 percent) students participating in ELL programs were higher than the average percentage of students participating in these programs in 2014 (9 percent). In 2013–14, the percentage of students served under the Individuals with Disabilities Education Act (IDEA) was highest for American Indian/Alaska Native students (17 percent), followed by Black students (15 percent), White students (13 percent), students of Two or more races (12 percent), Hispanic students (12 percent), Pacific Islander students (11 percent), and Asian students (6 percent) (*Indicator 8*).

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Indicator 5

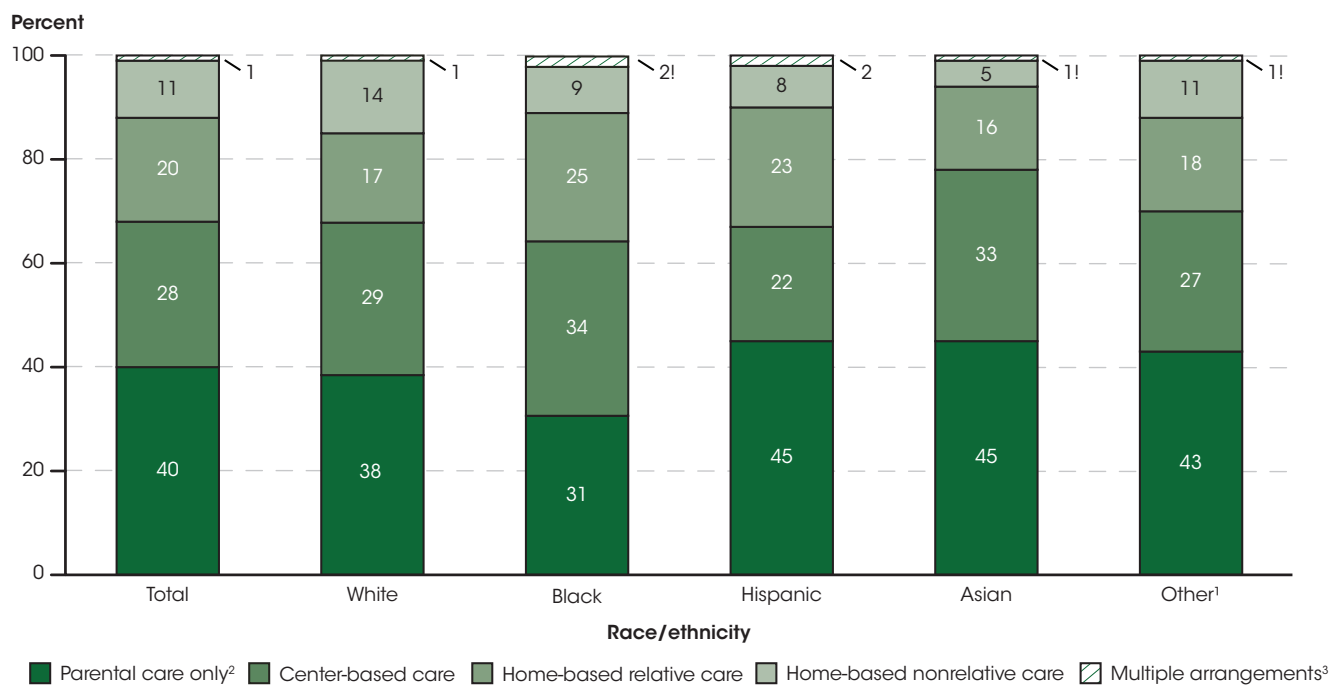
Early Childcare and Education Arrangements

In 2012, about 28 percent of children under 6 years old who were not enrolled in kindergarten regularly received center-based care as their primary care arrangement. The percentage of children who regularly received center-based care was higher for Black (34 percent), Asian (33 percent), and White children (29 percent) than for Hispanic children (22 percent).

The type of nonparental early care and education setting in which a child regularly spends the most hours per week is often referred to as a child's primary care arrangement. In 2012, about 40 percent of young children under 6 years old who were not enrolled in kindergarten received care only from their parents¹ and did not attend a primary care arrangement on a regular basis. The remaining 60 percent of young children² attended some type of regularly scheduled primary care arrangement:

28 percent received center-based care as their primary care arrangement, 20 percent received home-based relative care, 11 percent received home-based nonrelative care, and 1 percent regularly had multiple care arrangements for equal amounts of time. The percentages of the types of primary care arrangements received by children varied by child and family characteristics, such as child's race/ethnicity, family poverty status, and mother's highest level of education.

Figure 5.1. Percentage distribution of children under 6 years old and not enrolled in kindergarten, by race/ethnicity of child and type of primary care arrangement: 2012



¹ Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

² Includes persons of all other races and Two or more races. This group is not discussed in the text due to the large standard errors.

³ Children who had no regularly scheduled care arrangement and mainly received care only from their parents.

⁴ Children who spent an equal number of hours per week in multiple nonparental care arrangements.

NOTE: A child's primary arrangement is the regular nonparental care arrangement or early childhood education program in which the child spent the most time per week. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the National Household Education Surveys Program (ECPPE-NHES:2012). See *Digest of Education Statistics 2014*, table 202.30.

In 2012, among children under 6 years old who were not enrolled in kindergarten, the percentage who regularly received center-based care as their primary care arrangement was higher for Black (34 percent), Asian

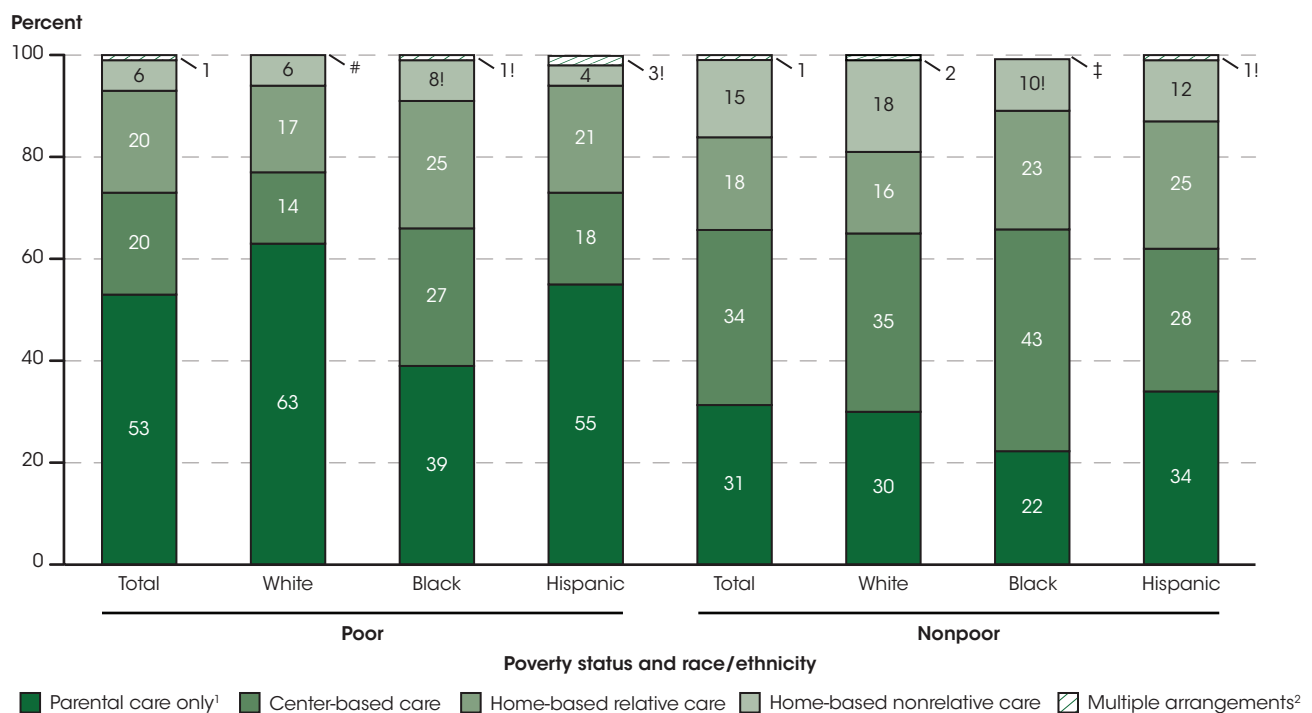
(33 percent), and White children (29 percent) than for Hispanic children (22 percent). In contrast, the percentage who regularly received home-based relative care as their primary care arrangement was higher for Hispanic

children (23 percent) than for White (17 percent) and Asian children (16 percent); the percentage was also higher for Black children (25 percent) than for White and Asian children. The percentage of young children who regularly received home-based nonrelative care as their primary care arrangement was higher for White children (14 percent) than for Black (9 percent), Hispanic (8 percent), and Asian children (5 percent). The percentage was also higher for Hispanic than for Asian children.

The percentage of young children who received parental care only was higher for Hispanic and Asian children (45 percent each) than for White (38 percent) and

Black children (31 percent). In addition, the percentage receiving parental care only was higher for White children than for Black children. The percentages of White, Hispanic, and Asian children who regularly received parental care only were higher than the percentages who received any other type of regular care arrangement. The percentage of Black children who received parental care only was also higher than the percentages regularly receiving home-based relative or nonrelative care; however, there was no measurable difference between the percentages of Black children who received parental care only and who regularly received center-based care.

Figure 5.2. Percentage distribution of children under 6 years old and not enrolled in kindergarten, by poverty status of household, race/ethnicity of child, and type of primary care arrangement: 2012



Rounds to zero.

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

‡ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.

¹ Children who had no regularly scheduled care arrangement and mainly received care only from their parents.

² Children who spent an equal number of hours per week in multiple nonparental care arrangements.

NOTE: A child's primary arrangement is the regular nonparental care arrangement or early childhood education program in which the child spent the most time per week. Poor children are those whose family incomes were below the Census Bureau's poverty threshold in the year prior to data collection, and nonpoor children are those whose family incomes were at or above 200 percent of the poverty threshold. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the National Household Education Surveys Program (ECP-PNHES:2012). See *Digest of Education Statistics 2014*, table 202.30.

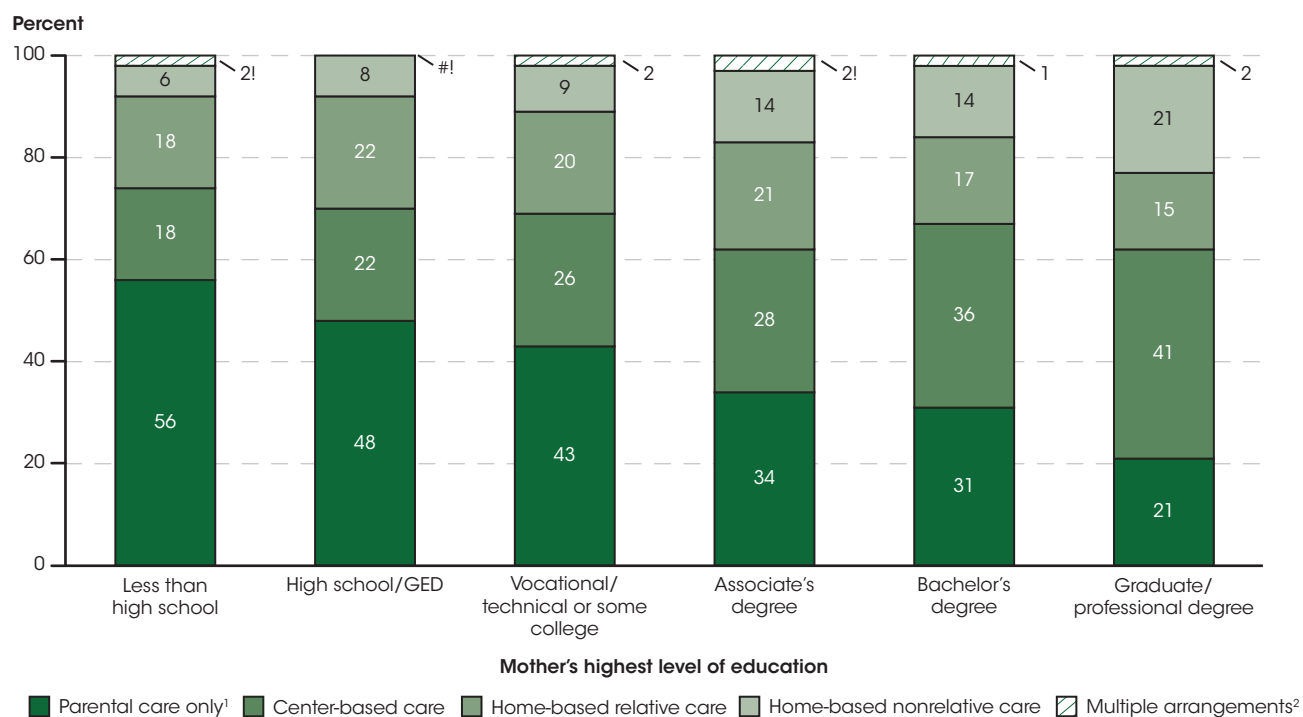
The types of primary care arrangements regularly attended by children under 6 years old who were not enrolled in kindergarten differed by family poverty status. In 2012, a higher percentage of young children from nonpoor families than from poor families regularly received center-based care (34 vs. 20 percent). Similarly, a higher percentage of young children from nonpoor families than from poor families regularly received home-

based nonrelative care (15 vs. 6 percent). There was no measurable difference between the percentages of young children from poor and nonpoor families who regularly received home-based relative care as their primary care arrangement. The percentage of children who received parental care only was higher for children from poor families than for those from nonpoor families (53 vs. 31 percent).

A pattern similar to that for young children overall was observed for White, Black, and Hispanic young children, the only groups for which data were available for poor and nonpoor families across types of care arrangements. Higher percentages of White, Black, and Hispanic young children from nonpoor families than from poor families regularly received center-based care as their primary care arrangement (35 vs. 14 percent for White, 43 vs. 27 percent for Black, and 28 vs. 18 percent for Hispanic children). In addition, higher percentages of White and Hispanic young children from nonpoor families than from poor families regularly received home-based

nonrelative care (18 vs. 6 percent for White and 12 vs. 4 percent for Hispanic children). On the other hand, higher percentages of White, Black, and Hispanic young children from poor families than from nonpoor families regularly received parental care only (63 vs. 30 percent for White, 39 vs. 22 percent for Black, and 55 vs. 34 percent for Hispanic children). There were no measurable differences by family poverty status in the percentages of White, Black, and Hispanic children who regularly received home-based relative care as their primary care arrangement.

Figure 5.3. Percentage distribution of children under 6 years old and not enrolled in kindergarten, by mother's highest level of education and type of primary care arrangement: 2012



Rounds to zero.

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

¹ Children who had no regularly scheduled care arrangement and mainly received care only from their parents.

² Children who spent an equal number of hours per week in multiple nonparental care arrangements.

NOTE: Excludes children living in households with no mother or female guardian present. A child's primary arrangement is the regular nonparental care arrangement or early childhood education program in which the child spent the most time per week. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the National Household Education Surveys Program (ECPP-NHES:2012). See *Digest of Education Statistics 2014*, table 202.30.

In 2012, for children under 6 years old who were not enrolled in kindergarten, the percentage who regularly received center-based care as their primary care arrangement generally increased with higher levels of mother's education. For instance, about 18 percent of children whose mothers had not completed high school and 22 percent of children whose mothers had only completed high school regularly received center-based care as their primary care arrangement, compared with 36 percent of children whose mothers had earned a bachelor's degree and 41 percent of children whose

mothers had earned a graduate degree as their highest level of education. In contrast, the percentage of children who received parental care only generally decreased with each increase in mother's highest level of education, ranging from 56 percent for children whose mothers had not completed high school and 48 percent for children whose mothers had only completed high school to 31 percent for children whose mothers had earned a bachelor's degree and 21 percent for children whose mothers had earned a graduate degree as their highest level of education.

The percentage of young children who regularly received home-based relative care as their primary care arrangement in 2012 was higher for children whose mothers had only completed high school (22 percent), had obtained vocational/technical or some college education (20 percent), or had earned an associate's degree (21 percent) than for children whose mothers had earned a graduate degree as their highest level of education (15 percent). The percentage of young children who

regularly received nonrelative care as their primary care arrangement was higher for children whose mothers had earned an associate's or bachelor's degree (14 percent each) or a graduate degree (21 percent) than for children whose mothers had not completed high school (6 percent), had only completed high school (8 percent), or had obtained vocational/technical or some college education as their highest level of education (9 percent).

Endnotes:

¹ This group is identified as “parental care only” in the indicator text and figures.

² In this indicator, the shortened forms “young children”

and “children” are used interchangeably with “children under 6 years old who were not enrolled in kindergarten.”

Reference tables: *Digest of Education Statistics 2014*, table 202.30

Data sources: National Household Education Surveys Program (NHES)

Glossary: Associate's degree, Bachelor's degree, High school completer, Nursery school, Poverty (official measure)

Indicator 6

Elementary and Secondary Enrollment

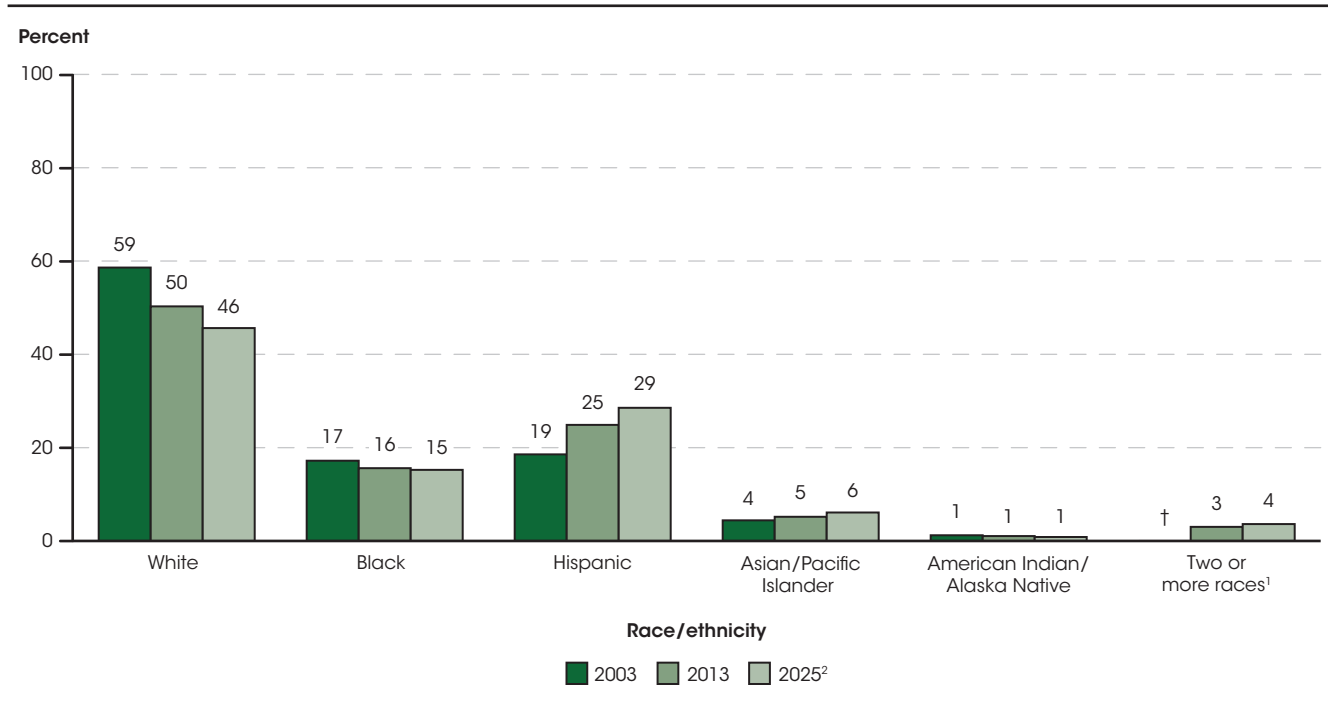
Between fall 2003 and fall 2013, the percentage of students enrolled in public elementary and secondary schools decreased for students who were White (from 59 to 50 percent) and Black (from 17 to 16 percent). In contrast, the percentage increased for students who were Hispanic (from 19 to 25 percent) and Asian/Pacific Islander (from 4 to 5 percent) during the same time period.

Overall public elementary and secondary school enrollment increased from 48.5 million to 50.0 million between fall 2003 and fall 2013 and is projected to continue increasing to 51.4 million in fall 2025 (which is the last year for which projected data are available). In addition, racial/ethnic distributions of students in public schools have been shifting. Public schools include both traditional public schools and public charter schools. This indicator discusses overall public school enrollment, as well as enrollment for traditional public and public charter schools separately.

decreased for students who were White (from 59 to 50 percent) and Black (from 17 to 16 percent). In contrast, the percentage of students enrolled in public schools increased for students who were Hispanic (from 19 to 25 percent) and Asian/Pacific Islander (4 to 5 percent) during this time period. Enrollment of American Indian/Alaska Native students was around 1 percent from 2003 to 2013. The percentage of students enrolled in public schools who were of Two or more races increased between 2008 (the first year for which data are available) and 2013 from 1 to 3 percent.

Between 2003 and 2013, the percentage of students enrolled in public elementary and secondary schools

Figure 6.1. Percentage distribution of public school students enrolled in prekindergarten through 12th grade, by race/ethnicity: Fall 2003, fall 2013, and fall 2025



† Not applicable.

¹ In 2003, data on students of Two or more races were not collected.

² Projected.

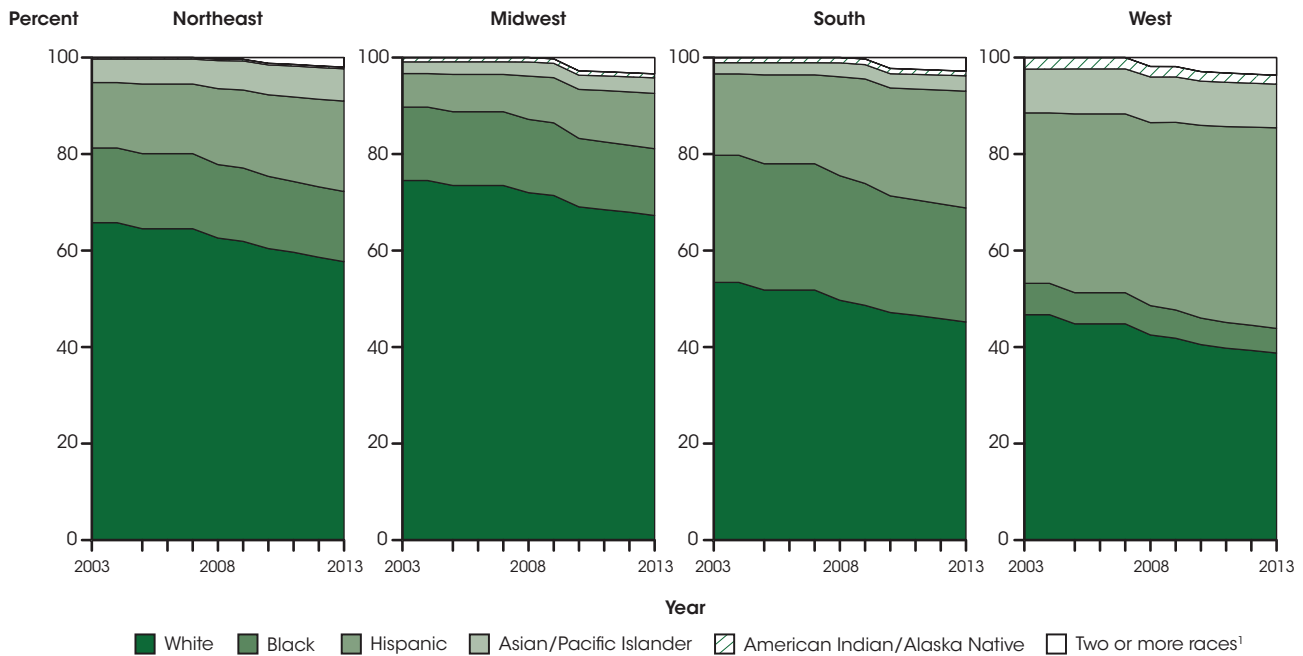
NOTE: Race categories exclude persons of Hispanic ethnicity. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding. Although rounded numbers are displayed, the figures are based on unrounded estimates.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 2003–04 and 2013–14; and National Elementary and Secondary Enrollment Projection Model, 1972 through 2025. See *Digest of Education Statistics 2015*, table 203.50.

Between fall 2013 and fall 2025, the percentages of students enrolled in public schools are projected to continue to decrease for students who are White (from 50 to 46 percent) and Black (from 16 to 15 percent). In contrast, the percentages are projected to increase over

this period for students who are Hispanic (from 25 to 29 percent), Asian/Pacific Islander (from 5 to 6 percent), and of Two or more races (from 3 to 4 percent). The percentage of students who are American Indian/Alaska Native is projected to be about 1 percent in 2025.

Figure 6.2. Percentage distribution of public school students enrolled in prekindergarten through 12th grade, by region and race/ethnicity: Selected years, fall 2003 through fall 2013



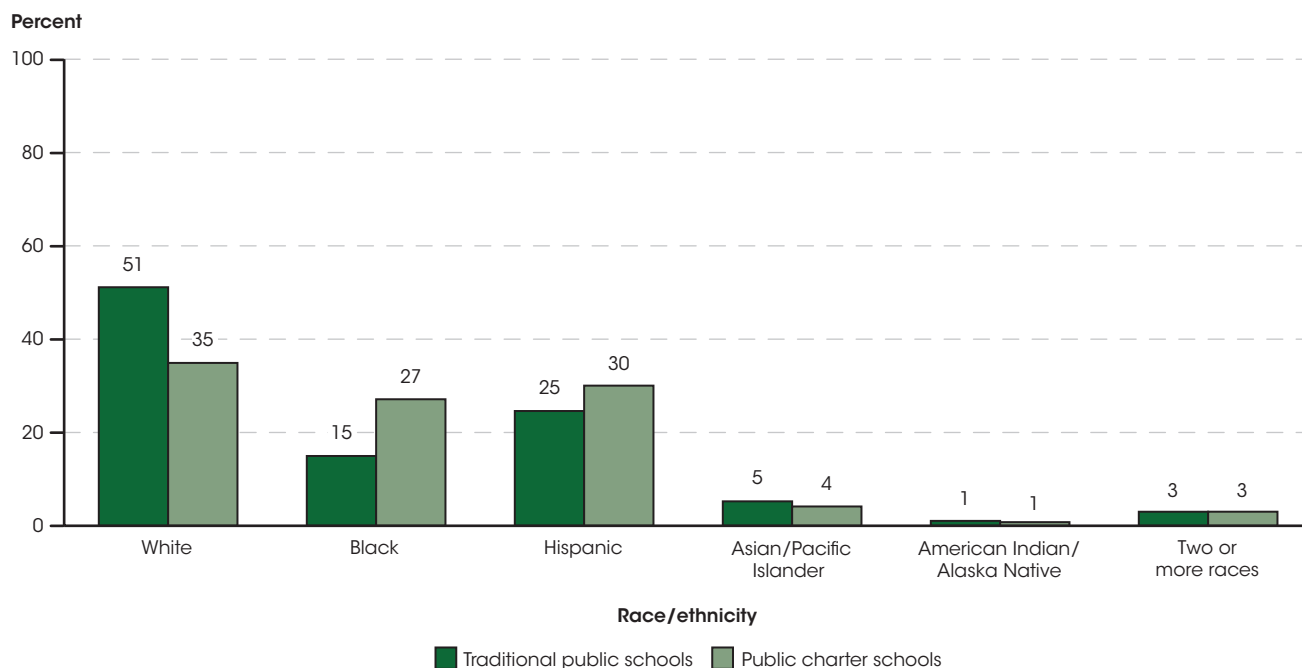
¹ Prior to 2008, data on students of Two or more races were not collected. Since data on students of Two or more races for 2008 and 2009 were reported by only a small number of states, figures for these years are not comparable to figures for 2010 and later years.
NOTE: Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," Selected years, 2003–04 through 2013–14. See *Digest of Education Statistics 2015*, table 203.50.

Between fall 2003 and fall 2013, the percentages of students enrolled in public elementary and secondary schools who were White and Black decreased in all regions of the United States. In contrast, the percentage of Hispanic students between 2003 and 2013 increased in all regions of the United States. The largest increase was in the South, where the percentage of Hispanic students increased by 7 percentage points. The percentages of Asian/Pacific Islander students in the Northeast, Midwest, and South between 2003 and 2013 increased by 1 or 2 percentage points; however, the percentage did not change for those enrolled in the West during this time period. Between 2003 and 2013, the percentage of American Indian/Alaska Native students changed less than 1 percentage point across all regions. The percentage of students of Two or more races was higher in 2013 than in 2009 (the first year for which data are available for all regions) across all regions.

In fall 2013, the percentage distribution of racial/ethnic groups enrolled in public elementary and secondary

schools varied by state or jurisdiction. White students had the highest share of enrollment in Vermont (at 92 percent) and the lowest in the District of Columbia (at 9 percent). Black students had the highest enrollment shares in the District of Columbia (at 74 percent), and the lowest in Montana (less than 1 percent). The highest shares of Hispanic enrollment were in New Mexico (at 61 percent), and the lowest was in West Virginia (at 1 percent). Hawaii had the highest enrollment shares of Asian students (at 32 percent), and West Virginia had the lowest (at 1 percent). Hawaii also had the highest enrollment share of Pacific Islander students (at 32 percent) and 42 states and the District of Columbia had shares of Pacific Islander students of less than one-half of one percent. Alaska had the highest shares of American Indian/Alaska Native students (at 24 percent), and 23 states and the District of Columbia had shares of American Indian/Alaska Native students of less than one-half of one percent. Hawaii had the highest shares of students of Two or more races (at 10 percent), and Mississippi had the lowest (at 1 percent).

Figure 6.3. Percentage distribution of public school students enrolled in prekindergarten through 12th grade, by student race/ethnicity and traditional public or public charter school status: School year 2013–14

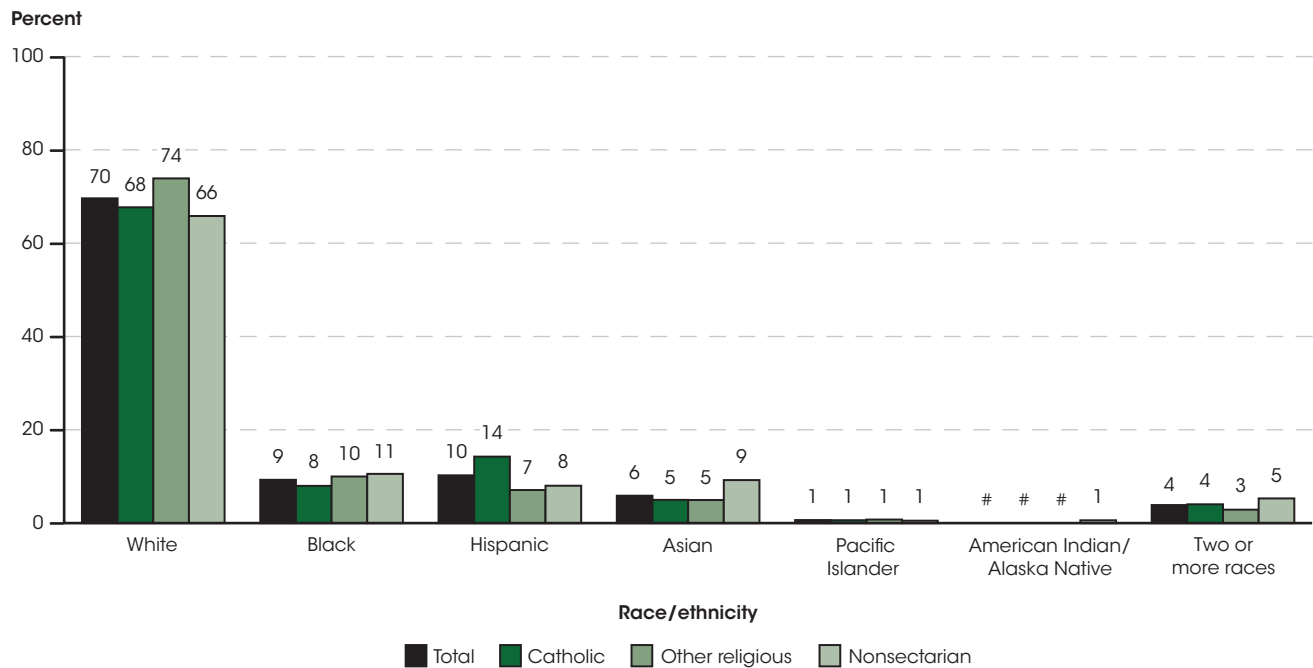


NOTE: Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding. Although rounded numbers are displayed, the figures are based on unrounded estimates.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2013–14. See *Digest of Education Statistics 2015*, table 216.30.

Although the majority of students enrolled in public schools are enrolled in traditional public schools, the number of students enrolled in public charter schools has grown substantially in the past decade. Public charter school enrollment increased from 0.3 million students in the 1999–2000 school year to 2.5 million students in the 2013–14 school year. There were differences in the racial/ethnic distribution of students attending traditional public schools and public charter schools in 2013–14. The shares of Black and Hispanic students in public charter schools (27 and 30 percent, respectively) were greater than the shares of Black and Hispanic students in traditional public schools (15 and 25 percent, respectively). However, the shares of White and Asian/Pacific Islander students in public charter schools (35 and 4 percent, respectively) were less than the shares of White and Asian/Pacific Islander students in traditional public schools (51 and 5 percent, respectively).

There were also differences in the racial/ethnic distribution of students attending public schools overall (i.e., traditional public schools and public charter schools combined) and private schools. In fall 2013, the share of White students in private schools (70 percent) was higher than the share in public schools (50 percent), and the same pattern was evident for Asian students (6 vs. 5 percent), Pacific Islander students (1 percent vs. less than 1 percent), and students of Two or more races (4 vs. 3 percent). In contrast, the shares of students in private schools were lower than the shares in public schools for students who were Black (9 vs. 16 percent), Hispanic (10 vs. 25 percent), and American Indian/Alaska Native (less than 1 percent vs. 1 percent).

Figure 6.4. Percentage distribution of private elementary and secondary students, by race/ethnicity and school type: Fall 2013



Rounds to zero.

NOTE: Race categories exclude persons of Hispanic ethnicity. Percentage distribution is based on the students for whom race/ethnicity was reported. Includes schools that offer kindergarten or higher grades. Detail may not sum to totals because of rounding. Although rounded numbers are displayed, the figures are based on unrounded estimates. Race/ethnicity was not collected for prekindergarten students (819,000 students in fall 2013). SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2013–14. See *Digest of Education Statistics 2015*, table 205.40.

The share of enrollment in particular types of private schools also varied by race/ethnicity. In fall 2013, Hispanic students had a greater share of enrollment in Catholic schools (14 percent) than in other religious schools (7 percent) and in nonsectarian schools (8 percent). In contrast, White students had a greater share of enrollment in other religious schools (74 percent) than in Catholic schools (68 percent) and nonsectarian

schools (66 percent). Black students had a greater share of enrollment in nonsectarian schools (11 percent) than in Catholic schools (8 percent). Asian students and students of Two or more races had a greater share of enrollment in nonsectarian schools than in Catholic and other religious schools. Pacific Islander and American Indian/Alaska Native students each had around 1 percent or less of the share of enrollment in all types of private schools.

Reference tables: *Digest of Education Statistics 2015*, tables 203.50, 203.70, 205.40, and 216.30

Data sources: Common Core of Data (CCD) and Private School Universe Survey (PSS)

Glossary: Charter school, Elementary school, Geographic region, Private school, Public school or institution, Secondary school, Traditional public school

Indicator 7

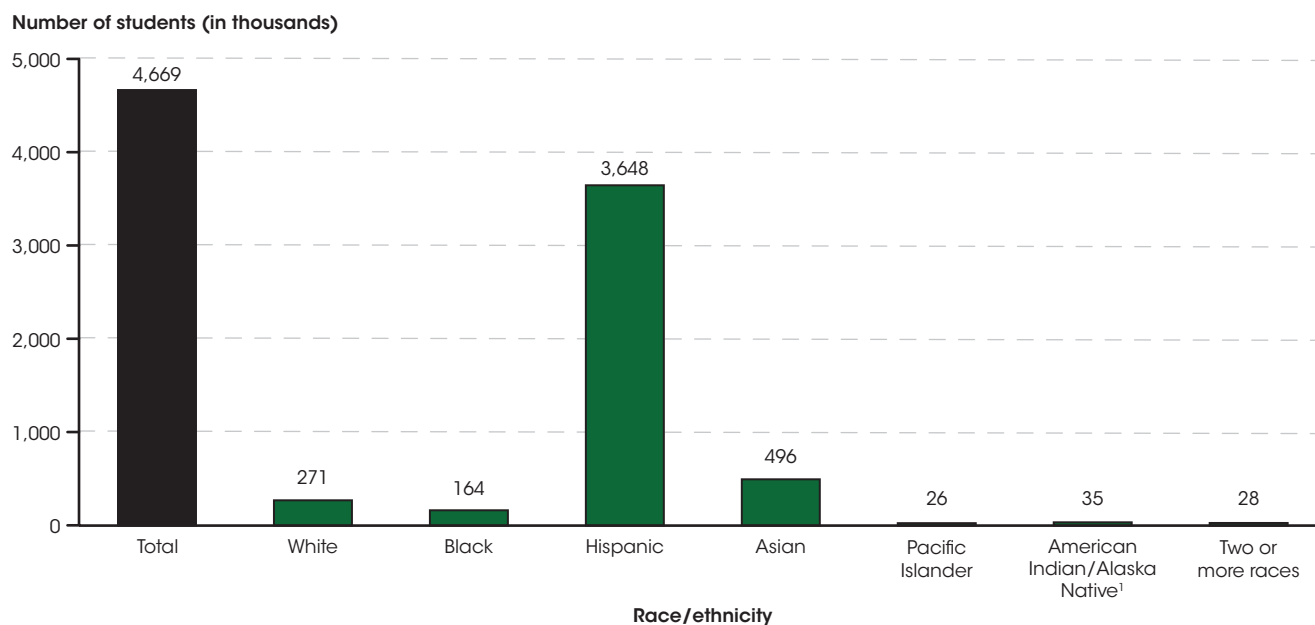
English Language Learners

In 2014, about 4.7 million public school students participated in English language learner (ELL) programs. Hispanic students made up the majority of this group (78.1 percent), with around 3.6 million ELL program participants.

Just as the racial/ethnic diversity of the overall U.S. population is increasing, so is the racial/ethnic diversity of the U.S. public school population.¹ This diversity is also apparent when participation in English language learner (ELL) programs by students' race/ethnicity is examined. ELL students participate in appropriate programs of language assistance, such as English as a Second Language, High Intensity Language Training,

and bilingual education to help ensure that they attain English proficiency, develop high levels of academic attainment in English, and meet the same academic content and academic achievement standards that all students are expected to meet. Participation in these types of programs can improve students' English language proficiency, which, in turn, has been associated with improved educational outcomes.²

Figure 7.1. Number of English language learner (ELL) students, by race/ethnicity: 2014



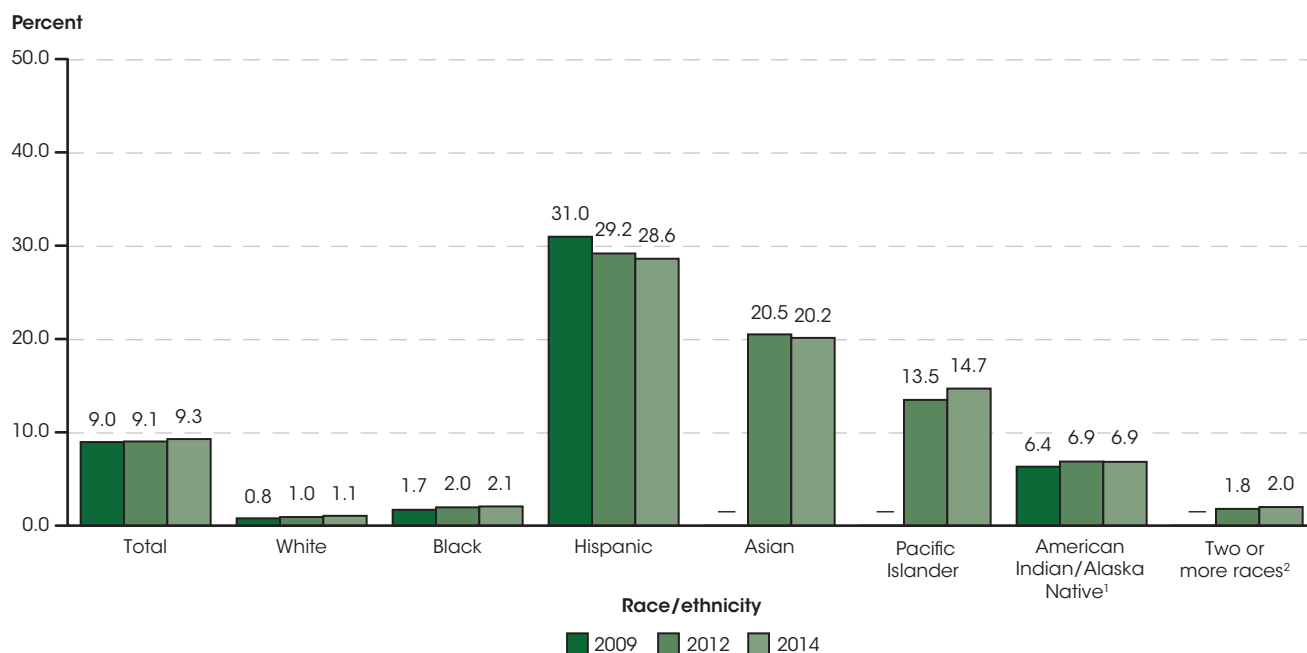
¹ Does not include data for Bureau of Indian Education (BIE) schools. In fall 2014, there were 10,245 American Indian/Alaska Native ELL program participants in BIE schools.

NOTE: Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because racial/ethnic categories were not reported for some students and because of rounding. Enrollment data for students not reported by race/ethnicity were prorated by state and grade to match state totals. SOURCE: U.S. Department of Education, National Center for Education Statistics, ED*Facts* file 046, Data Group 123, extracted April 24, 2016, from the ED*Facts* Data Warehouse (internal U.S. Department of Education source); Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 2013–14; and National Elementary and Secondary Enrollment Projection Model, 1972 through 2025. See *Digest of Education Statistics 2015*, table 204.25.

In 2014, about 4.7 million public school students participated in ELL programs. Hispanic students made up the majority of this group (78.1 percent), with around 3.6 million participants. Asian students were the second largest group (10.6 percent), with about 496,400 participants. White students accounted for 5.8 percent (270,900 students) of participants, and Black students represented 3.5 percent (163,600 students). American Indian/Alaska Native students (35,400 students), students

of Two or more races (28,400 students), and Pacific Islander students (25,600 students) accounted for less than 1 percent each of ELL program participants. Schools operated by the Bureau of Indian Education (BIE) enrolled an additional 10,200 American Indian/Alaska Native students in ELL programs, although BIE schools are not included in the national figures discussed in this indicator.

Figure 7.2. Number of English language learner (ELL) program participants as a percentage of total public school enrollment, by race/ethnicity: 2009, 2012, and 2014



— Not available.

¹ Does not include data for Bureau of Indian Education (BIE) schools. In fall 2014, there were 10,245 American Indian/Alaska Native ELL program participants in BIE schools.

² For 2009, data on students of Two or more races are included in the totals but are not shown separately. Only a small number of states reported these data, and they are not comparable to data for 2010 and later years.

NOTE: Race categories exclude persons of Hispanic ethnicity. Enrollment base for percentage of enrollment is projected. Detail may not sum to totals because racial/ethnic categories were not reported for some students and because of rounding. Enrollment data for students not reported by race/ethnicity were prorated by state and grade to match state totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, ED*Facts* file 046, Data Group 123, extracted April 24, 2015, from the ED*Facts* Data Warehouse (internal U.S. Department of Education source); Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 2009–10 through 2013–14; and National Elementary and Secondary Enrollment Projection Model, 1972 through 2025. See *Digest of Education Statistics 2015*, table 204.25.

In 2014, the percentage of students enrolled in ELL programs varied by race/ethnicity. For some racial/ethnic groups, the ELL program participation rate was lower than the ELL program participation rate overall (9.3 percent). About 6.9 percent of American Indian/Alaska Native students, 2.1 percent of Black students, 2.0 percent of students of Two or more races, and 1.1 percent of White students participated in ELL programs. In contrast, the percentages of Hispanic (28.6 percent), Asian (20.2 percent), and Pacific Islander (14.7 percent) students participating in ELL programs were higher than the overall percentage in 2014.

The overall percentage of students in ELL programs increased from 9.0 percent in 2009 to 9.3 percent in 2014. The ELL program participation rate increased

for White students (from 0.8 to 1.1 percent) and Black students (from 1.7 to 2.1 percent) during this period. The participation rate for Hispanic students decreased (from 31.0 to 28.6 percent), even though the number of Hispanic ELL participants increased (from 3.4 million in 2009 to 3.6 million in 2014). The participation rate for Asian students decreased from 20.8 percent in 2010 (the first year these data were available for Asians) to 20.2 percent in 2014. The participation rate for American Indian/Alaska Native students fluctuated but showed no clear trend from 2009 to 2014, and the rates for Pacific Islander students and students of Two or more races showed no clear trend from 2010 (the first year these data were available for Pacific Islander students and students of Two or more races) to 2014.

Endnotes:

¹ See [Population Distribution](#) and [Elementary and Secondary Enrollment](#).

² Ross, T., Kena, G., Rathbun, A., KewalRamani, A., Zhang, J., Kristapovich, P., and Manning, E. (2012). *Higher*

Education: Gaps in Access and Persistence Study (NCES 2012-046). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved August 2015 from <https://nces.ed.gov/pubs2012/2012046.pdf>.

Reference tables: *Digest of Education Statistics 2015*, table 204.25

Data sources: Common Core of Data (CCD) and ED*Facts*

Glossary: English language learner (ELL), Public school or institution

Indicator 8

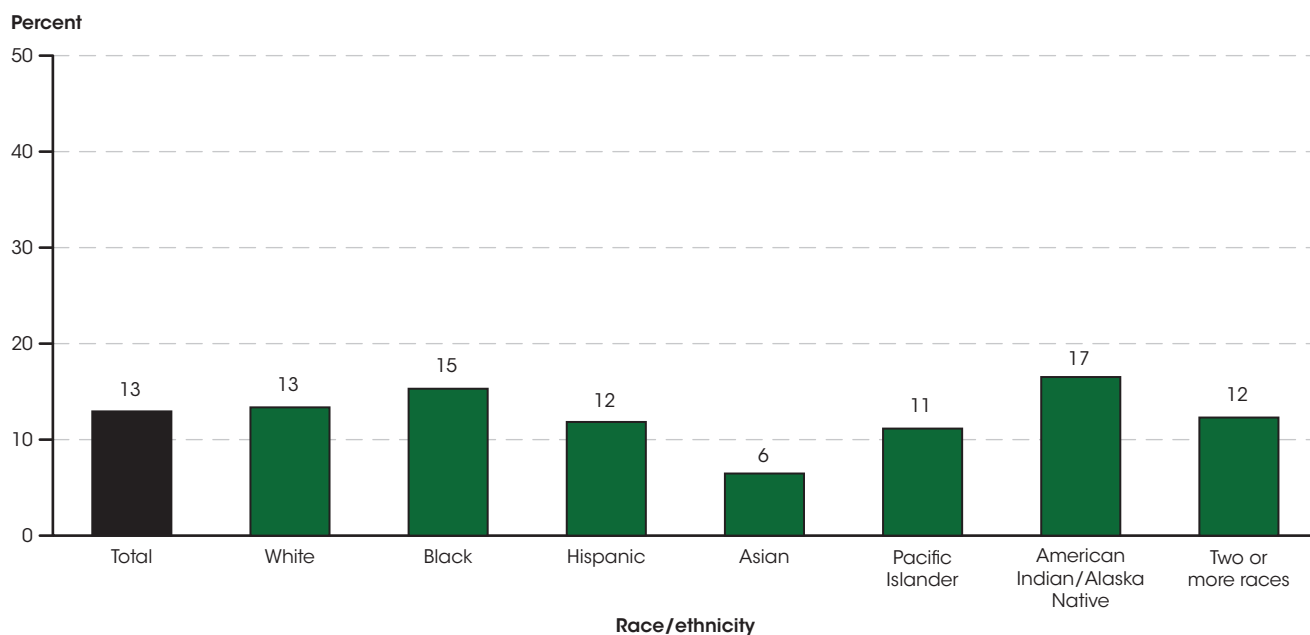
Students with Disabilities

In 2013–14, the percentage of students served under the Individuals with Disabilities Education Act (IDEA) was highest for American Indian/Alaska Native students (17 percent), followed by Black students (15 percent), White students (13 percent), students of Two or more races (12 percent), Hispanic students (12 percent), Pacific Islander students (11 percent), and Asian students (6 percent).

Students with disabilities may require services to provide them access to the same learning opportunities as students without disabilities. The Individuals with Disabilities Education Act, or IDEA,¹ supports states and localities in their efforts to aid infants, toddlers, children, and the families of youth with disabilities by protecting their rights, meeting their individual needs, and improving

their educational outcomes. This indicator examines the percentage of students (i.e., children ages 3–21) served by IDEA in school year 2013–14 and the rate at which students with different disabilities received these services. The indicator also examines the rate at which students served by IDEA exited school in school year 2012–13 and the reasons why they exited.

Figure 8.1. Percentage of children 3 to 21 years old served under the Individuals with Disabilities Education Act (IDEA), Part B, by race/ethnicity: School year 2013–14

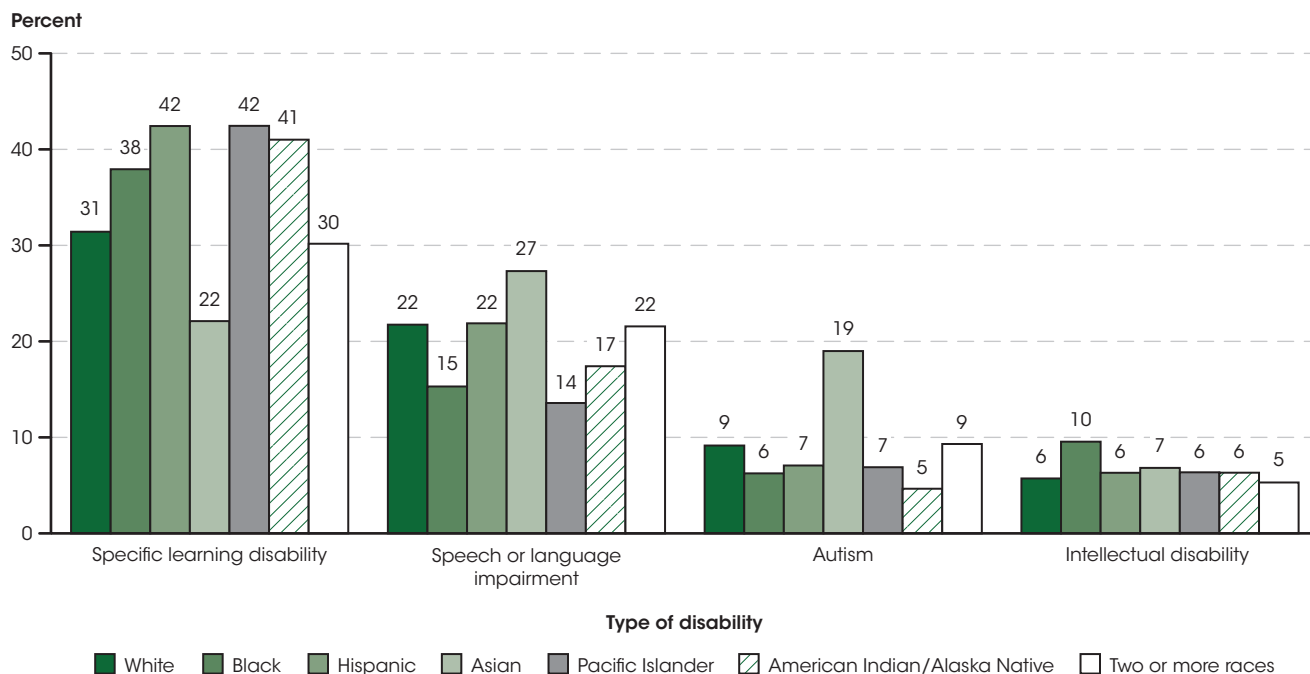


NOTE: Data include only those children served for whom race/ethnicity was reported. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding. Although rounded numbers are displayed, the figures are based on unrounded estimates. SOURCE: U.S. Department of Education, Office of Special Education Programs, Individuals with Disabilities Education Act (IDEA) database, retrieved September 25, 2015, from <http://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html#bcc>; and National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2013–14. See *Digest of Education Statistics 2015*, table 204.40.

Thirteen percent of children and youth ages 3–21 enrolled in public schools were served under IDEA in 2013–14, a total of about 6.5 million individuals. However, this percentage varied by race/ethnicity. The percentage was highest for American Indian/Alaska Native students

(17 percent), followed by Black students (15 percent), White students (13 percent), students of Two or more races (12 percent), Hispanic students (12 percent), Pacific Islander students (11 percent), and Asian students (6 percent).

Figure 8.2. Percentage distribution of children 3 to 21 years old served under the Individuals with Disabilities Education Act (IDEA), Part B, by type of disability and race/ethnicity: School year 2013–14



NOTE: Although data are for the 50 states and the District of Columbia, data limitations result in inclusion of a small (but unknown) number of students from other jurisdictions. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding. Although rounded numbers are displayed, the figures are based on unrounded estimates.

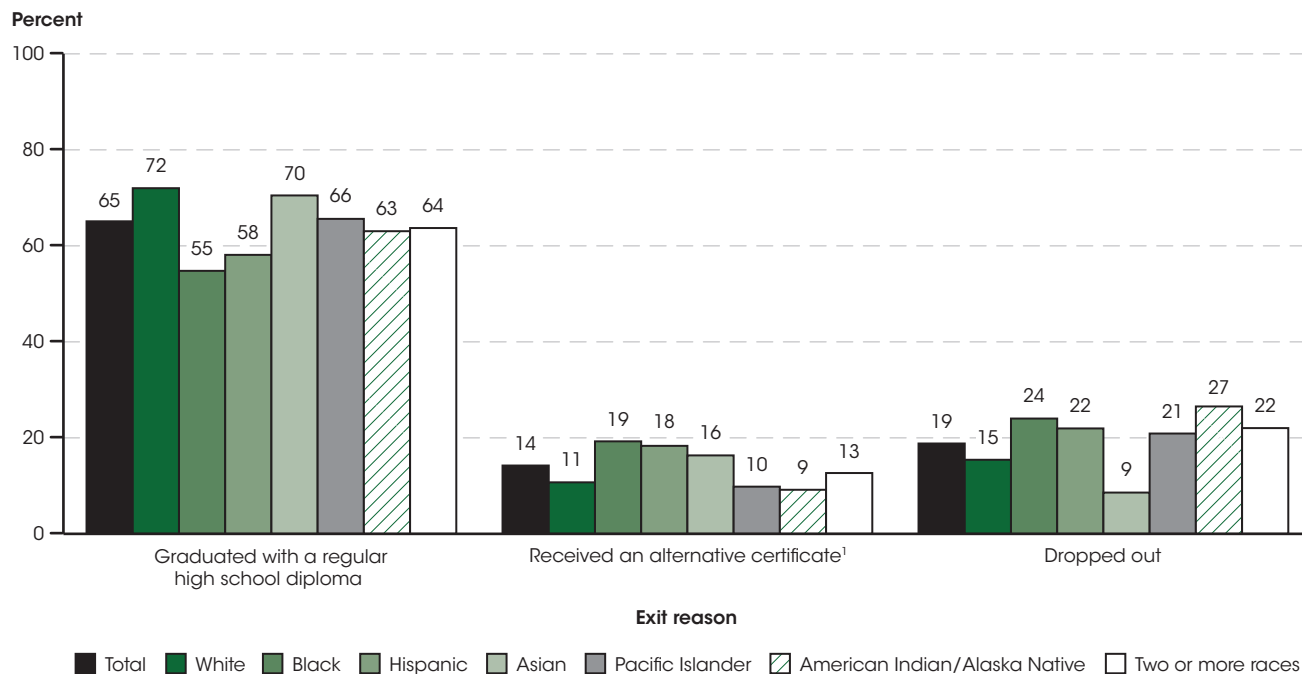
SOURCE: U.S. Department of Education, Office of Special Education Programs, Individuals with Disabilities Education Act (IDEA) database, retrieved September 25, 2015, from <http://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html#bcc>; and National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2013–14. See *Digest of Education Statistics 2015*, table 204.50.

In 2013–14, the percentage of students with disabilities who received services under IDEA for some of the most common types of disabilities differed by race/ethnicity. For example, the percentage of students with disabilities who received services for a specific learning disability² was higher for Pacific Islander students (42 percent), Hispanic students (42 percent), and American Indian/Alaska Native students (41 percent) than for students of the other races/ethnicities shown (with the percentages ranging from 22 to 38 percent). The percentage of students with disabilities who received services for a speech or language impairment was highest for Asian students (27 percent); the percentages for students of the other races/ethnicities shown ranged from 14 to 22 percent. The percentage of students with disabilities who received services for autism was highest for Asian students (19 percent); the percentages for students of the other races/ethnicities

shown ranged from 5 to 9 percent. Additionally, the percentage of students with disabilities who received services for an intellectual disability was highest for Black students (10 percent); the percentages for students of the other races/ethnicities shown ranged from 5 to 7 percent.

Data are also available for students ages 14–21 who received special education services under IDEA and exited school during school year 2012–13, including the reasons why they exited. In 2012–13, approximately 396,000 students ages 14–21 who received services under IDEA exited school: almost two-thirds (65 percent) graduated with a regular high school diploma, 14 percent received an alternative certificate,³ 19 percent dropped out, 1 percent reached maximum age,⁴ and less than one-half of 1 percent died.

Figure 8.3. Percentage of students ages 14–21 served under the Individuals with Disabilities Education Act (IDEA), Part B, who exited school, by exit reason and race/ethnicity: School year 2012–13



¹ Received a certificate of completion, modified diploma, or similar document, but did not meet the same standards for graduation as did students without disabilities.

NOTE: Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Individuals with Disabilities Education Act (IDEA) Section 618 Data Products: State Level Data Files, retrieved November 30, 2015, from <http://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>. See *Digest of Education Statistics 2015*, table 219.90.

Of the students ages 14–21 who received services under IDEA and exited school in 2012–13, the percentage who graduated with a regular high school diploma was highest among White students (72 percent) and lowest among Black students (55 percent). The percentage of students served under IDEA who received an alternative certificate

was highest among Black students (19 percent) and lowest among American Indian/Alaska Native students (9 percent). The percentage of students who dropped out was highest among American Indian/Alaska Native students (27 percent) and lowest among Asian students (9 percent).

Endnotes:

¹ Previously, the Education for All Handicapped Children Act, amended in the Individuals With Disabilities Education Act (IDEA) of 2004 (P.L. 94-152). See Appendix A: Guide to Sources for more information about the history and requirements of IDEA.

² Specific learning disability is defined as having a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. The term includes such conditions as perceptual disabilities,

brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, motor, or intellectual disabilities, or of environmental, cultural, or economic disadvantage.

³ Received a certificate of completion, modified diploma, or similar document, but did not meet the same standards for graduation as did students without disabilities.

⁴ Students may exit special education services due to maximum age beginning at age 18, depending on state law or practice or order of any court.

Reference tables: *Digest of Education Statistics 2015*, tables 204.40, 204.50, and 219.90

Data sources: Individuals with Disabilities Education Act (IDEA) and Common Core of Data (CCD)

Glossary: Disability, children with; Individuals with Disabilities Education Act (IDEA)

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This chapter focuses on different measures of academic achievement for elementary and secondary students. On the National Assessment of Educational Progress (NAEP) reading assessment, the White-Black achievement gap at grade 4 narrowed from 32 points in 1992 to 26 points in 2015; the White-Hispanic gap in 2015 (24 points) was not measurably different from the gap in 1992 (*Indicator 9*). At grade 8, the White-Black gap in 2015 (26 points) was not measurably different from the gap in 1992; the White-Hispanic gap narrowed from 26 points in 1992 to 21 points in 2015.

On the NAEP mathematics assessment, the White-Black achievement gap at grade 4 narrowed from 32 points in 1990 to 24 points in 2015; the White-Hispanic gap in 2015 was not measurably different from the gap in 1990 (*Indicator 10*). At grade 8, there was no measurable difference in the White-Black achievement gap in 2015 and 1990, and the same was true of the White-Hispanic gap.

Indicator 11 examines student absences from school. In 2015, the percentage of 8th-grade students who reported that they had zero absences from school in the last month was higher for Asian students (65 percent) than for students who were Pacific Islander (47 percent), Black (45 percent), of Two or more races (45 percent), White (44 percent), Hispanic (44 percent), or American Indian/Alaska Native (32 percent). For the most part, 8th-grade students who had zero absences in the last month had higher mathematics assessment scores than students with more absences.

Another way to measure student progress is by the courses that students complete in high school. From a sample of students who were 9th-graders in 2009, a higher percentage of Asian students (45 percent) than students of any other racial/ethnic group earned their highest math course credit in calculus by 2013 (*Indicator 12*). The percentage earning their highest math course credit in calculus was also higher for White students (18 percent) than for students of Two or more races (11 percent), Hispanic students (10 percent), and Black students (6 percent).

High school students who take Advanced Placement (AP) and International Baccalaureate (IB) courses in high school are eligible to earn college credit for those courses. In 2013, a higher percentage of Asian students had earned any AP/IB credits than White students (72 vs. 40 percent). The percentages of Asian and White students earning these credits were higher than the percentages of students of any other racial/ethnic group earning them (*Indicator 13*). In contrast, Black students had the lowest percentage of students earning any AP/IB credits.

Chapter 3. Achievement

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Indicator 9

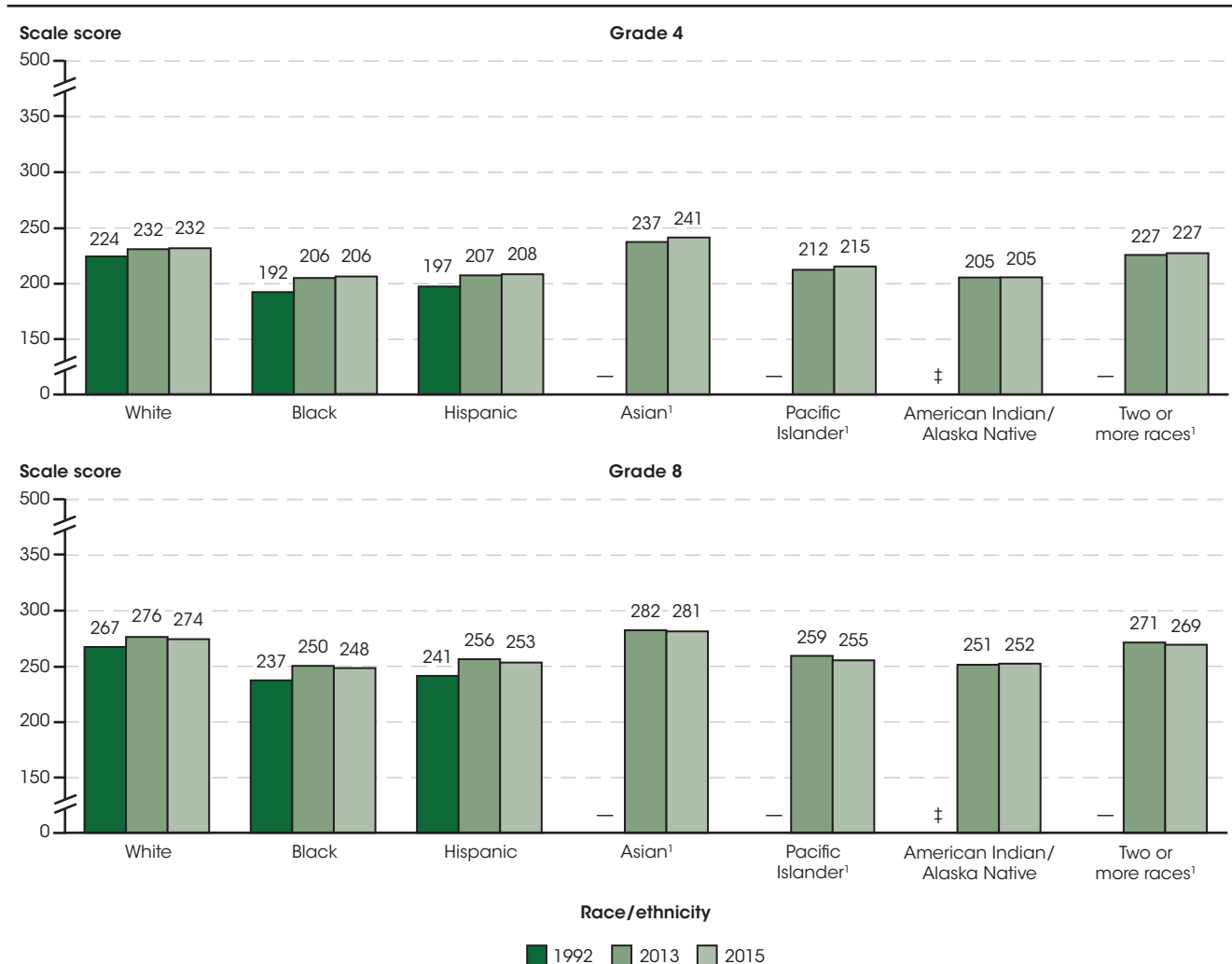
Reading Achievement

From 1992 through 2015, the average reading scores for White 4th-, 8th-, and 12th-graders were higher than those of their Black and Hispanic peers.

The National Assessment of Educational Progress (NAEP) assesses student performance in reading at grades 4, 8, and 12 in both public and private schools across the

nation. NAEP reading scores range from 0 to 500 for all grade levels. The most recent reading assessments were conducted in 2015 for each of these grades.

Figure 9.1. Average National Assessment of Educational Progress (NAEP) reading scale scores of 4th- and 8th-grade students, by race/ethnicity: 1992, 2013, and 2015



— Not available.

‡ Reporting standards not met (too few cases for a reliable estimate).

¹ Prior to 2011, separate data for Asian students, Pacific Islander students, and students of Two or more races were not collected.

NOTE: Includes public and private schools. The reading scale scores range from 0 to 500. Testing accommodations (e.g., extended time, small group testing) for children with disabilities and English language learners were not permitted in 1992. Race categories exclude persons of Hispanic ethnicity. Although rounded numbers are displayed, the figures are based on unrounded estimates.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 2013, and 2015 Reading Assessments, NAEP Data Explorer. See *Digest of Education Statistics 2015*, table 221.10.

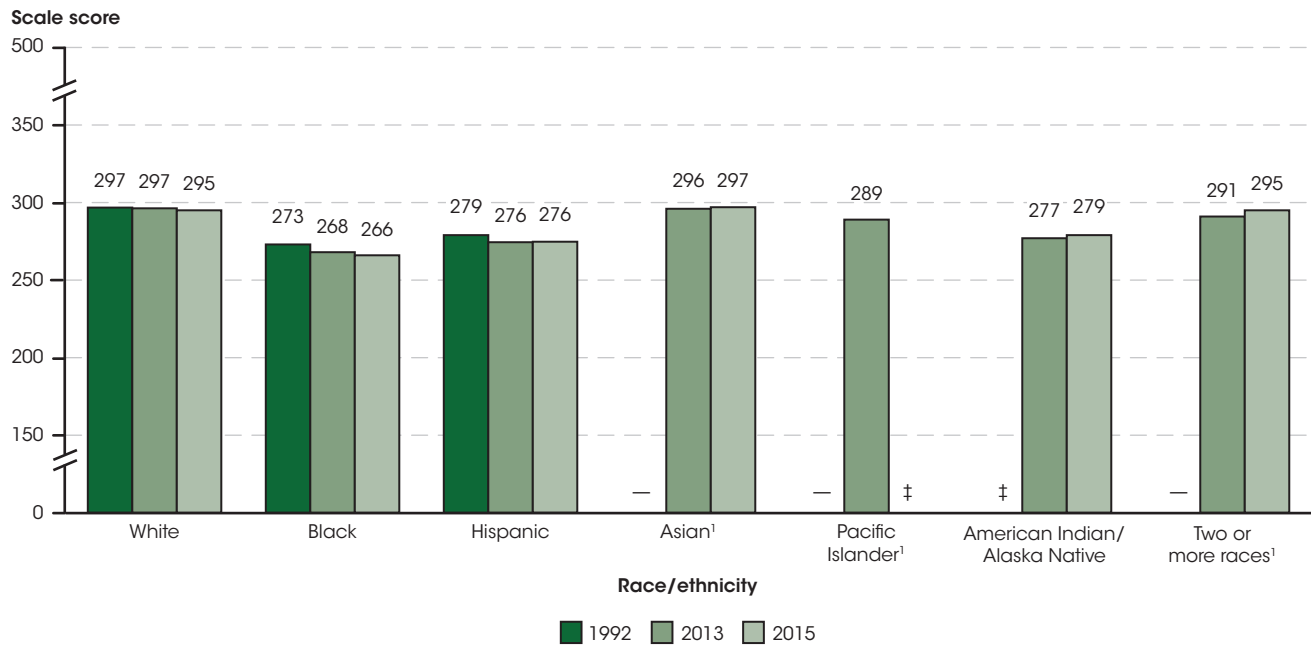
At grade 4, the average reading scale scores in 2015 were not measurably different from the scores in 2013 for students from any racial/ethnic group. For White, Black, and Hispanic students, average scores in 2015 were higher than their scores in 1992. At grade 8, the average 2015 reading scores for White (274), Black (248), and Hispanic (253) students were lower than their 2013 scores (276, 250, and 256, respectively), while the average 2015 reading scores for Asian, Pacific Islander, and American Indian/Alaska Native students and students of Two or more races were not measurably different from their 2013 scores. Consistent with the findings at grade 4, the average reading scores for White, Black, and Hispanic 8th-grade students were higher in 2015 than in 1992.

Closing achievement gaps is a goal among education policymakers. From 1992 through 2015, the average reading scores for White 4th- and 8th-graders were higher than those of their Black and Hispanic peers. Although the White-Black and White-Hispanic achievement gaps did not change measurably from 2013 to 2015 for either grade 4 or 8, some racial/ethnic achievement gaps have narrowed since the early 1990s.

At grade 4, the White-Black gap narrowed from 32 points in 1992 to 26 points in 2015. The White-Hispanic gap in 2015 (24 points) was not measurably different from the gap in 1992. Data were not available in 1992 for Asian and Pacific Islander students, and for students of Two or more races. Additionally, data for American Indian/Alaska Native students in 1992 did not meet reporting standards. In 2015, White students scored higher than American Indian/Alaska Native students (gap of 27 points), Pacific Islander students (gap of 18 points), and students of Two or more races (gap of 5 points). Meanwhile, Asian students scored higher than White students (gap of 8 points).

At grade 8, the White-Hispanic gap narrowed from 26 points in 1992 to 21 points in 2015; the White-Black gap in 2015 (26 points) was not measurably different from the gap in 1992. In 2015, White students scored higher than American Indian/Alaska Native students (gap of 22 points), Pacific Islander students (gap of 20 points), and students of Two or more races (gap of 5 points). Meanwhile, Asian students scored higher than White students (gap of 7 points).

Figure 9.2. Average National Assessment of Educational Progress (NAEP) reading scale scores of 12th-grade students, by race/ethnicity: 1992, 2013, and 2015



— Not available.

‡ Reporting standards not met (too few cases for a reliable estimate).

¹ Prior to 2011, separate data for Asian students, Pacific Islander students, and students of Two or more races were not collected.

NOTE: Includes public and private schools. The reading scale scores range from 0 to 500. Testing accommodations (e.g., extended time, small group testing) for children with disabilities and English language learners were not permitted in 1992. Race categories exclude persons of Hispanic ethnicity. Although rounded numbers are displayed, the figures are based on unrounded estimates.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 2013, and 2015 Reading Assessments, NAEP Data Explorer. See *Digest of Education Statistics 2015*, table 221.10.

At grade 12, the average 2015 reading scores for White (295) and Hispanic (276) students were not measurably different from the scores in 2013 and 1992. For Black students, the 2015 average score (266) was lower than the 1992 score (273) but was not measurably different from the 2013 score. The 2015 scores were not measurably different from the 2013 scores for students who were Asian, American Indian/Alaska Native, and of Two or more races.

Achievement gaps were also evident among 12th-grade students. The White-Black gap was larger in 2015 (30 points) than in 1992 (24 points), while the White-Hispanic gap in 2015 (20 points) was not measurably different from the gap in 1992. In 2015, there were no measurable differences between scores for White students and scores for students who were Asian, American Indian/Alaska Native, and of Two or more races.

Reference tables: *Digest of Education Statistics 2015*, table 221.10

Data sources: National Assessment of Educational Progress (NAEP)

Glossary: Achievement gap

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Indicator 10

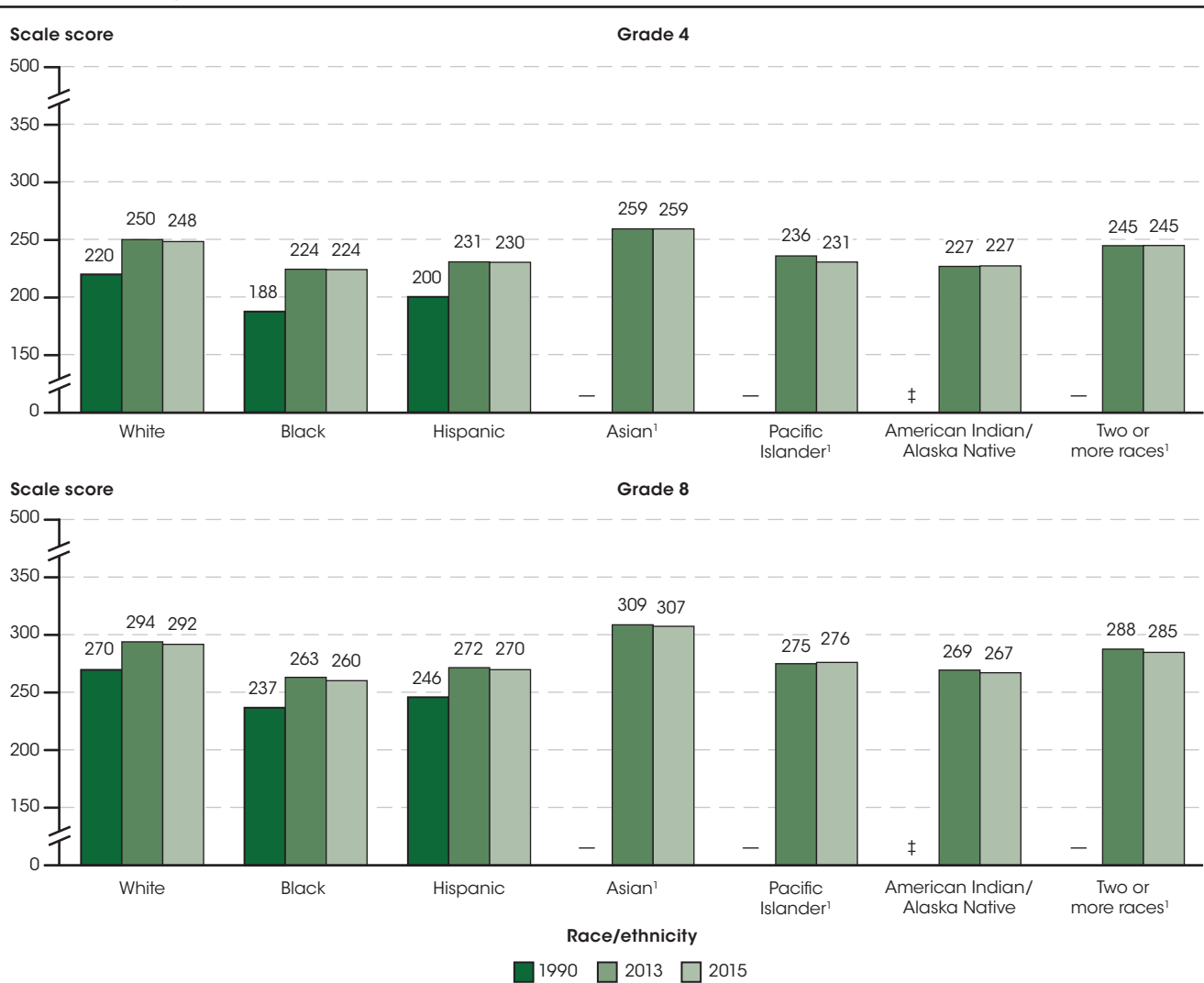
Mathematics Achievement

At grade 8, average 2015 mathematics scores for White (292), Black (260), and Hispanic (270) students were lower than the scores in 2013 (294, 263, and 272, respectively), while the average 2015 mathematics scores for Asian, Pacific Islander, and American Indian/Alaska Native students and students of Two or more races were not measurably different from the scores in 2013.

The National Assessment of Educational Progress (NAEP) assesses student performance in mathematics at grades 4, 8, and 12 in both public and private schools across the

nation. NAEP mathematics scores range from 0 to 500 for grades 4 and 8, and from 0 to 300 for grade 12.

Figure 10.1. Average National Assessment of Educational Progress (NAEP) mathematics scale scores of 4th- and 8th-grade students, by race/ethnicity: 1990, 2013, and 2015



—Not available.

‡Reporting standards not met (too few cases for a reliable estimate).

¹ Prior to 2011, separate data for Asian students, Pacific Islander students, and students of Two or more races were not collected.

NOTE: Includes public and private schools. At grades 4 and 8, the mathematics scale scores range from 0 to 500. Testing accommodations (e.g., extended time, small group testing) for children with disabilities and English language learners were not permitted in 1990. Race categories exclude persons of Hispanic ethnicity. Although rounded numbers are displayed, the figures are based on unrounded estimates.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1990, 2013, and 2015 Mathematics Assessments, NAEP Data Explorer. See *Digest of Education Statistics 2015*, table 222.10.

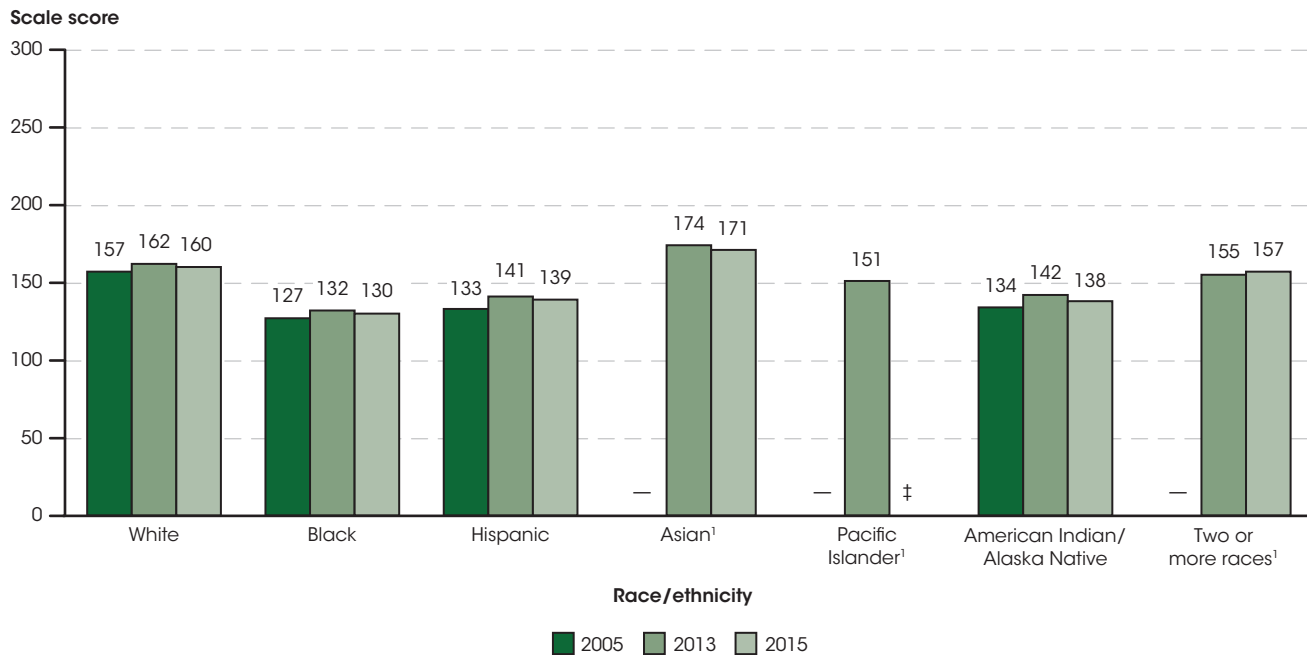
At grade 4, the average mathematics scale scores in 2015 were not measurably different from the scores in 2013 for students from most racial/ethnic groups. The exception was White students, for whom the 2015 average score (248) was lower than the score in 2013 (250). For White, Black, and Hispanic students, average scores in 2015 were higher than the scores in 1990. At grade 8, average 2015 mathematics scores for White (292), Black (260), and Hispanic (270) students were lower than the scores in 2013 (294, 263, and 272, respectively), while the average 2015 mathematics scores for Asian, Pacific Islander, and American Indian/Alaska Native students and students of Two or more races were not measurably different from the scores in 2013. Consistent with the findings at grade 4, the average mathematics scores for White, Black, and Hispanic 8th-grade students were higher in 2015 than in 1990.¹

Closing achievement gaps is a goal among education policymakers. From 1990 through 2015, the average mathematics scores for White 4th- and 8th-graders were

higher than those for their Black and Hispanic peers. The White-Black achievement gap at grade 4 narrowed from 32 points in 1990 to 24 points in 2015. The 4th-grade White-Hispanic achievement gap in 2015 (18 points) was not measurably different from the gap in 1990. In 2015, White 4th-grade students scored higher than American Indian/Alaska Native students (gap of 21 points), Pacific Islander students (gap of 18 points), and students of Two or more races (gap of 3 points). Asian students scored higher than White students (gap of 11 points).

At grade 8, there was no measurable difference in the White-Black achievement gap in 2015 (32 points) and 1990. Similarly, the White-Hispanic achievement gap in 2015 (22 points) was not measurably different from the gap in 1990. In 2015, White 8th-grade students scored higher than American Indian/Alaska Native students (gap of 25 points), Pacific Islander students (gap of 16 points), and students of Two or more races (gap of 7 points). Asian students scored higher than White students (gap of 16 points).

Figure 10.2. Average National Assessment of Educational Progress (NAEP) mathematics scale scores of 12th-grade students, by race/ethnicity: 2005, 2013, and 2015



—Not available.

‡Reporting standards not met (too few cases for a reliable estimate).

¹ Prior to 2011, separate data for Asian students, Pacific Islander students, and students of Two or more races were not collected.

NOTE: Includes public and private schools. At grade 12, the mathematics scale scores range from 0 to 300. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005, 2013, and 2015 Mathematics Assessments, NAEP Data Explorer. See *Digest of Education Statistics 2015*, table 222.10.

At grade 12, the average 2015 mathematics scores were not measurably different from the 2013 scores for any racial/ethnic group. The 2015 scores were higher for White, Black, and Hispanic students than in 2005,² the first year a comparable assessment was administered.³

12th-grade students were higher than the scores for their Black, Hispanic, and American Indian/Alaska Native peers in every survey year since 2005. Asian students scored higher than White students in 2015 (a gap of 11 points).

Achievement gaps were also evident for 12th-grade students. The average mathematics scores for White

Endnotes:

¹ Data were not available in 1990 for students who were Asian, Pacific Islander, and of Two or more races. Additionally, data for American Indian/Alaska Native students in 1990 did not meet reporting standards.

² Prior to 2011, separate data for Asian students, Pacific Islander students, and students of Two or more races were not collected; therefore, these groups were not included in the comparison of 2005 and 2015 scores.

³ The 2005 mathematics framework for grade 12 introduced changes from the previous framework in order to reflect adjustments in curricular emphases and to ensure an appropriate balance of content. Consequently, the 12th-grade mathematics results in 2005 and subsequent years could not be compared to previous assessments, and a new trend line was established beginning in 2005.

Reference tables: *Digest of Education Statistics 2015*, table 222.10

Data sources: National Assessment of Educational Progress (NAEP)

Glossary: Achievement gap

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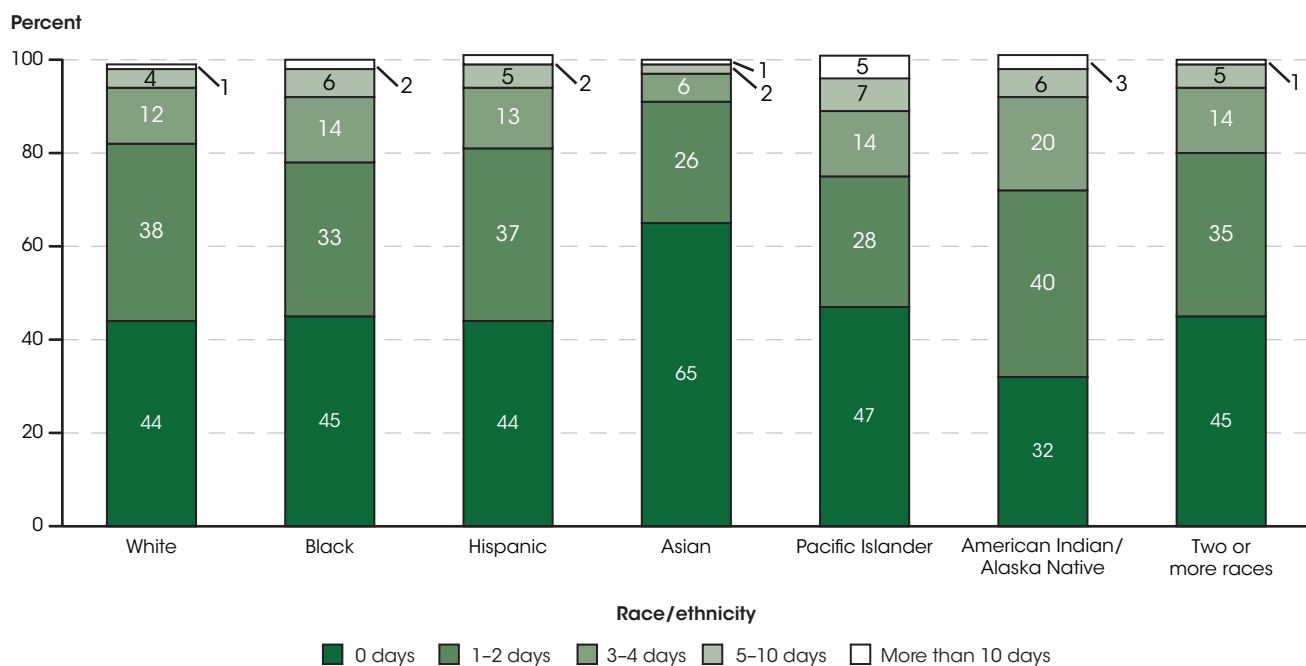
Absenteeism and Achievement

In 2015, the percentage of 8th-graders who reported that they had zero absences from school in the last month was higher for Asian students (65 percent) than for students who were Pacific Islander (47 percent), Black (45 percent), of Two or more races (45 percent), White (44 percent), Hispanic (44 percent), or American Indian/Alaska Native (32 percent).

Children who are frequently absent from school may experience academic difficulties and are less likely to complete school if no intervention takes place.¹ Using data from the National Assessment of Educational Progress (NAEP), this indicator examines racial/ethnic differences in the percentage of 8th-grade students absent from school

in the last month, focusing on students with zero absences and more than 10 absences (i.e., students at the low and high ends of the range). It also examines differences in the mathematics and reading achievement of 8th-grade students on NAEP by the number of absences and race/ethnicity.

Figure 11.1. Percentage distribution of 8th-grade students who were absent from school in the last month, by race/ethnicity and number of days absent: 2015

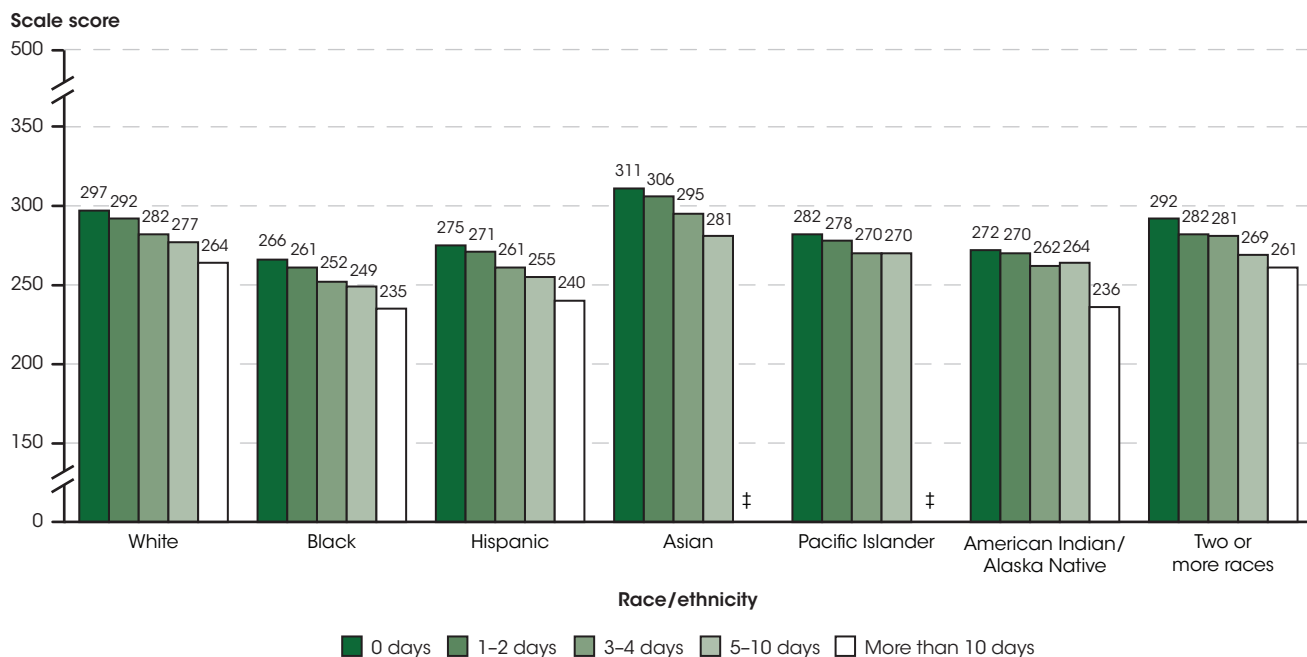


NOTE: Includes public and private schools. Includes students tested with accommodations (9 to 13 percent of all students, depending on assessment, grade level, and year); excludes only those students with disabilities and English language learners who were unable to be tested even with accommodations (2 percent of all students). Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Mathematics and Reading Assessments, NAEP Data Explorer. See *Digest of Education Statistics 2015*, table 227.50.

As part of the 2015 NAEP, students reported how many days they were absent from school in the last month. A higher percentage of Asian 8th-grade students (65 percent) reported that they had zero absences from school in the last month than did 8th-grade students who were Pacific Islander (47 percent), Black (45 percent), of Two or more races (45 percent), White (44 percent), Hispanic (44 percent), or American Indian/Alaska Native (32 percent).

On the other end of the range are those students who were absent more than 10 days in the past month. A higher percentage of American Indian/Alaska Native (3 percent), Black (2 percent), and Hispanic (2 percent) 8th-grade students than of White or Asian 8th-grade students (1 percent each) were absent more than 10 days in the last month.

Figure 11.2. Average National Assessment of Educational Progress (NAEP) mathematics scale score of 8th-graders, by race/ethnicity and number of days absent from school in the last month: 2015



† Reporting standards not met (too few cases for a reliable estimate).

NOTE: At grade 8, the mathematics scale ranges from 0 to 500. Includes public and private schools. Includes students tested with accommodations (9 to 13 percent of all students, depending on assessment, grade level, and year); excludes only those students with disabilities and English language learners who were unable to be tested even with accommodations (2 percent of all students). Race categories exclude persons of Hispanic ethnicity.

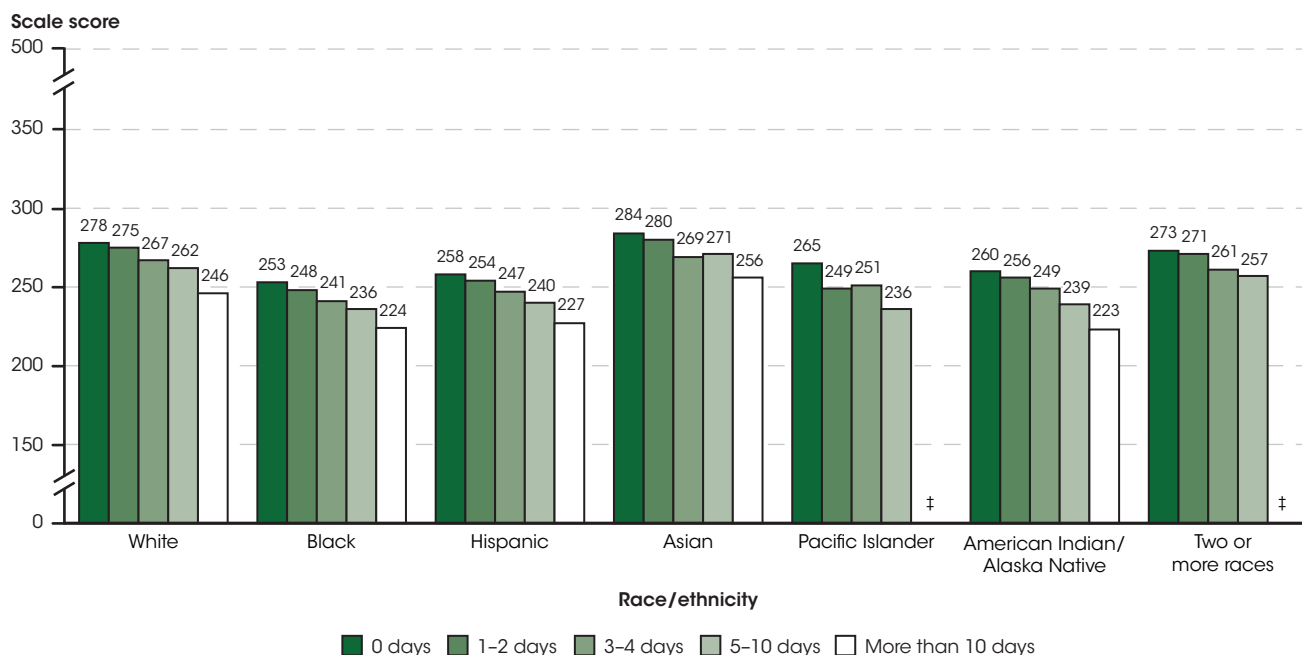
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Mathematics Assessment, NAEP Data Explorer. See *Digest of Education Statistics 2015*, table 227.50.

Students with fewer absences from school scored higher, on average, on the NAEP 2015 mathematics assessment than their peers with more absences. Within the White, Black, Hispanic, and Two or more races groups, 8th-grade students who had zero absences in the last month had higher mathematics scale scores than 8th-grade students who had any other number of absences. In addition, Asian students who had zero absences scored higher than those who were absent 3–4 days or 5–10 days, and American Indian/Alaska Native students who had zero absences scored higher than those who were absent 3–4 days or more than 10 days.

For students with similar numbers of absences, mathematics achievement in 2015 can also be compared

across racial/ethnic groups. Asian 8th-grade students who had zero absences from school in the last month had higher NAEP mathematics scores than 8th-grade students from every other racial/ethnic group with zero absences. Conversely, Black 8th-grade students who had zero absences from school in the last month scored lower in math than 8th-grade students from every other racial/ethnic group except American Indian/Alaska Native students; there was no measurable difference in scores for Black students and American Indian/Alaska Native students with zero absences. For students who were absent more than 10 days, White students scored higher than students who were Black, American Indian/Alaska Native, or Hispanic.

Figure 11.3. Average National Assessment of Educational Progress (NAEP) reading scale score of 8th-graders, by race/ethnicity and number of days absent from school in the last month: 2015



‡ Reporting standards not met (too few cases for a reliable estimate).

NOTE: At grade 8, the reading scale ranges from 0 to 500. Includes public and private schools. Includes students tested with accommodations (9 to 13 percent of all students, depending on assessment, grade level, and year); excludes only those students with disabilities and English language learners who were unable to be tested even with accommodations (2 percent of all students). Race categories exclude persons of Hispanic ethnicity. SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment, NAEP Data Explorer. See *Digest of Education Statistics 2015*, table 227.50.

Differences in NAEP 2015 reading assessment scores for 8th-grade students followed, to some extent, the pattern of differences in NAEP 2015 mathematics assessment scores for 8th-grade students. Within the White, Black, Hispanic, and Pacific Islander groups, 8th-grade students who had zero absences from school in the last month had higher reading scale scores than 8th-grade students who had any other number of absences.² Reading scores for Asian students who had zero absences in the last month were not measurably different from the scores for Asian students who were absent 1–2 days or 5–10 days, but were higher than those for Asian students who were absent 3–4 days or more than 10 days. The same pattern was observed for American Indian/Alaska Native students. Reading scores for students of Two or more races who had zero absences in the last month were higher than the scores for those who were absent 3–4 days or 5–10 days.

Reading achievement in 2015 can also be compared for students in different racial/ethnic groups who had similar numbers of absences in the last month. Asian 8th-graders who had zero absences in the last month scored higher in reading than 8th-graders from every other racial/ethnic group with zero absences. Conversely, Black 8th-grade students who had zero absences from school in the last month scored lower in reading than 8th-grade students from every other racial/ethnic group with zero absences. Among students who were absent more than 10 days, Asian and White students scored higher than Black and Hispanic students. Additionally, Asian students scored higher than American Indian/Alaska Native students.

Endnotes:

¹ DeSocio, J., VanCura, M., Nelson, L., Hewitt, G., Kitsman, H., and Cole, R. (2007). Engaging Truant Adolescents: Results From a Multifaceted Intervention Pilot. *Preventing School Failure*, 51(3): 3–9. Retrieved February 24, 2017, from <http://www.tandfonline.com/doi/abs/10.3200/PSFL.51.3.3-11>.

² Pacific Islander students who were absent more than 10 days are not included in this comparison because data were not available due to the small sample size.

Reference tables: *Digest of Education Statistics 2015*, table 227.50

Data sources: National Assessment of Educational Progress (NAEP)

Glossary: N/A

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Indicator 12

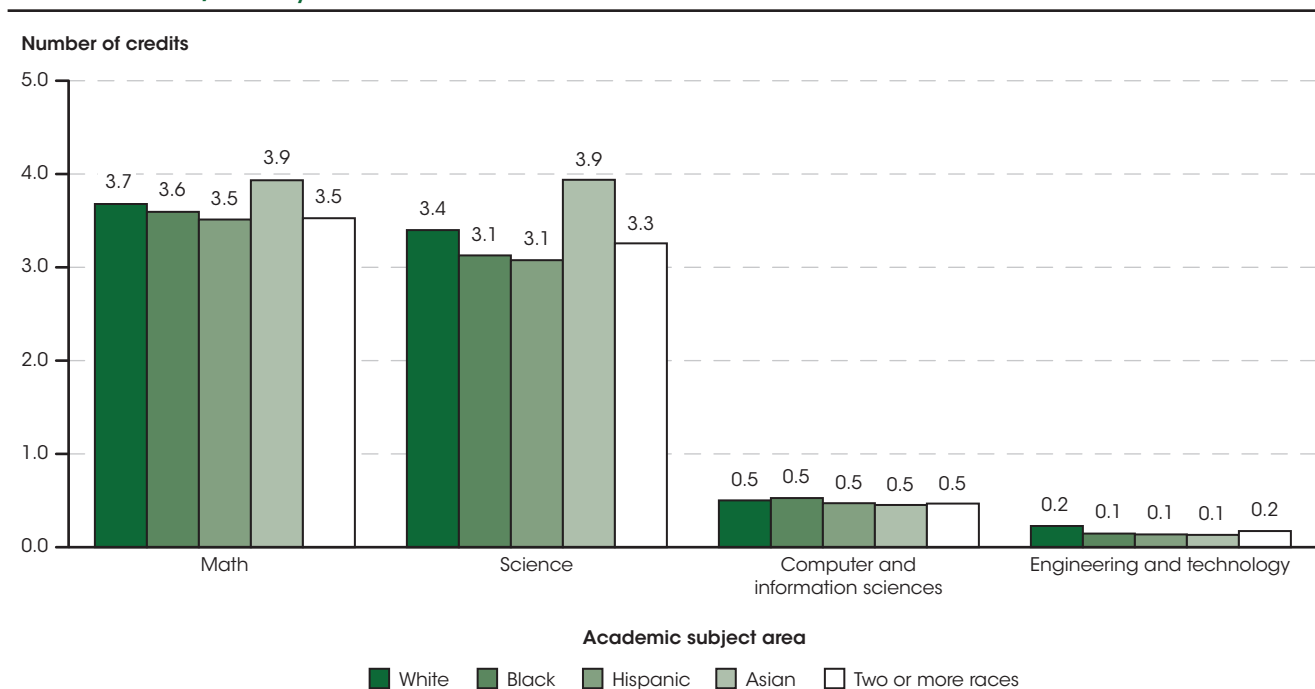
High School Coursetaking

A higher percentage of Asian students (45 percent) earned their highest math course credit in calculus than students of every other racial/ethnic group. The percentage earning their highest math course credit in calculus was also higher for White students (18 percent) than students of Two or more races (11 percent), Hispanic students (10 percent), and Black students (6 percent).

As part of the High School Longitudinal Study of 2009 (HLS:09), high school transcripts were obtained in 2013 from a nationally representative sample of both public and private school students who were 9th-graders in 2009. Transcript data provide an account of the high school courses in which students earned credits. One credit is the

equivalent of a year-long course of study. This indicator examines the average number of credits students earned in different academic subject areas by students' race/ethnicity. It also examines differences by students' race/ethnicity for the highest mathematics and science courses in which they earned credit.

Figure 12.1. Average high school credits earned by fall 2009 ninth-graders in STEM academic subject areas, by race/ethnicity: 2013



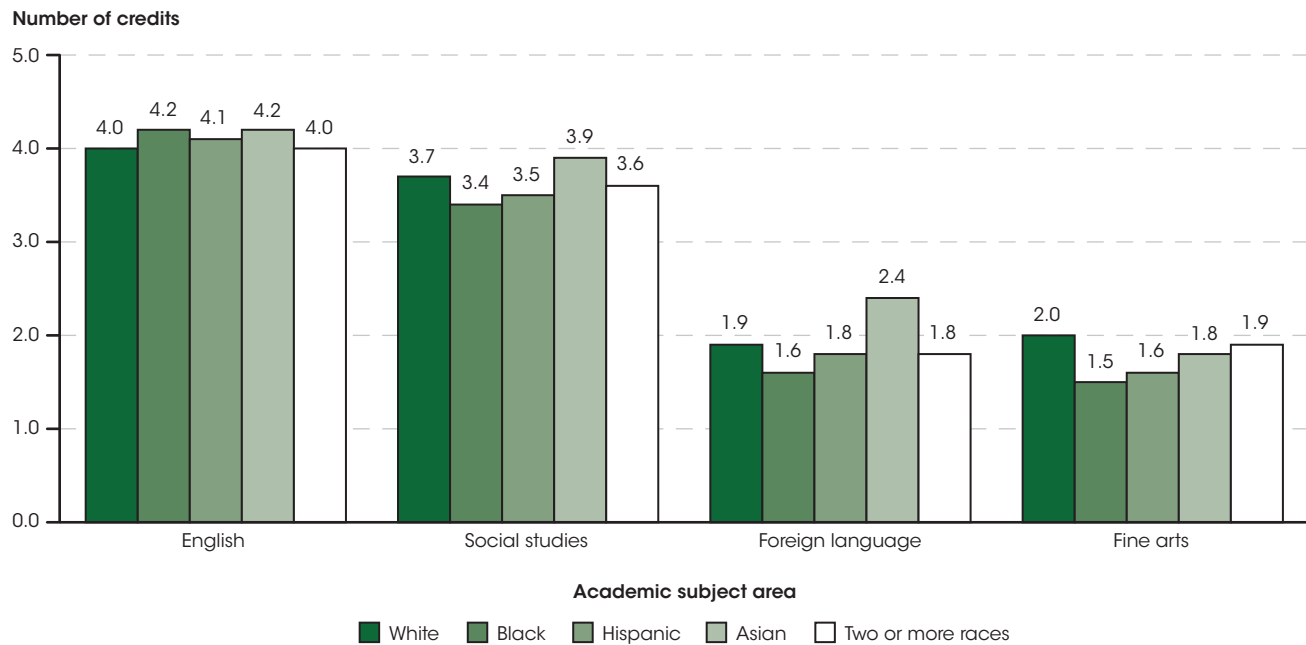
NOTE: Race categories exclude persons of Hispanic ethnicity. Estimates include ninth-graders who dropped out or did not obtain a high school credential by 2013. STEM refers to science, technology, engineering, and mathematics. Although rounded numbers are displayed, the figures are based on unrounded estimates.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HLS:09), First Follow-up and High School Transcript Study Public-Use File.

STEM-related courses include core coursework in math, science, computer and information sciences, as well as engineering and technology. Asian students earned more high school credits in math (3.9 credits) than students of every other racial/ethnic group.¹ Additionally, White students earned more credits (3.7 credits) than Hispanic students (3.5 credits) and students of Two or more races (3.5 credits). Asian students earned more credits in science

(3.9 credits) than White students (3.4 credits), and both Asian and White students earned more credits in science than students in any other racial/ethnic group. There were no measurable differences in the number of credits earned in computer and information sciences by racial/ethnic group. White students earned more credits in engineering and technology (0.2 credits) than students in any other racial/ethnic group.²

Figure 12.2. Average high school credits earned by fall 2009 ninth-graders in non-STEM academic subject areas, by race/ethnicity: 2013

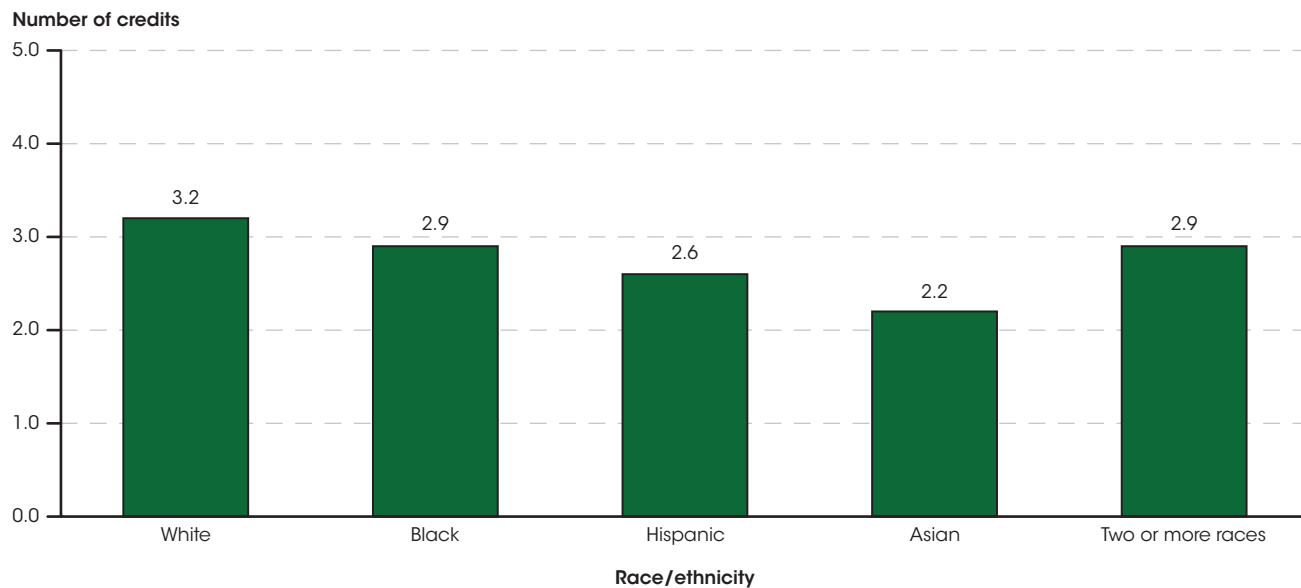


NOTE: Race categories exclude persons of Hispanic ethnicity. Estimates include ninth-graders who dropped out or did not obtain a high school credential by 2013. STEM refers to science, technology, engineering, and mathematics.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSL:09), First Follow-up and High School Transcript Study Public-Use File.

Non-STEM related coursework includes subjects such as English, social studies, foreign language, and fine arts. White students earned fewer credits in English (4.0 credits) than Asian (4.2 credits) and Hispanic students (4.1 credits). Asian students earned more credits in social studies (3.9 credits) than students of all other racial/ethnic groups. In addition, White students earned more credits in social studies (3.7 credits) than students of Two or more races (3.6 credits), Hispanic students (3.5 credits), and Black students (3.4 credits). Similarly, Asian students earned more credits in foreign

language (2.4 credits) than students of all other racial/ethnic groups. White students earned more credits in foreign language (1.9 credits) than Hispanic students (1.8 credits), and students in both groups earned more credits than Black students (1.6 credits). White students earned more credits in fine arts (2.0 credits) than Asian students (1.8 credits), and both groups earned more credits than Hispanic students (1.6 credits) and Black students (1.5 credits). Additionally, students of Two or more races earned more credits in fine arts (1.9 credits) than Hispanic students and Black students.

Figure 12.3. Average high school credits earned by fall 2009 ninth-graders in career and technical education (CTE), by race/ethnicity: 2013

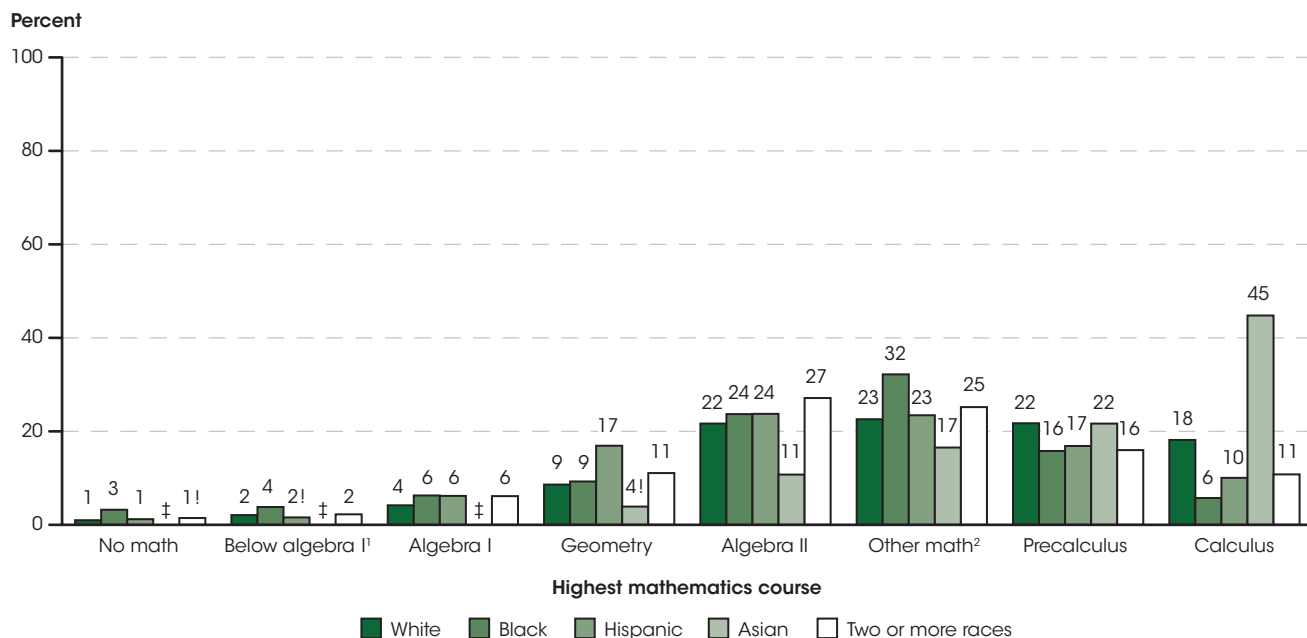


NOTE: Race categories exclude persons of Hispanic ethnicity. Estimates include ninth-graders who dropped out or did not obtain a high school credential by 2013.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSL:09), First Follow-up and High School Transcript Study Public-Use File.

Career and technical education (CTE) includes vocational education courses, as well as courses that teach general life or employment skills. White students earned more credits in CTE (3.2 credits) than students of Two or more races (2.9 credits), Hispanic students (2.6 credits), and

Asian students (2.2 credits). There were no measurable differences in the amount of CTE credits earned by White students and Black students (2.9 credits). Asian students also earned fewer CTE credits than students of Two or more races and Black students.

Figure 12.4. Percentage distribution of fall 2009 ninth-graders by highest mathematics course in which high school credit was earned, by race/ethnicity: 2013



¹ Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

² Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.

³ Includes basic math, applied math, other math such as history of math and mathematics-test preparation, and pre-algebra.

⁴ Includes integrated math, trigonometry, algebra III, probability and statistics, and noncalculus Advanced Placement (AP) or International Baccalaureate (IB) courses.

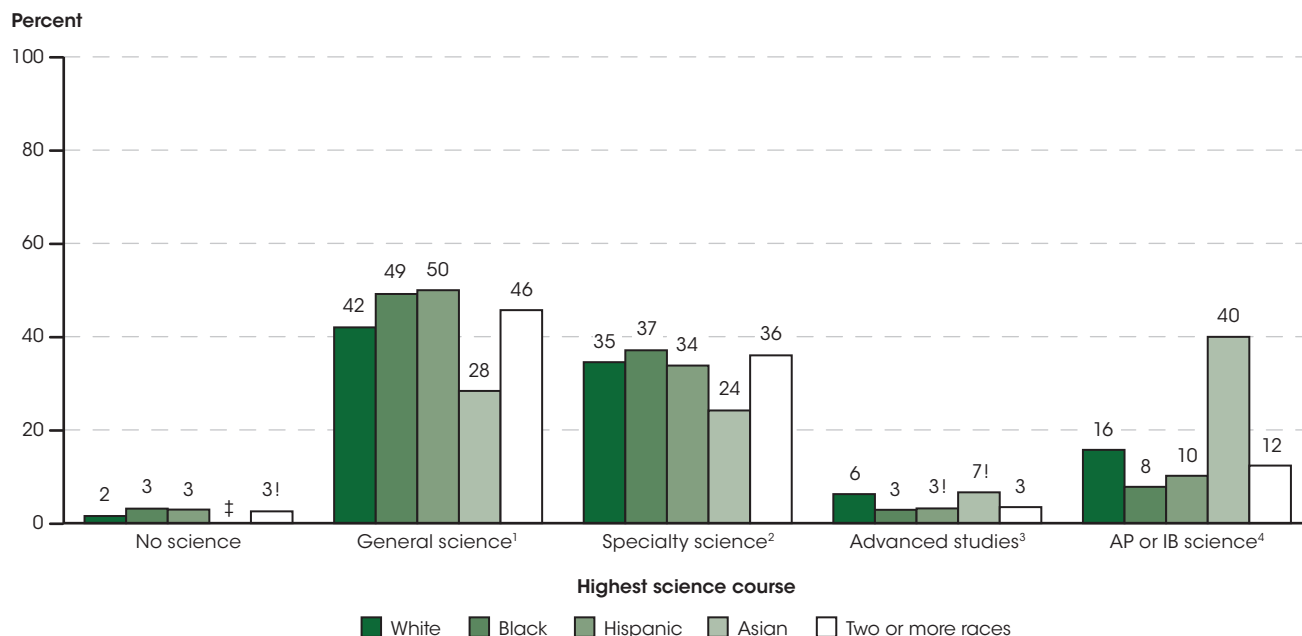
NOTE: Race categories exclude persons of Hispanic ethnicity. Estimates include ninth-graders who dropped out or did not obtain a high school credential by 2013. Details may not sum to 100 due to rounding. Although rounded numbers are displayed, the figures are based on unrounded estimates.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSL:09), First Follow-up and High School Transcript Study Public-Use File.

In addition to examining the average number of credits earned in a particular subject area, transcript data can provide information on the specific math courses (e.g., algebra I, geometry, calculus) that students took while in high school. Math courses were coded using a common classification system and students were placed into groups based on the most difficult, or highest, course in which a student earned credit. A higher percentage of Black students earned no credit in math courses in high school (3 percent) than Hispanic students (1 percent) and White students (1 percent). There were no measurable differences in the percentages of White, Black, and Hispanic students and students of Two or more races who earned their highest credit in a math course below algebra I. A similar pattern was evident for students whose highest math course was algebra I, except that the percentage of Hispanic students (6 percent) was higher than the percentage of White students (4 percent). The percentage of Hispanic students for whom geometry was their highest math course (17 percent) was higher than that for students of Two or more races (11 percent), Black students (9 percent), White students (9 percent), and Asian students (4 percent).

The percentage of students whose highest math course was algebra II was lower for Asian students (11 percent) than students of all other racial/ethnic groups. The percentage of students who earned their highest math course credit in some other math course was higher for Black students (32 percent) than students of all other racial/ethnic groups. A higher percentage of White students earned their highest math credit in precalculus (22 percent) than Hispanic students (17 percent), students of Two or more races (16 percent), and Black students (16 percent). The percentage was also higher for Asian students (22 percent) than students of Two or more races and Black students. A higher percentage of Asian students (45 percent) earned their highest math course credit in calculus than students of all other racial/ethnic groups. The percentage earning their highest math course credit in calculus was also higher for White students (18 percent) than students of Two or more races (11 percent), Hispanic students (10 percent), and Black students (6 percent), and lower for Black students than students of Two or more races and Hispanic students.

Figure 12.5. Percentage distribution of fall 2009 ninth-graders by highest science course in which high school credit was earned, by race/ethnicity: 2013



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

‡ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.

¹ Includes earth science; general life or physical science; first-year biology, chemistry, and physics; integrated and unified science; and general science courses such as origins of science and scientific research and design.

² Includes courses such as geology, botany, zoology, and independent studies in biology, chemistry, and physics.

³ Includes advanced studies in biology, chemistry, and physics.

⁴ Includes Advanced Placement (AP) or International Baccalaureate (IB) courses (except IB Middle Years Program courses).

NOTE: Race categories exclude persons of Hispanic ethnicity. Estimates include ninth-graders who dropped out or did not obtain a high school credential by 2013. Detail may not sum to 100 due to rounding. Although rounded numbers are displayed, the figures are based on unrounded estimates.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSL:09), First Follow-up and High School Transcript Study Public-Use File.

Science courses were also coded using a common classification system and students were placed into groups based on the most difficult, or highest, course in which a student earned credit. A higher percentage of Black students (3 percent) and Hispanic students (3 percent) earned no credit in science courses in high school than White students (2 percent). A lower percentage of Asian students (28 percent) earned their highest science course credit in general science than students of all other racial/ethnic groups. The percentage was also lower for White students (42 percent) than Hispanic students (50 percent) and Black students (49 percent). A lower percentage of Asian students (24 percent) earned their highest science credit in specialty science than students of every other

racial/ethnic group. A higher percentage of White students (6 percent) earned their highest science credit in advanced studies than students of Two or more races (3 percent), Hispanic students (3 percent), and Black students (3 percent). The percentage of Asian students (40 percent) who earned their highest science credit in Advanced Placement (AP) or International Baccalaureate (IB) science was higher than the percentage of White students (16 percent), and both these percentages were higher than the percentages of every other racial/ethnic group. Additionally, a higher percentage of students of Two or more races (12 percent) than Black students (8 percent) earned credit in AP or IB science as their highest science course.

Endnotes:

¹ The racial/ethnic groups included in this indicator are White, Black, Hispanic, Asian, and Two or more races. Due to the large number of possible comparisons between groups, only statistically significant differences are discussed.

² Due to rounding, statistically significant differences may not always be apparent.

Reference tables: *High School Longitudinal Study of 2009 (HSL:09): 2013 Update and High School Transcript Study: A First Look at Fall 2009 Ninth-Graders in 2013*, tables 2, 3, 4, and 6

Data sources: High School Longitudinal Study of 2009 (HSL:09)

Glossary: Career/technical education (CTE), Transcript

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Indicator 13

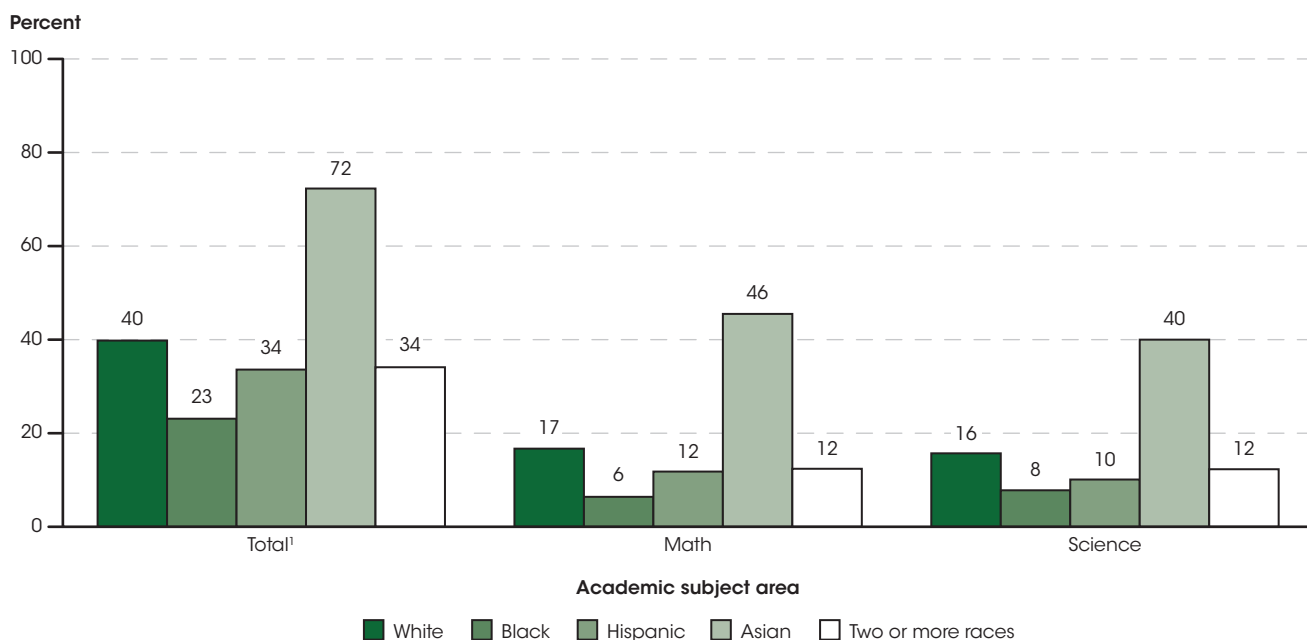
Advanced Placement and International Baccalaureate Coursetaking

The percentage of high school students earning any Advanced Placement/International Baccalaureate credits was higher for Asian students (72 percent) than for White students (40 percent), and the percentages for Asian and White students were higher than the percentages for students in all other racial/ethnic groups.

As part of the High School Longitudinal Study of 2009 (HSL:09), high school transcripts were obtained in 2013 from a nationally representative sample of students who were 9th-graders in 2009. Transcripts included information about the number of credits earned in Advanced Placement (AP) and International Baccalaureate (IB) courses. One credit is the equivalent of a year-long

course of study in high school, and students who take AP and IB courses in high school are eligible to earn college credit for those courses. This indicator examines the average number of credits earned in AP/IB courses as well as the percentage of students who earned any credits in AP/IB courses by race/ethnicity.

Figure 13.1. Percentage of fall 2009 ninth-graders earning any credit in Advanced Placement (AP) or International Baccalaureate (IB) courses, by academic subject area and race/ethnicity: 2013



¹ Includes all subjects (not only math and science).

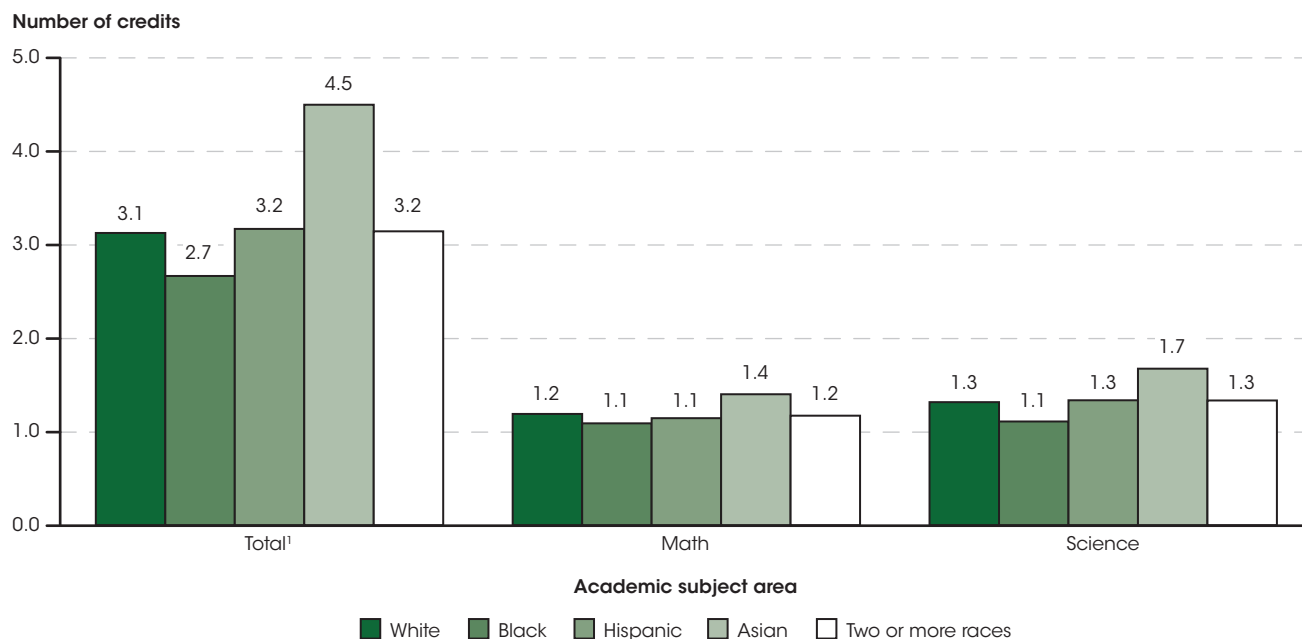
NOTE: Race categories exclude persons of Hispanic ethnicity. IB Middle Years Program courses are not included. Estimates include ninth-graders who dropped out or did not obtain a high school credential by 2013.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSL:09), First Follow-up and High School Transcript Study Public-Use File. See *HSL:09 2013 Update and High School Transcript Study: A First Look at Fall 2009 Ninth-Graders in 2013*, table 8.

The percentage of students earning any AP/IB credits was higher for Asian students (72 percent) than for White students (40 percent), and the percentages for Asian and White students were higher than the percentages for students in all other racial/ethnic groups.¹ In contrast, the percentage of students earning any AP/IB credits was

lowest for Black students (23 percent). The same patterns emerged for the percentage of students earning any AP/IB credits in math and science with one exception: there was no measurable difference between the percentages of Black and Hispanic students who earned any AP/IB credits in science.

Figure 13.2. Average high school credits earned by fall 2009 ninth-graders in Advanced Placement (AP) or International Baccalaureate (IB) courses for students who earned any AP/IB credits, by academic subject area and race/ethnicity: 2013



¹ Includes all subjects (not only math and science).
 NOTE: Race categories exclude persons of Hispanic ethnicity. IB Middle Years Program courses are not included. Estimates include ninth-graders who dropped out or did not obtain a high school credential by 2013. Although rounded numbers are displayed, the figures are based on unrounded estimates.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSL:09), First Follow-up and High School Transcript Study Public-Use File. See *HSL:09 2013 Update and High School Transcript Study: A First Look at Fall 2009 Ninth-Graders in 2013*, table 8.

There were some racial/ethnic differences in the numbers of AP/IB credits earned. Among students who earned any AP/IB credits in high school, the average number of AP/IB course credits earned by Asian students (4.5 credits) was higher than the averages for students of all other racial/ethnic groups. Additionally, White students earned

a higher number of total AP/IB credits (3.1 credits) than did Black students (2.7 credits). The same pattern emerged when examining AP/IB credits earned in math. The average number of AP/IB credits earned in science was highest for Asian students (1.7 credits) and lowest for Black students (1.1 credits).

Endnotes:

¹ The racial/ethnic groups included in this indicator are White, Black, Hispanic, Asian, and Two or more races. Due to the large number of possible comparisons between groups, only statistically significant differences are discussed.

Reference tables: *High School Longitudinal Study of 2009 (HSL:09): 2013 Update and High School Transcript Study: A First Look at Fall 2009 Ninth-Graders in 2013*, table 8

Data sources: High School Longitudinal Study of 2009 (HSL:09)

Glossary: Advanced Placement (AP), International Baccalaureate (IB)

This chapter looks at measures of student behavior and persistence. *Indicator 14* examines rates of retention, suspension, and expulsion. In 2015, higher percentages of Black students (3.0 percent) and Hispanic students (2.9 percent) than of White students (1.8 percent) were retained in the same grade as the prior school year. In 2011–12, about 6.4 percent of students received out-of-school suspensions. A higher percentage of Black students (15.4 percent) received out-of-school suspensions in 2011–12 than of students from any other racial/ethnic group. Additionally, higher percentages of Black students (0.5 percent) and American Indian/Alaska Native students (0.4 percent) were expelled than of students from any other racial/ethnic group.

Indicator 15 provides information on safety at school, such as how often students reported being threatened or injured with a weapon on school property or how often they had been offered illegal drugs. Experiences differed by race/ethnicity. For example, in 2013, the percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property during the previous 12 months was higher for American Indian/Alaska Native (18 percent) and Hispanic students (8 percent) than for White (6 percent) and Asian students (5 percent).

Indicators 16 and *17* discuss high school status dropout rates and completion rates. Between 1990 and 2015, the percentage of 16- to 24-year-olds who were high school status dropouts—meaning that they were not enrolled in school and had not earned a high school credential—decreased from 12 percent to 6 percent (*Indicator 16*). The status dropout rate in 2014 was lower for individuals who were Asian (3 percent), White (4 percent), and of Two or more races (5 percent) than for individuals who were Black (8 percent), Hispanic (11 percent), and American Indian/Alaska Native (12 percent). The status completion rate measures the percentage of 18- to 24-year-old young adults who hold a high school diploma or an alternative credential. In 2015, approximately 26.2 million young adults (93 percent) had earned a high school diploma or alternative credential (*Indicator 17*). The Asian status completion rate (97 percent) was higher than the White rate (95 percent), and the rates for both groups were higher than the rates for Black (92 percent), Hispanic (88 percent), and American Indian/Alaska Native (82 percent) young adults.

Chapter 4. Student Behaviors and Persistence

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Indicator 14

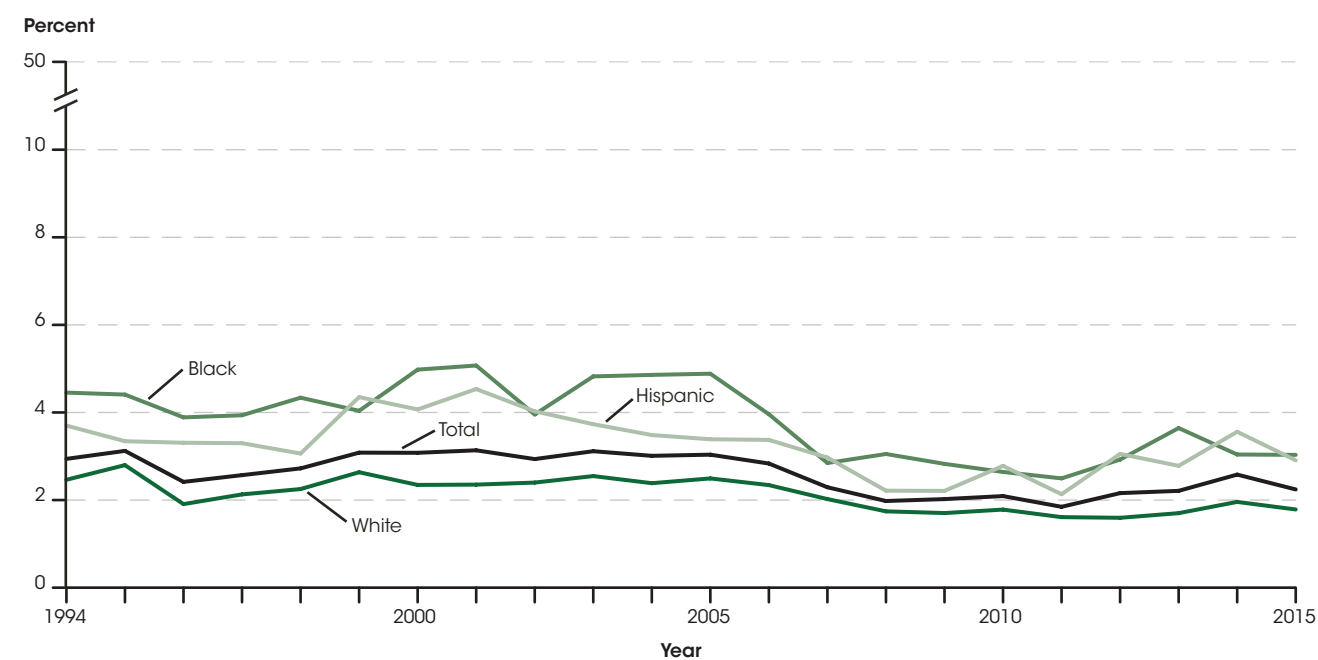
Retention, Suspension, and Expulsion

Between 1994 and 2015, the total percentage of students retained in a grade decreased (from 2.9 to 2.2 percent). The decrease in retentions from 1994 to 2015 was also evident for White students (from 2.5 to 1.8 percent).

Retention in grade, suspension, and expulsion have all been associated with negative outcomes, such as an increased risk of dropping out of school.¹ Students may be retained in a grade if they lack the required academic or social skills to advance to the next grade. Grade retention can happen at any school level. The October version of the Current Population Survey asks parents to report on

different aspects of their child's enrollment in school, including the grade in which their child is currently enrolled and the grade in which their child was enrolled in October of the prior school year. Retained students are considered those who remain in the same grade from one school year to the next. Retention rates include K–12 students in public and private schools.

Figure 14.1. Percentage of elementary and secondary school students retained in grade, by race/ethnicity: October 1994 through October 2015

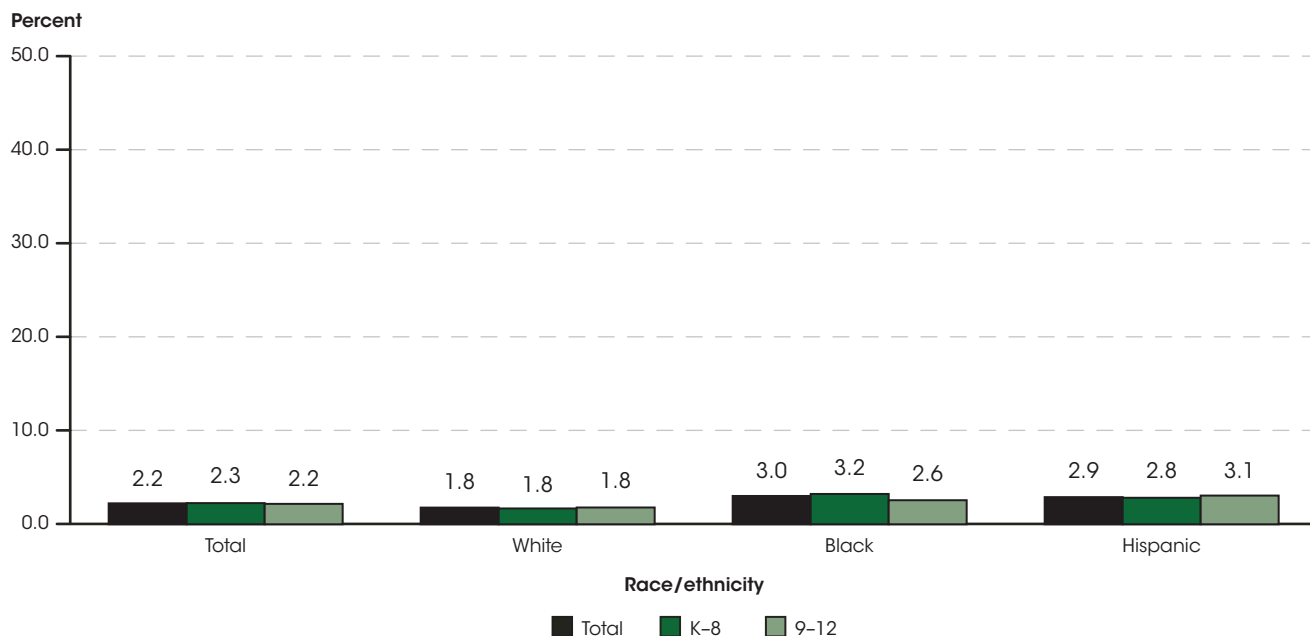


NOTE: Data are as of October of each year. Excludes students who were reported as being in a higher grade the previous year than the given year. Race categories exclude persons of Hispanic ethnicity. Totals include other racial/ethnic categories not separately shown. SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey, October, 1994 through 2015. See *Digest of Education Statistics 2016* table 225.90.

In October 2015, about 2.2 percent of students in kindergarten through grade 12 were retained in the same grade in which they had been enrolled in the prior school year. This percentage was not measurably different from the percentage of students retained in grade in 2014. Between 1994 and 2015, the total percentage of students

retained decreased (from 2.9 to 2.2 percent). The decrease in retentions from 1994 to 2015 was also evident for White students (from 2.5 to 1.8 percent).² For most years between 1994 and 2015, higher percentages of Black and Hispanic students than of White students were retained.

Figure 14.2. Percentage of elementary and secondary school students retained in grade, by race/ethnicity and grade level: October 2015



NOTE: Data are as of October of the survey year. Excludes students who were reported as being in a higher grade the previous year than the given year. Race categories exclude persons of Hispanic ethnicity. Totals include other racial/ethnic categories not separately shown. Although rounded numbers are displayed, the figures are based on unrounded estimates.
 SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey, October, 2015. See *Digest of Education Statistics 2016*, table 225.90.

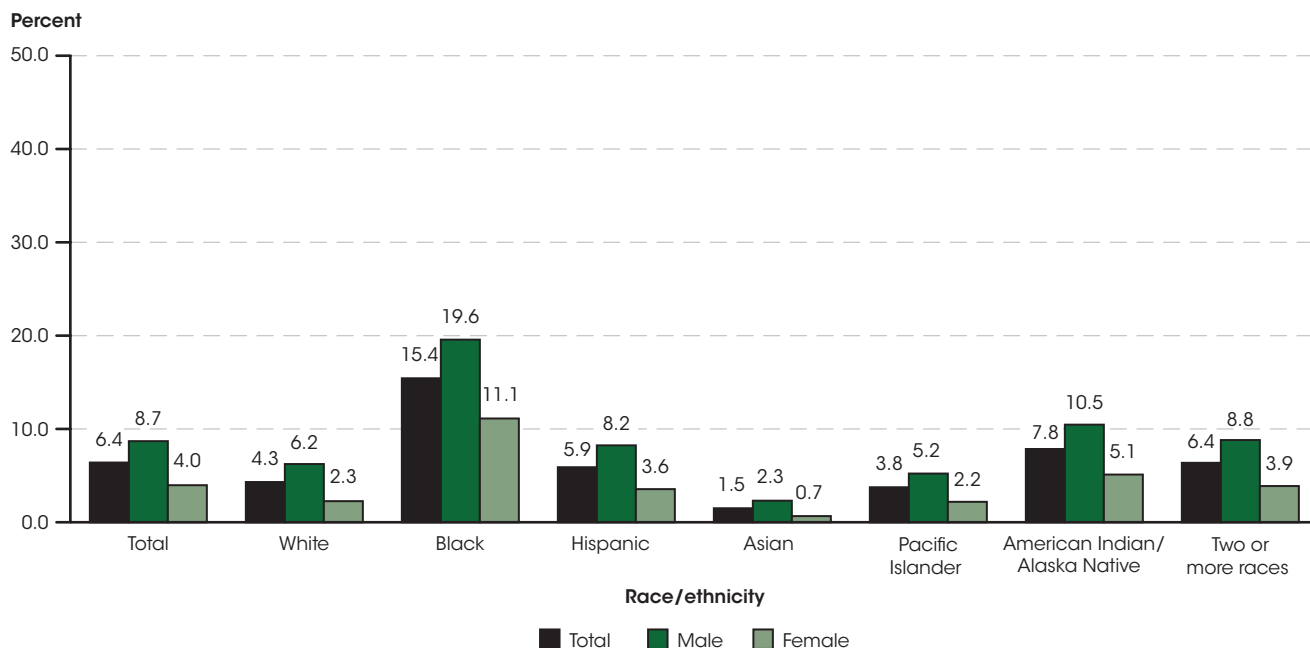
Higher overall percentages of Black students (3.0 percent) and Hispanic students (2.9 percent) than of White students (1.8 percent) were retained in 2015 in kindergarten through 12th-grade. For those in kindergarten through grade 8, a higher percentage of Hispanic students (2.8 percent) than of White students (1.8 percent) were retained, but there was no measurable difference between the percentages of Black and White students retained. Similarly, 9th- through

12th-grade Hispanic students were retained at a higher rate (3.1 percent) than White 9th- through 12th-graders (1.8 percent), and there was no measurable difference between the retention rates of Black and White students in this grade span. Within each racial/ethnic group, there was no measurable difference between the percentage of kindergarten through 8th-grade students who were retained and the percentage of 9th- through 12th-grade students who were retained.

Students may be suspended (temporarily removed from regular school activities in or out of school) or expelled (permanently removed from school with no services) due to behavior problems. The Civil Rights Data Collection provides data on the number of public school students

who were disciplined during the 2011–12 school year by the type of action taken (e.g., suspension, expulsion). The remainder of this indicator discusses the percentages of public school students who were suspended or expelled, by race/ethnicity.

Figure 14.3. Percentage of public school students who received out-of-school suspensions, by race/ethnicity and sex: 2011–12



NOTE: Data by race/ethnicity exclude data for students with disabilities served only under Section 504 (not receiving services under IDEA). The percentage of students receiving a disciplinary action is calculated by dividing the cumulative number of students receiving that type of disciplinary action for the entire 2011–12 school year by the student enrollment based on a count of students taken on a single day between September 27 and December 31. Race categories exclude persons of Hispanic ethnicity. SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, “2011–12 Discipline Estimations by State” and “2011–12 Estimations for Enrollment.” See *Digest of Education Statistics 2015*, table 233.28.

In 2011–12, about 3.2 million public school students (6.4 percent of public school students) received out-of-school suspensions. A higher percentage of Black students than of students from any other racial/ethnic group received an out-of-school suspension (15.4 percent). In contrast, a lower percentage of Asian students (1.5 percent) than of students from any other racial/ethnic group received an out-of-school suspension. A higher percentage of male students (8.7 percent) than of female students (4.0 percent) received an out-of-school suspension. This pattern of higher percentages of male than female students receiving out-of-school suspensions held across all racial/ethnic groups. In addition, the percentage of Black male students receiving out-of-school suspensions (19.6 percent) was nearly twice the percentage of American Indian/Alaska Native males receiving them (10.5 percent) and more than twice the percentage of males from any other racial/ethnic group receiving them. Similarly, the percentage of Black female students receiving out-of-school suspensions (11.1 percent) was more than twice the

percentage of any female racial/ethnic group examined—the group receiving the next highest percentage of suspensions was American Indian/Alaska Native females (5.1 percent).

About 0.2 percent of students were expelled in 2011–12, totaling about 111,000 students. The percentages expelled for Black students (0.5 percent) and American Indian/Alaska Native students (0.4 percent) were higher than the percentages for students of any other racial/ethnic group. For students in the other racial/ethnic groups, the percentages expelled were 0.2 percent each for students of Two or more races, Hispanic students, and White students; 0.1 percent for Pacific Islander students; and 0.05 percent for Asian students. As with the percentages of students who were suspended, a higher percentage of male (0.3 percent) than female (0.1 percent) students overall were expelled, and the percentages of students expelled were also higher for males than for females within each racial/ethnic group.

Endnotes:

¹ Jimerson, S.R., Anderson, G.E., and Whipple, A.D. (2002). Winning the Battle and Losing the War: Examining the Relation Between Grade Retention and Dropping Out of High School. *Psychology in the Schools*, 39(4): 441–457. Retrieved February 24, 2017, from <http://onlinelibrary.wiley.com/doi/10.1002/pits.10046/abstract>; Stearns, E., and Glennie, E.J. (2006). When and Why Dropouts Leave

High School. *Youth & Society*, 38(1): 29–57. Retrieved February 24, 2017, from <http://journals.sagepub.com/doi/abs/10.1177/0044118X05282764>.

² Retention data are only available for White, Black, and Hispanic students. There are too few cases to conduct reliable analyses for students of other racial/ethnic groups.

Reference tables: *Digest of Education Statistics 2016*, table 225.90; *Digest of Education Statistics 2015*, tables 233.27 and 233.28

Data sources: Current Population Survey (CPS) and National Household Education Surveys Program (NHES)

Glossary: Expulsion, Retention in grade, Suspension

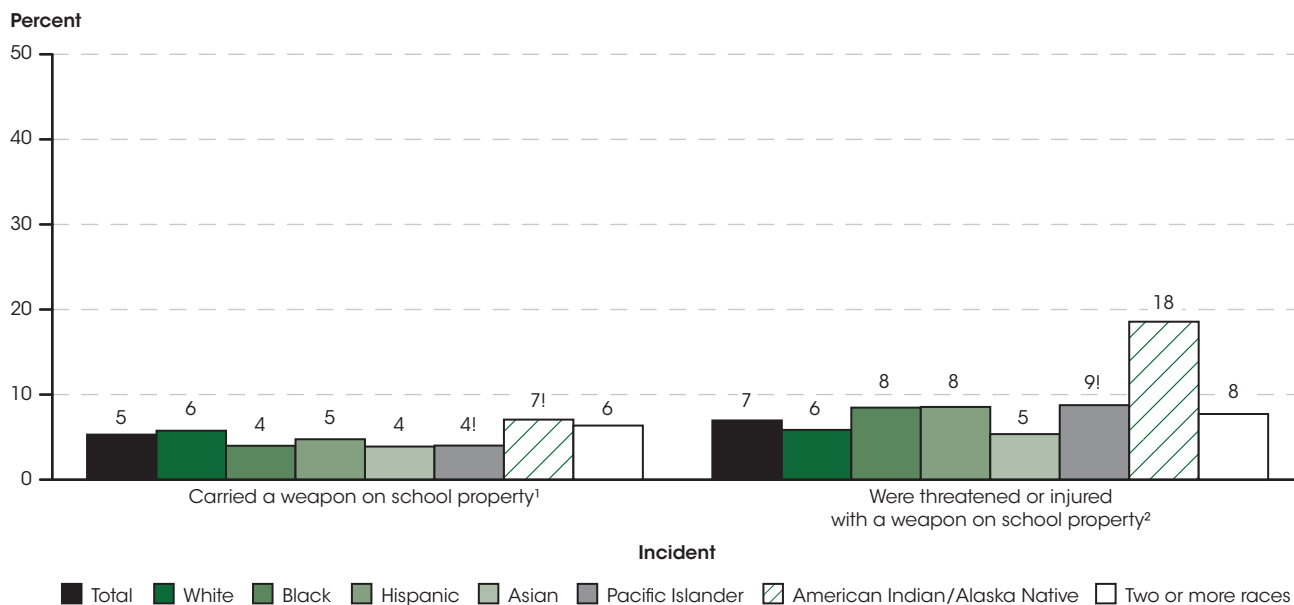
Safety at School

In 2013, the percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property during the previous 12 months was higher for American Indian/Alaska Native (18 percent) and Hispanic students (8 percent) than for White (6 percent) and Asian students (5 percent).

The Youth Risk Behavior Survey (YRBS) and the School Crime Supplement (SCS) to the National Crime Victimization Survey collect information on students' safety at school by asking a series of questions on their experiences at school. Specifically, the 2013 YRBS asked students in grades 9–12 whether they had carried a weapon such as a gun, knife, or club on school property¹ during the previous 30 days; whether they had been threatened or injured with a weapon on school property during the previous 12 months; and whether they had

been in a physical fight on school property during the previous 12 months. Students were also asked whether someone had offered, sold, or given them an illegal drug on school property during the previous 12 months. The 2013 SCS asked students ages 12–18 about the presence of gangs² at their school,³ how often⁴ they had been afraid of attack or harm at school or on the way to and from school, and whether they had avoided one or more places in school⁵ because of fear of attack or harm during the school year.

Figure 15.1. Percentage of students in grades 9–12 who reported carrying a weapon on school property at least 1 day during the previous 30 days or being threatened or injured with a weapon on school property during the previous 12 months, by race/ethnicity: 2013



¹ Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

² Respondents were asked about carrying "a weapon such as a gun, knife, or club" at least 1 day during the previous 30 days.

³ Respondents were asked about being threatened or injured "with a weapon such as a gun, knife, or club on school property" during the previous 12 months.

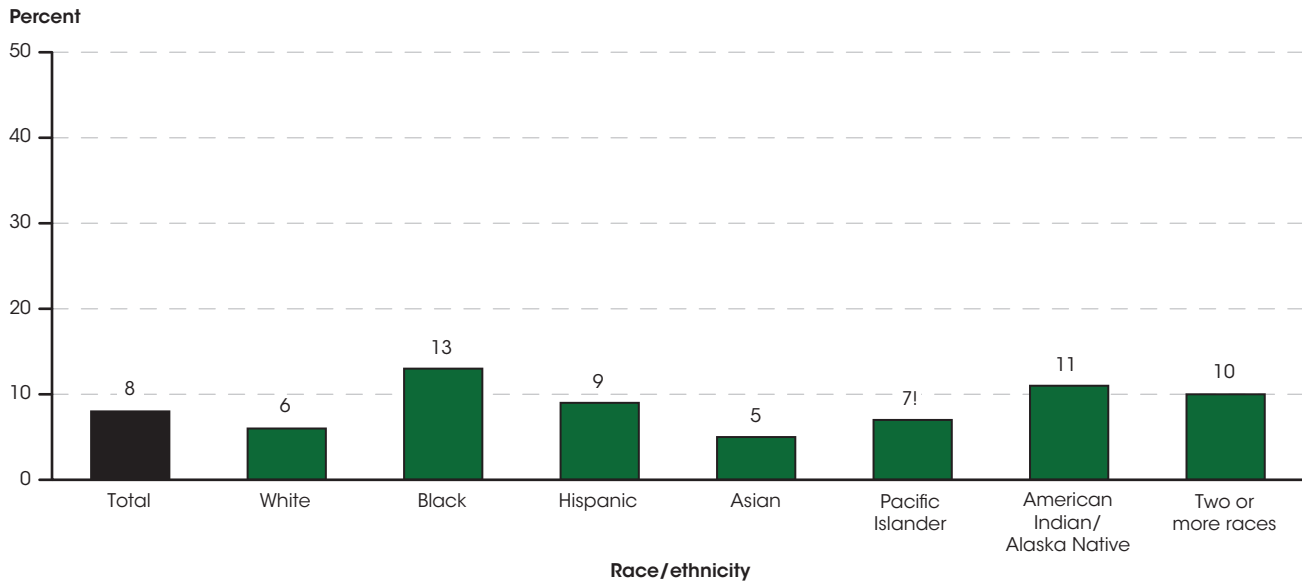
NOTE: "On school property" was not defined for respondents. Race categories exclude persons of Hispanic ethnicity. Although rounded numbers are displayed, the figures are based on unrounded estimates.

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2013. See *Digest of Education Statistics 2014*, tables 228.40 and 231.40.

In 2013, about 5 percent of students in grades 9–12 reported carrying a weapon such as a gun, knife, or club on school property during the previous 30 days, and a higher percentage of White students (6 percent) than of Black students (4 percent) reported doing so. In the same year, 7 percent of students in grades 9–12 reported being threatened or injured with a weapon on school property

during the previous 12 months. Higher percentages of American Indian/Alaska Native (18 percent) and Hispanic students (8 percent) than of White (6 percent) and Asian students (5 percent) reported being threatened or injured with a weapon on school property during the previous 12 months, and the percentage was higher for Black students (8 percent) than for White students.

Figure 15.2. Percentage of students in grades 9–12 who reported having been in a physical fight on school property at least one time during the previous 12 months, by race/ethnicity: 2013



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

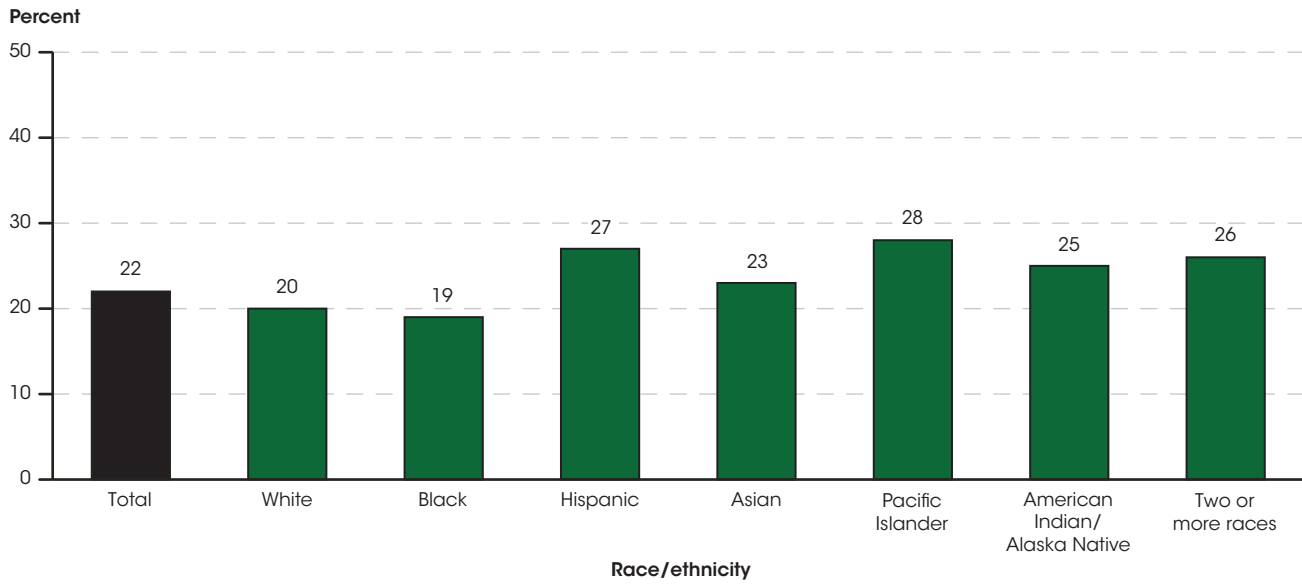
NOTE: "On school property" was not defined for respondents. Race categories exclude persons of Hispanic ethnicity.

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2013. See *Digest of Education Statistics 2014*, table 231.10.

In 2013, about 8 percent of students in grades 9–12 reported that they had been in a physical fight on school property during the previous 12 months. A higher percentage of Black students (13 percent) than of students of Two or more races (10 percent), Hispanic students (9 percent), Pacific Islander students (7 percent), White students (6 percent), and Asian students (5 percent)

reported being in a physical fight on school property. In addition, the percentages reporting that they had been in a physical fight on school property during the previous 12 months were higher for students of Two or more races and Hispanic students than for White students and Asian students.

Figure 15.3. Percentage of students in grades 9–12 who reported that illegal drugs were made available to them on school property during the previous 12 months, by race/ethnicity: 2013

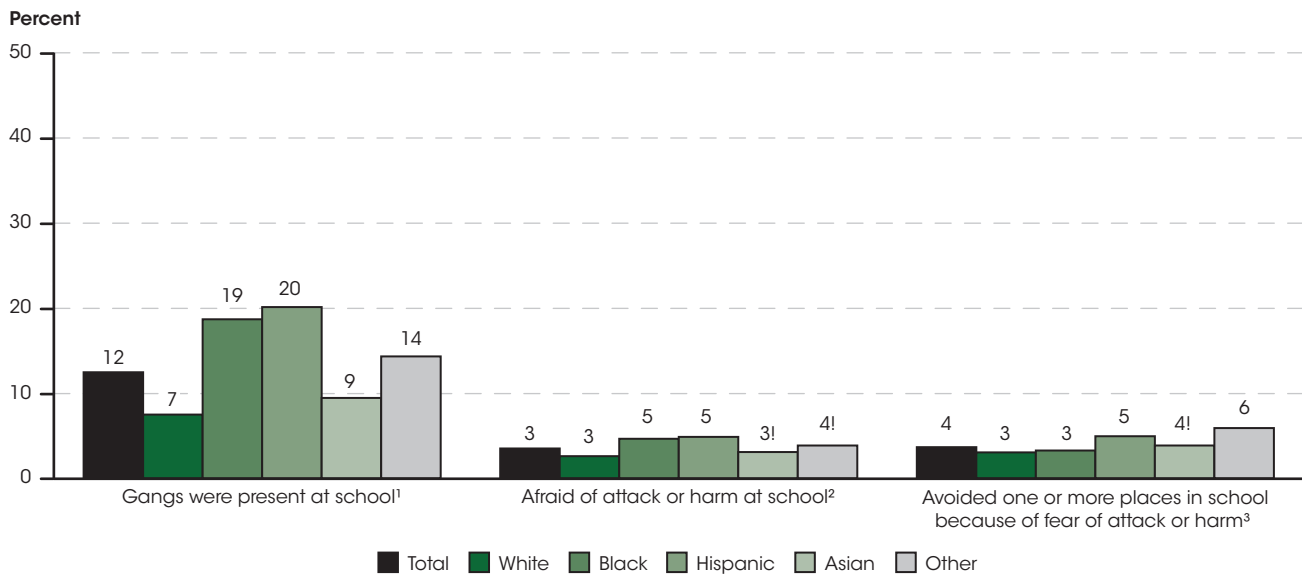


NOTE: "On school property" was not defined for respondents. Race categories exclude persons of Hispanic ethnicity.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2013. See *Digest of Education Statistics 2014*, table 232.70.

Approximately 22 percent of students in grades 9–12 reported in 2013 that illegal drugs were offered, sold, or given to them on school property during the previous 12 months. Higher percentages of Hispanic students (27 percent) and students of Two or more races (26 percent) than of White students (20 percent) and

Black students (19 percent) reported that illegal drugs were made available to them on school property. Also, a higher percentage of Pacific Islander students (28 percent) than of Black students reported that illegal drugs were made available to them on school property.

Figure 15.4. Percentage of students ages 12–18 who reported gang presence at school, fear of attack or harm at school, or avoidance of one or more places in school because of fear of attack or harm during the school year, by race/ethnicity: 2013



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

¹ All gangs, whether or not they are involved in violent or illegal activity, are included.

² Students were asked if they "never," "almost never," "sometimes," or "most of the time" feared that someone would attack or harm them at school. Students responding "sometimes" or "most of the time" were considered fearful.

³ Students were asked whether they avoided places because they thought that someone might attack or harm them.

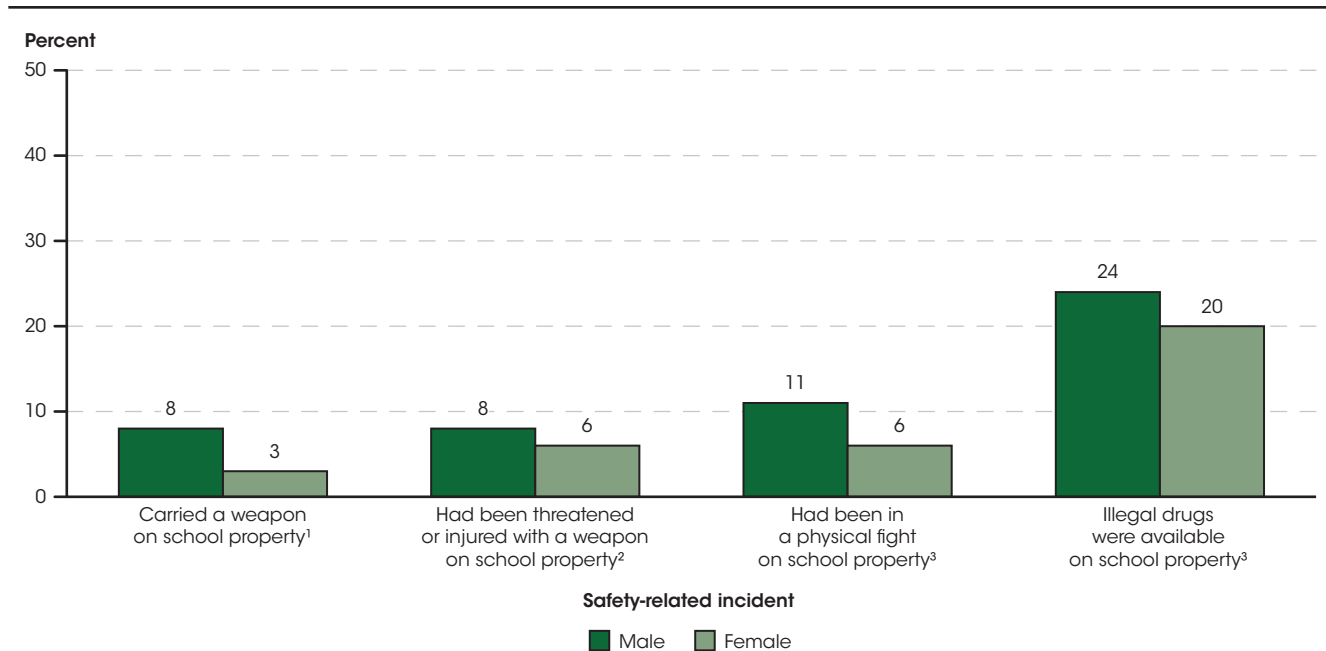
NOTE: "At school" includes in the school building, on school property, on a school bus, and going to and from school. Race categories exclude persons of Hispanic ethnicity. "Other" includes American Indians/Alaska Natives, Pacific Islanders, and persons of Two or more races. Although rounded numbers are displayed, the figures are based on unrounded estimates.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2013. See *Digest of Education Statistics 2014*, tables 230.20, 230.70, and 230.80.

According to data collected in the 2013 SCS, about 12 percent of students ages 12–18 reported that gangs were present at their school during the school year. The percentages of students who reported the presence of gangs at their school were higher for Hispanic (20 percent) and Black students (19 percent) than for Asian (9 percent) and White students (7 percent). About 3 percent of students ages 12–18 reported in 2013 that they had been afraid of attack or harm at school during the school year,

with higher percentages of Black and Hispanic students (5 percent each) than of White students (3 percent) reporting this concern. In addition, approximately 4 percent of students ages 12–18 reported in 2013 that they avoided one or more places in school because of fear of attack or harm during the school year, with a higher percentage of Hispanic students (5 percent) than of White students (3 percent) reporting doing so.

Figure 15.5. Percentage of students in grades 9–12 who reported selected safety-related incidents at school, by sex: 2013



¹ Respondents were asked about carrying “a weapon such as a gun, knife, or club” during the previous 30 days.

² Respondents were asked about being threatened or injured “with a weapon such as a gun, knife, or club on school property” during the previous 12 months.

³ During the previous 12 months.

NOTE: “On school property” was not defined for respondents.

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2013. See *Digest of Education Statistics 2014*, tables 228.40, 231.10, 231.40, and 232.70.

Students’ reports of safety at school can also be analyzed separately for males and females. In 2013, higher percentages of male than female students in grades 9–12 reported carrying a weapon on school property during the previous 30 days (8 vs. 3 percent); being threatened or injured with a weapon on school property during the previous 12 months (8 vs. 6 percent); being in a physical fight on school property during the previous 12 months

(11 vs. 6 percent); and being offered, sold, or given illegal drugs on school property during the previous 12 months (24 vs. 20 percent). However, there were no measurable differences between the percentages of male and female students ages 12–18 who reported a gang presence at their school, being afraid of attack or harm at school, or avoiding one or more places in school because of fear of attack or harm during the school year.

Endnotes:

¹ “On school property” was not defined for respondents.

² All gangs, whether or not they are involved in violent or illegal activity, are included.

³ “At school” includes in the school building, on school property, on a school bus, and going to and from school.

⁴ Students were asked if they “never,” “almost never,” “sometimes,” or “most of the time” feared that someone

would attack or harm them at school. Students responding “sometimes” or “most of the time” were considered fearful.

⁵ “Avoiding one or more places in school” includes student reports of five activities: avoiding the entrance, any hallways or stairs, parts of the cafeteria, restrooms, and other places inside the school building.

Reference tables: *Digest of Education Statistics 2014*, tables 228.40, 230.20, 230.70, 230.80, 231.10, 231.40, and 232.70

Glossary: N/A

Data sources: Youth Risk Behavior Surveillance System (YRBSS) and School Crime Supplement (SCS) to the National Crime Victimization Survey

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Indicator 16

High School Status Dropout Rates

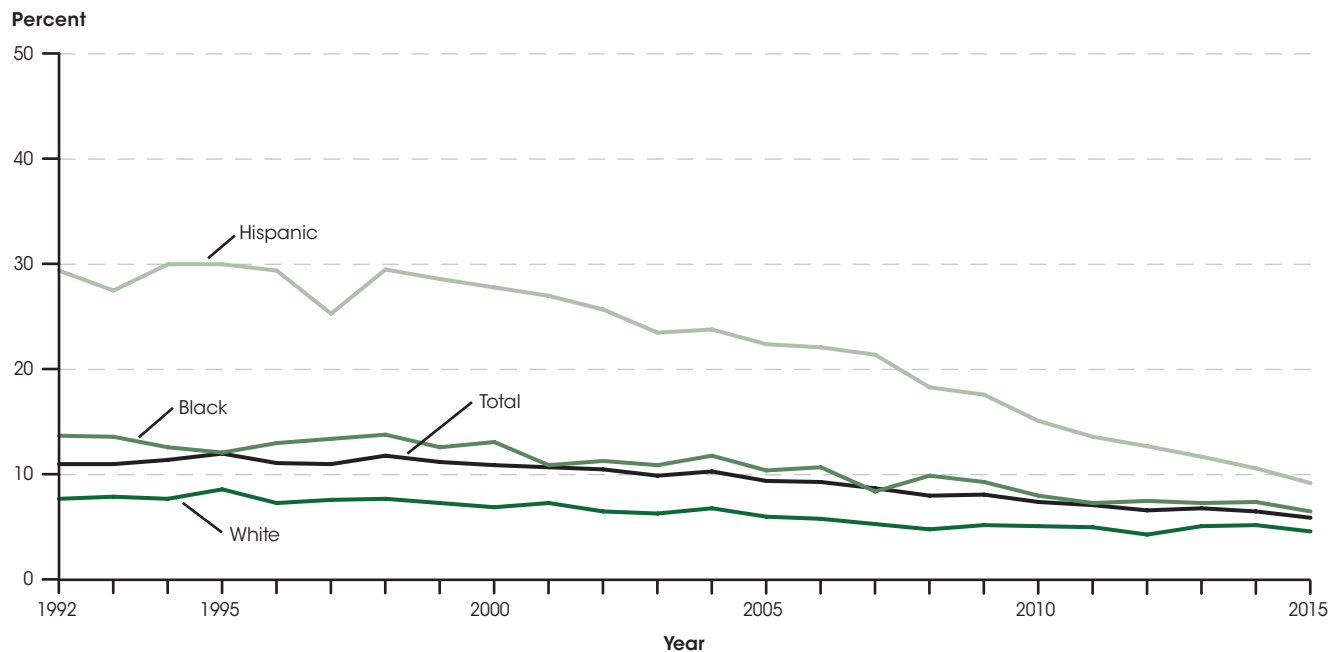
From 1992 to 2015, the Hispanic status dropout rate decreased from 29 to 9 percent, while the Black rate decreased from 14 to 6 percent, and the White rate decreased from 8 to 5 percent. Nevertheless, the Hispanic status dropout rate in 2015 remained higher than the Black and White rates.

Status dropouts are no longer attending school (public or private) and do not have a high school level of educational attainment. The *status dropout rate* measures the percentage of 16- to 24-year-olds in the United States¹ who are not enrolled in school and have not earned a high school credential.² In this indicator, status dropout rates are estimated using both the Current Population Survey (CPS) and the American Community Survey (ACS). CPS data have been collected annually for decades, allowing for the analysis of detailed long-term trends, or changes over time, for the civilian, noninstitutionalized population. ACS data for recent years cover individuals living in households and noninstitutionalized group quarters (such as college

or military housing), and can provide detail on smaller demographic groups.

Data from the CPS show that in 2015, approximately 2.3 million 16- to 24-year-olds were not enrolled in high school and had not earned a high school diploma or an equivalency credential. These status dropouts accounted for 6 percent of the 38.5 million noninstitutionalized, civilian 16- to 24-year-olds living in the United States. The White status dropout rate (5 percent) was lower than the Black (6 percent) and Hispanic (9 percent) rates. Additionally, the Black status dropout rate was lower than the Hispanic rate.

Figure 16.1. Status dropout rates of 16- to 24-year-olds, by race/ethnicity: 1992 through 2015



NOTE: The status dropout rate is the percentage of 16- to 24-year-olds who are not enrolled in school and have not earned a high school credential (either a diploma or an equivalency credential such as a GED certificate). Data for total include other racial/ethnic categories not separately shown. Race categories exclude persons of Hispanic ethnicity. Data are based on sample surveys of the civilian noninstitutionalized population. SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 1990 through 2015. See *Digest of Education Statistics 2016*, table 219.70.

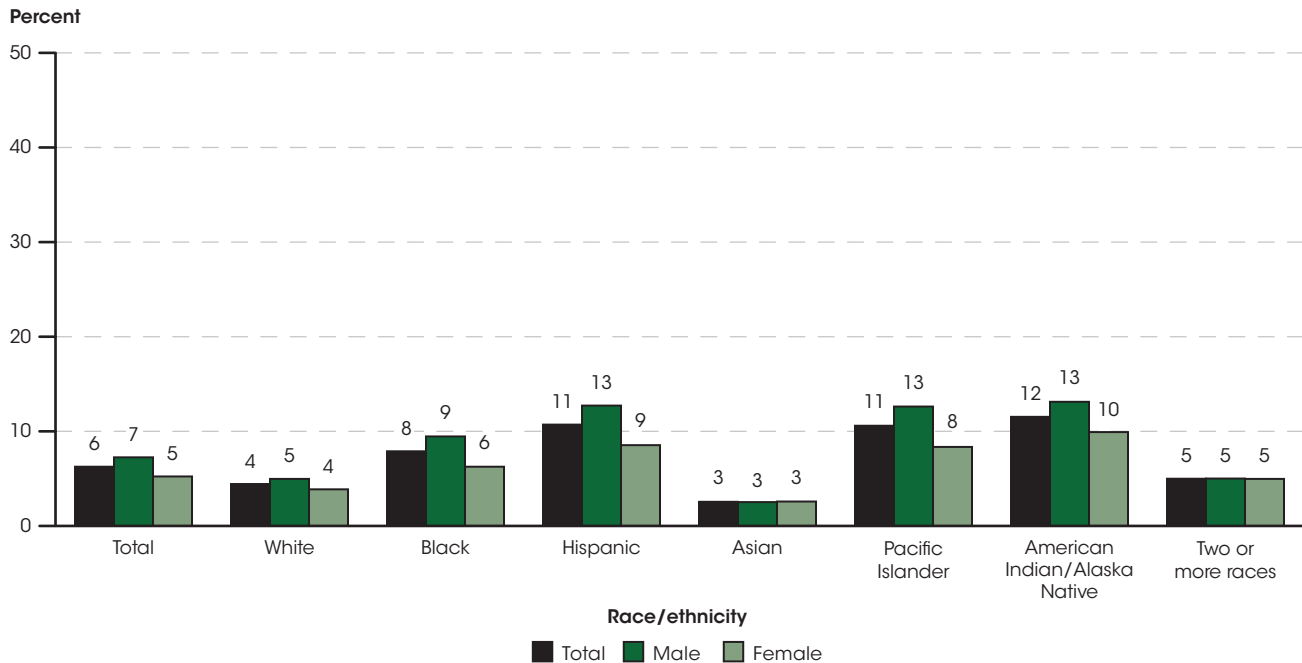
The status dropout rate for all 16- to 24-year-olds decreased from 11 percent in 1992 to 6 percent in 2015, with most of the decline occurring after 2000 (when the rate was also 11 percent). In each year from 1992 to 2015, the status dropout rate was lower for White than for Black 16- to 24-year-olds, and the rates for both groups in each

year were lower than the rate for Hispanic 16- to 24-year-olds. During this period, the rate for White individuals declined from 8 to 5 percent; the rate for Black individuals declined from 14 to 6 percent; and the rate for Hispanic individuals declined from 29 to 9 percent.

As a result of these declines, the gap in status dropout rates between White and Hispanic 16- to 24-year-olds narrowed from 22 percentage points in 1992 to 5 percentage points in 2015. Most of the change occurred between 2000 and 2015, during which time the White-

Hispanic gap declined from 21 to 5 percentage points. While there was no clear trend in the White-Black gap during the 1990s, the gap narrowed from 6 percentage points in 2000 to 2 percentage points in 2015.

Figure 16.2. Status dropout rates of 16- to 24-year-olds, by race/ethnicity and sex: 2014



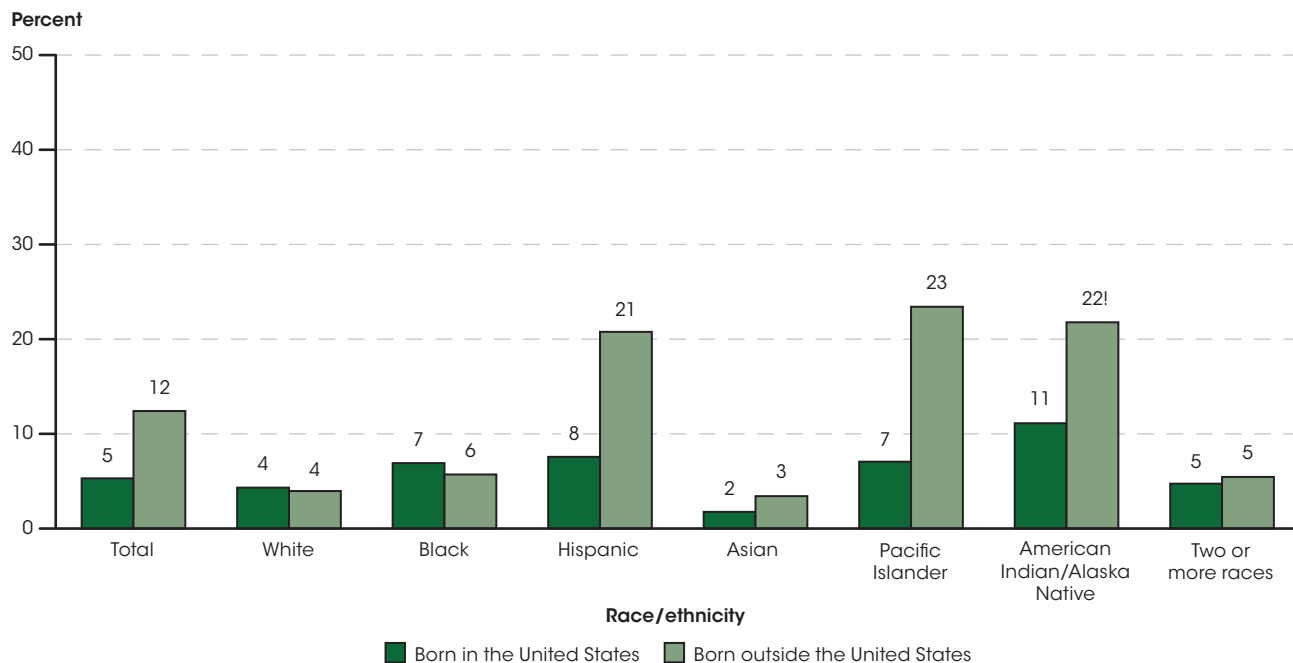
NOTE: This figure uses a different data source than figure 1 in this indicator; therefore, estimates are not directly comparable to the estimates in figure 1. The status dropout rate is the percentage of 16- to 24-year-olds who are not enrolled in school and have not earned a high school credential (either a diploma or an equivalency credential such as a GED certificate). Race categories exclude persons of Hispanic ethnicity. Data are based on sample surveys of persons living in households and noninstitutionalized group quarters. Noninstitutionalized group quarters include college and university housing, military quarters, facilities for workers and religious groups, and temporary shelters for the homeless. Although rounded numbers are displayed, the figures are based on unrounded estimates.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2014. See *Digest of Education Statistics 2015*, table 219.80.

Based on data from the ACS, the status dropout rate in 2014 was lower for individuals who were Asian (3 percent), White (4 percent), and of Two or more races (5 percent) than for those individuals who were Black (7 percent), Hispanic (10 percent), and American Indian/Alaska Native (11 percent). The status dropout rate for Asian 16- to 24-year-olds was also lower than that of all other racial/ethnic groups measured. The Pacific Islander rate (10 percent) was higher than the rates for individuals who were Asian, White, of Two or more races, and Black, but was not measurably different from the remaining racial/ethnic groups.

In 2014, the male status dropout rate (7 percent) was higher than the female rate (5 percent). This pattern of higher male status dropout rates was also evident for White, Black, and Hispanic 16- to 24-year-olds. For example, the gap between male and female dropout rates was 4 percentage points for Hispanic 16- to 24-year-olds and 1 percentage point for White and Black 16- to 24-year-olds.

Figure 16.3. Status dropout rates of noninstitutionalized 16- to 24-year-olds, by race/ethnicity and nativity: 2014



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
 NOTE: This figure uses a different data source than figure 1 in this indicator; therefore, estimates are not directly comparable to the estimates in figure 1. The status dropout rate is the percentage of 16- to 24-year-olds who are not enrolled in school and have not earned a high school credential (either a diploma or an equivalency credential such as a GED certificate). United States refers to the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the U.S. Virgin Islands, and the Northern Marianas. Race categories exclude persons of Hispanic ethnicity. Data are based on sample surveys of persons living in households and noninstitutionalized group quarters. Noninstitutionalized group quarters include college and university housing, military quarters, facilities for workers and religious groups, and temporary shelters for the homeless. Although rounded numbers are displayed, the figures are based on unrounded estimates.
 SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2014. See *Digest of Education Statistics 2015*, table 219.80.

Status dropout rates also varied between U.S.- and foreign-born 16- to 24-year-olds living in the United States. In 2014, Hispanic, Asian, and Pacific Islander 16- to 24-year-olds born in the United States³ had lower status dropout rates than did their counterparts born outside of the United States. The gap between status dropouts born in the U.S. and born outside the U.S. was 16 percentage points for Pacific Islander 16- to

24-year-olds (7 vs. 23 percent), 13 percentage points for Hispanic 16- to 24-year-olds (8 vs. 21 percent), and 2 percentage points⁴ for Asian 16- to 24-year-olds (2 vs. 3 percent). There were no measurable differences by nativity in the status dropout rates of 16- to 24-year-olds who were White, Black, American Indian/Alaska Native, and of Two or more races.

Endnotes:

- ¹ Includes those living in the 50 states and the District of Columbia.
- ² High school credentials include either a diploma or an equivalency credential such as a GED certificate.
- ³ Unlike those living in the United States, which only includes the 50 states and the District of Columbia, those born in the

- United States include those born in the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the U.S. Virgin Islands, and the Northern Marianas.
- ⁴ Calculated using unrounded data.

Reference tables: *Digest of Education Statistics 2016*, tables 219.70 and 219.71; *Digest of Education Statistics 2015*, table 219.80

Data source: Current Population Survey (CPS) and American Community Survey (ACS)

Glossary: Dropout, Group quarters, Status dropout rate (American Community Survey), Status dropout rate (Current Population Survey)

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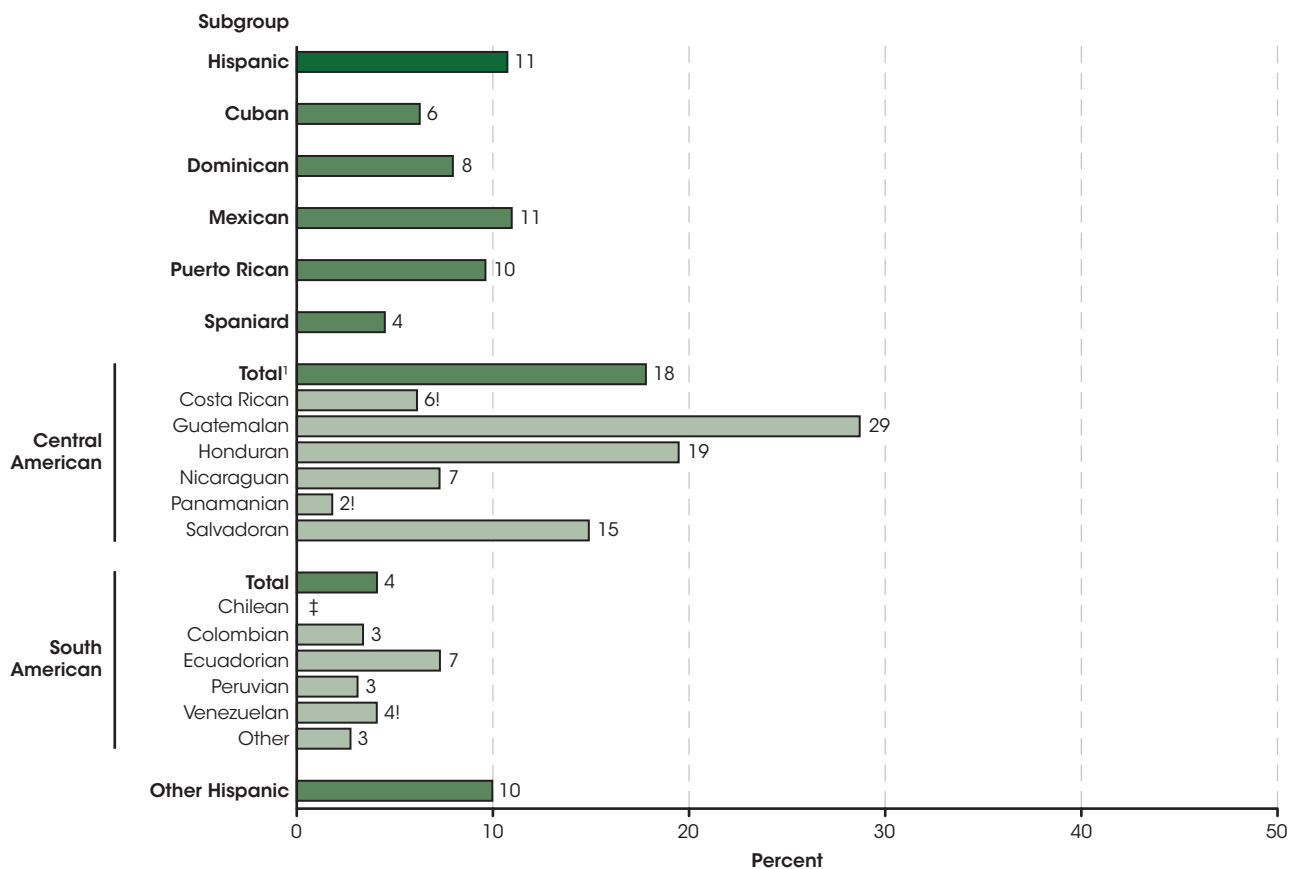
High School Status Dropout Rates for Racial/Ethnic Subgroups

In 2014, among Hispanic 16- to 24-year-olds in the United States, the high school status dropout rate ranged from 2 percent for Panamanian individuals to 29 percent for Guatemalan individuals. Among their Asian peers, status dropout rates ranged from 1 percent for Korean, Chinese, and Japanese individuals to 27 percent for Burmese individuals.

While the indicator High School Status Dropout Rates presents overall high school status dropout rates for Hispanic and Asian 16- to 24-year-olds, there is much diversity within both of these groups. The Census Bureau's

American Community Survey can be used to estimate the status dropout rates for many specific Asian and Hispanic subgroups, including, for example, Mexican, Puerto Rican, Chinese, and Vietnamese.

Figure 16.1a. Status dropout rates of 16- to 24-year-olds, by selected Hispanic subgroups: 2014



[!] Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

[‡] Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

¹ Includes other Central American subgroups not shown separately.

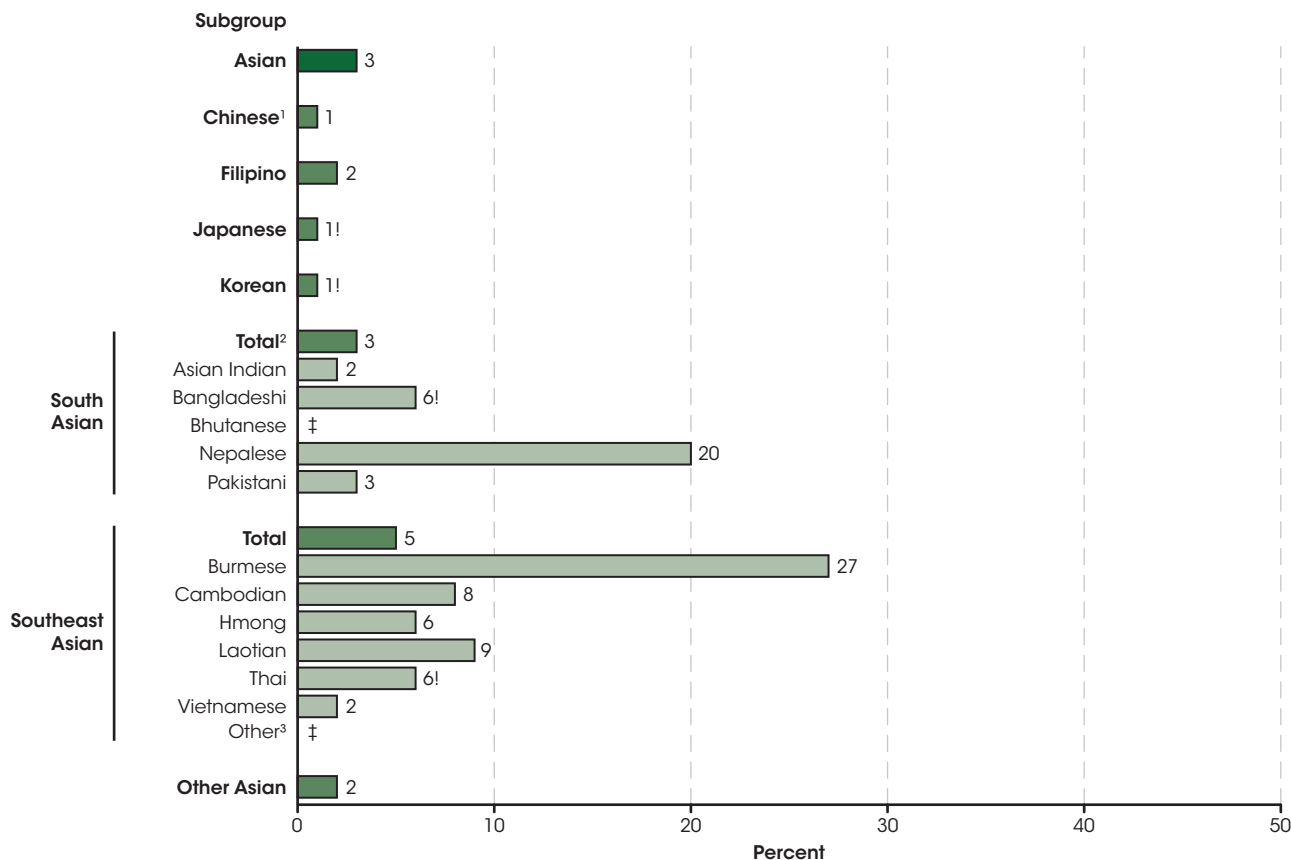
NOTE: The status dropout rate is the percentage of 16- to 24-year-olds who are not enrolled in school and have not earned a high school credential (either a diploma or an equivalency credential such as a GED certificate). Data are based on sample surveys of persons living in households and noninstitutionalized group quarters. Noninstitutionalized group quarters include college and university housing, military quarters, facilities for workers and religious groups, and temporary shelters for the homeless. Although rounded numbers are displayed, the figures are based on unrounded estimates.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2014. See *Digest of Education Statistics 2015*, table 219.80.

The status dropout rate is the percentage of 16- to 24-year-olds who are not enrolled in school and have not earned a high school credential.¹ In 2014, the high school status dropout rate for all Hispanic 16- to 24-year-olds was 11 percent. Status dropout rates for individuals of Guatemalan (29 percent), Honduran (19 percent), and Salvadoran (15 percent) descent were higher than the total rate for all Hispanic individuals. The rates for

Mexican, Costa Rican, and Puerto Rican individuals, and Other Hispanic individuals (10 percent)—who could not be classified into one of the prespecified subgroup categories—were not measurably different from the total Hispanic rate. The status dropout rates for the remaining Hispanic subgroups were lower than the total Hispanic rate, ranging from 2 percent for Panamanian individuals to 8 percent for Dominican individuals.

Figure 16.2a. Status dropout rates of 16- to 24-year-olds, by selected Asian subgroups: 2014



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

¹ Includes Taiwanese.

² In addition to the subgroups shown, also includes Sri Lankan.

³ Consists of Indonesian and Malaysian.

NOTE: The status dropout rate is the percentage of 16- to 24-year-olds who are not enrolled in school and have not earned a high school credential (either a diploma or an equivalency credential such as a GED certificate). Data are based on sample surveys of persons living in households and noninstitutionalized group quarters. Although rounded numbers are displayed, the figures are based on unrounded estimates.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2014. See *Digest of Education Statistics 2015*, table 219.80.

Among all Asian 16- to 24-year-olds, the high school status dropout rate was 3 percent in 2014. Five Asian subgroups had status dropout rates that were higher than the total Asian rate: Burmese (27 percent), Nepalese (20 percent), Laotian (9 percent), Cambodian (8 percent),

and Hmong (6 percent). Status dropout rates for Korean and, Chinese (1 percent each) individuals were lower than the total rate for all Asians. Status dropout rates for the remaining Asian subgroups were not measurably different from the total rate for all Asian 16- to 24-year-olds.

Endnotes:

¹ High school credentials include either a diploma or an equivalency credential such as a GED certificate.

Reference tables: *Digest of Education Statistics 2015*, table 219.80

Data sources: American Community Survey (ACS)

Glossary: Dropout, GED certificate, Group quarters, High school diploma, High school equivalency certificate, Status dropout rate (American Community Survey)

Indicator 17

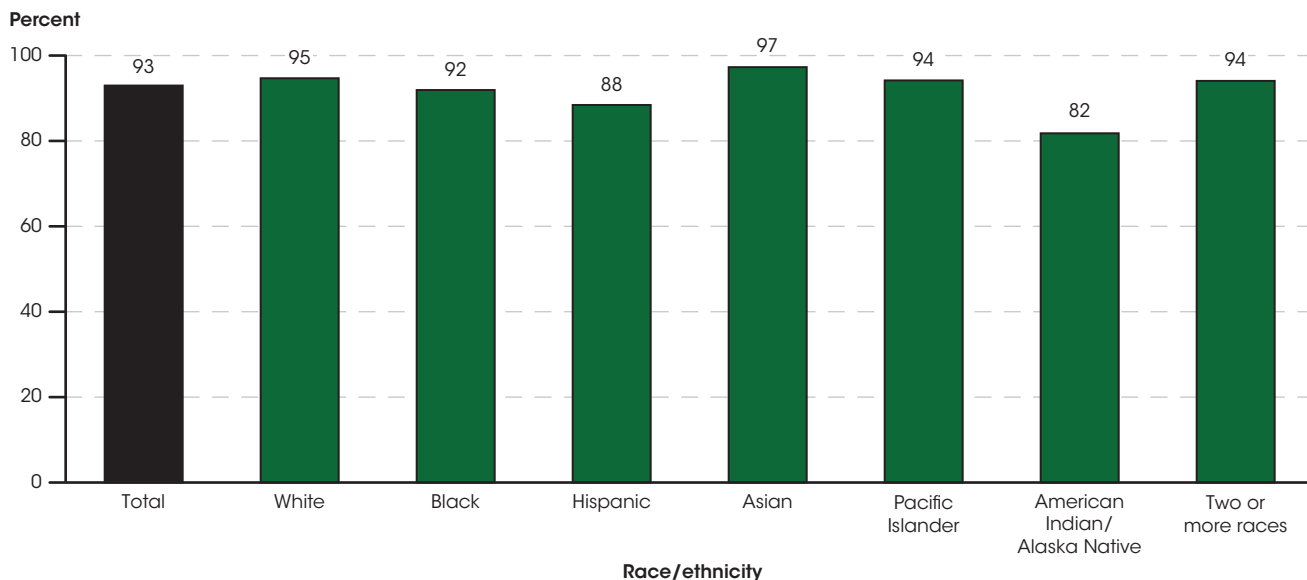
High School Status Completion Rates

From 1990 to 2015, the high school status completion rate for Hispanic 18- to 24-year-olds increased from 59 to 88 percent, while the Black and White status completion rates increased from 83 to 92 percent and from 90 to 95 percent, respectively. Although the White-Hispanic and White-Black gaps in status completion rates narrowed between 1990 and 2015, the rates for Hispanic and Black individuals remained lower than the White rate in 2015.

The status completion rate measures the percentage of 18- to 24-year-old young adults living in the United States¹ who hold a high school diploma or an alternative credential.² Young adults who are still enrolled in high school or a lower level of education are excluded from the calculation of this measure. Unlike high school graduation rates, which measure the percentage of students who graduate during a specific school year, status completion

rates include all individuals in a specified age range who hold a high school diploma or alternative credential, regardless of when it was attained. The high school completion rates presented in this indicator are estimated using data from the Current Population Survey (CPS), allowing for the analysis of detailed long-term trends in the civilian noninstitutionalized population.

Figure 17.1. Status completion rates of 18- to 24-year-olds, by race/ethnicity: 2015



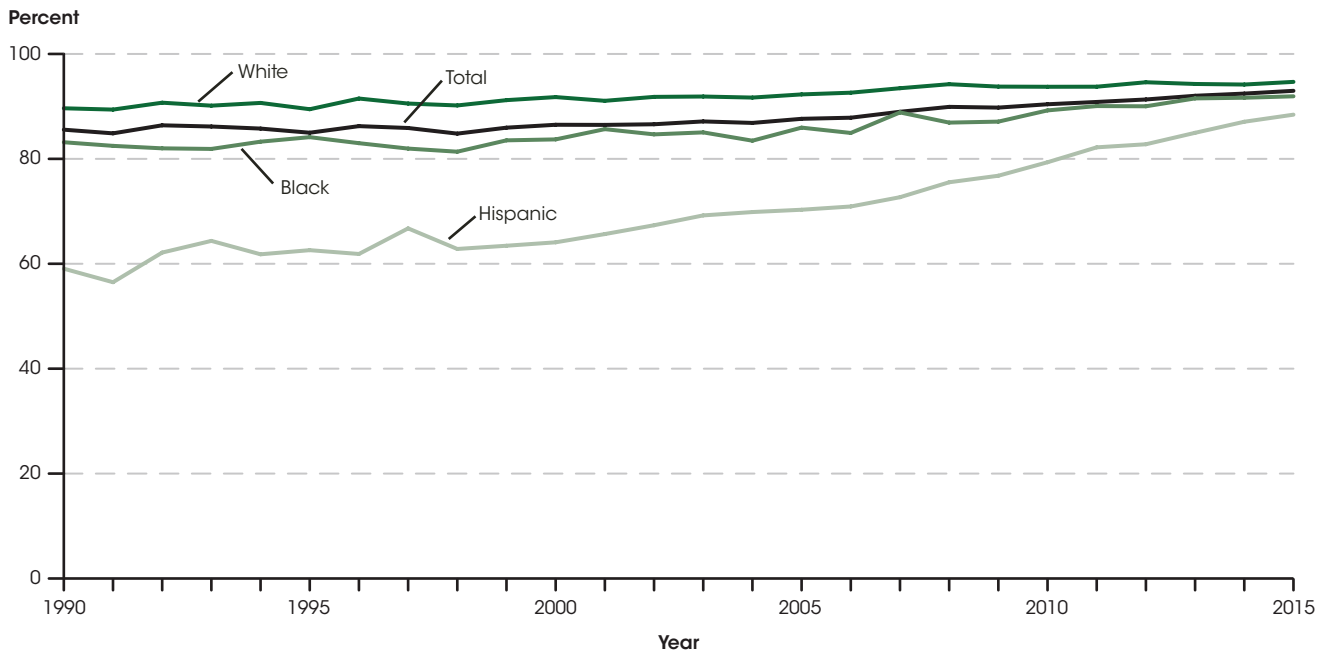
NOTE: The status completion rate is the number of 18- to 24-year-olds who are high school completers as a percentage of the total number of 18- to 24-year-olds who are not enrolled in high school or a lower level of education. High school completers include those with a high school diploma, as well as those with an alternative credential, such as a GED certificate. Race categories exclude persons of Hispanic ethnicity. Data are based on sample surveys of the civilian noninstitutionalized population living in the 50 states and D.C.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2015. See *Digest of Education Statistics 2016*, table 219.67.

Of the 28.2 million 18- to 24-year-old young adults who were not enrolled in high school in October 2015, approximately 26.2 million (93 percent) had earned a high school diploma or alternative credential. In 2015, the Asian status completion rate (97 percent) was higher than the White rate (95 percent), and the rates for both groups were higher than the rates for Black (92 percent), Hispanic (88 percent), and American Indian/Alaska Native (82 percent) young adults. In addition, the Black

status completion rate was higher than the Hispanic and American Indian/Alaska Native rates. The rate for young adults of Two or more races (94 percent) was higher than the rates for Hispanic and American Indian/Alaska Native young adults, but not measurably different from the rates for the remaining racial/ethnic groups. The Pacific Islander status completion rate was not measurably different from the rate for any group included in this analysis.

Figure 17.2. Status completion rates of 18- to 24-year-olds, by race/ethnicity: 1990 through 2015

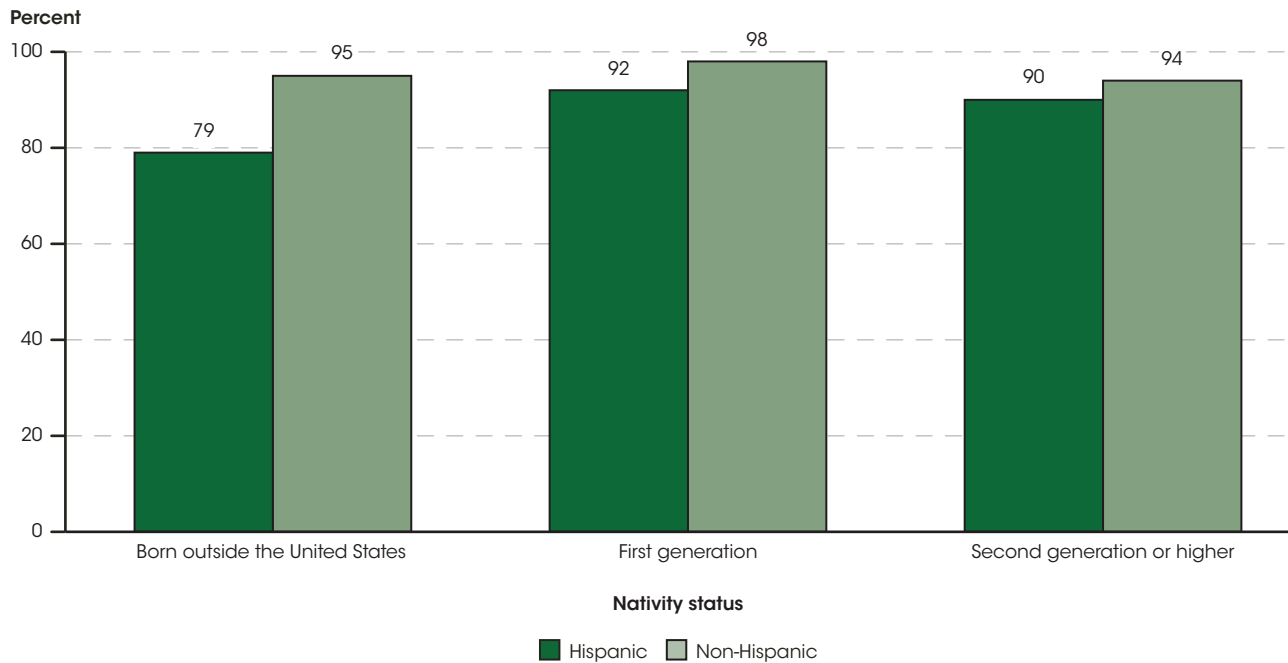


NOTE: The status completion rate is the number of 18- to 24-year-olds who are high school completers as a percentage of the total number of 18- to 24-year-olds who are not enrolled in high school or a lower level of education. High school completers include those with a high school diploma, as well as those with an alternative credential, such as a GED certificate. Race categories exclude persons of Hispanic ethnicity. Data are based on sample surveys of the civilian noninstitutionalized population living in the 50 states and D.C. Total includes other racial/ethnic groups not separately shown, including Pacific Islander, American Indian/Alaska Native, and Two or more races.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 1990 through 2015. See *Digest of Education Statistics 2016*, table 219.65.

There was no measurable change in the overall status completion rate of 18- to 24-year-old young adults between 1990 and 2000, but the rate increased from 86 percent in 2000 to 93 percent in 2015. Status completion rates for Black young adults followed a similar pattern, with no measurable change during the 1990s and an increase from 84 percent in 2000 to 92 percent in 2015. The status completion rate for Hispanic young adults was 59 percent in 1990 and rose from 64 percent in 2000 to 88 percent in 2015. The rate for White young adults increased from 90 percent in 1990 to 92 percent in 2000, and rose further to 95 percent in 2015.

As a result of these increases, the White-Hispanic gap in status completion rates of 18- to 24-year-olds narrowed from 31 percentage points in 1990 to 6 percentage points in 2015. Most of this narrowing of the gap occurred after 2000, when the gap was 28 percentage points. The White-Black gap narrowed between 1990 and 2015, following a similar pattern. There was no measurable change in the White-Black gap between 1990 and 2000, but the gap narrowed from 8 percentage points in 2000 to 3 percentage points in 2015.

Figure 17.3. Status completion rates of noninstitutionalized 18- to 24-year-olds, by nativity status and ethnicity: 2015



NOTE: The status completion rate is the number of 18- to 24-year-olds who are high school completers as a percentage of the total number of 18- to 24-year-olds who are not enrolled in high school or a lower level of education. High school completers include those with a high school diploma, as well as those with an alternative credential, such as a GED certificate. United States refers to the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the U.S. Virgin Islands, and the Northern Marianas. Individuals defined as “first generation” were born in the United States, but one or both of their parents were born outside the United States. Individuals defined as “second generation or higher” were born in the United States, as were both of their parents. Data are based on sample surveys of the civilian noninstitutionalized population living in the 50 states and D.C.
 SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2015. See *Digest of Education Statistics 2016*, table 219.67.

In 2015, status completion rates also varied by nativity status.³ In 2015, the status completion rate for foreign-born Hispanic young adults was 79 percent, which was lower than the rates for their Hispanic peers who were first generation (92 percent) and second generation or higher (90 percent). Among non-Hispanics, the

status completion rate for first-generation young adults (98 percent) was higher than the rate for their foreign-born (95 percent) and second-generation or higher (94 percent) non-Hispanic peers. Within each of the three nativity categories, Hispanic status completion rates were lower than the non-Hispanic rates.

Endnotes:

¹ Includes those living in the 50 states and the District of Columbia.
² The alternative credentials counted in the status completion rate include, for example, GED certificates and credentials earned by individuals who completed their education outside of the United States.

³ The nativity categories used in this analysis are as follows: (i) foreign-born individuals; (ii) first-generation individuals (those who were born in the United States but have at least one foreign-born parent); and (iii) individuals who are second generation or higher (those who were born in the United States and whose parents were both born in the United States).

Reference tables: *Digest of Education Statistics 2016*, tables 219.65 and 219.67

Data sources: Current Population Survey (CPS)

Glossary: GED certificate, High school completer, High school diploma, High school equivalency certificate

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This chapter focuses on indicators of participation in postsecondary education, such as the number of students who enroll in 2-year and 4-year colleges and universities and the rate at which they enroll, the percentage of students who receive financial aid and the amount received, and the number of students awarded degrees from colleges and universities by type of degree and field of study.

The immediate college enrollment rate measures the percentage of high school completers (including GED recipients) who enroll in 2- or 4-year colleges in the fall immediately after completing high school. In 2015, the immediate college enrollment rate for Asian high school completers was 87 percent, which was higher than the rates for White, Black, and Hispanic high school completers in 2015 as well as in each year since 2005 (*Indicator 18*). Also included in this indicator is the total college enrollment rate, which is defined as the percentage of 18- to 24-year-olds enrolled in 2- or 4-year colleges and universities. The 2015 total college enrollment rate for Asian 18- to 24-year-olds (63 percent) was higher than the rate for their White peers (42 percent), and enrollment rates for both these groups were higher than the rates for their Hispanic (37 percent), Black (35 percent), Pacific Islander (24 percent), and American Indian/Alaska Native (23 percent) peers.

Between 2000 and 2014, total fall undergraduate enrollment in degree-granting institutions increased for each racial/ethnic group (*Indicator 19*). Hispanic student enrollment as a percentage of total enrollment increased from 10 to 18 percent between 2000 and 2014. Black student enrollment as a percentage of total enrollment increased during this time as well, from 12 to 14 percent. White undergraduate enrollment as a percentage of total enrollment decreased between 2000 and 2014, from 70 to 57 percent. Trends in graduate enrollment were similar to those in undergraduate enrollment. Black graduate student enrollment as a percentage of total graduate enrollment increased from 9 to 14 percent, and Hispanic graduate student enrollment as a percentage of total graduate enrollment increased from 6 to 9 percent. White graduate student enrollment as a percentage of total enrollment decreased from 77 to 66 percent between 2000 and 2014.

In 2011–12, the percentages of Black and American Indian/Alaska Native (85 percent each) and Hispanic (80 percent) students who received grants were higher than the percentages of students of Two or more races (73 percent), White students (69 percent), Pacific Islander students (67 percent), and Asian students (63 percent) who received grants (*Indicator 20*). The percentage of full-time, full-year undergraduate students who received loans was highest for Black students. Asian students received a higher average annual amount of grant aid than students of all other racial/ethnic groups, whereas students of Two or more races received a higher average annual amount of loan aid than students of all other racial/ethnic groups except White students.

Indicator 21 presents data on postsecondary graduation rates. The 6-year graduation rate in 2014 was 60 percent for first-time, full-time undergraduate students who began their pursuit of a bachelor's degree at a 4-year degree-granting institution. The 6-year graduation rate was highest for Asian students and students of Two or more races (71 percent and 65 percent, respectively), and lowest for Black and American Indian/Alaska Native students (41 percent each). The 6-year graduation rate was 57 percent for males and 62 percent for females overall; it was also higher for females than for males in each racial/ethnic group except Pacific Islanders for whom rates were practically the same.

Between academic years 2003–04 and 2013–14, the total number of postsecondary degrees awarded increased at all degree levels (*Indicator 22*). The number of bachelor's degrees awarded to Hispanic students more than doubled during this period, and the number awarded to Black students increased by 46 percent. During the same period, the number of bachelor's degrees awarded increased by smaller percentages for Asian/Pacific Islander (43 percent) and White (19 percent) students. In 2013–14, a higher percentage of bachelor's degrees were awarded in the field of business than in any other field across all racial/ethnic groups, ranging from 15 percent for students of Two or more races to 22 percent for Pacific Islander students (*Indicator 23*). About 17 percent of the bachelor's degrees awarded to U.S. citizens in 2013–14 were in STEM fields, but the percentage varied by racial/ethnic group (*Indicator 24*). For example, the percentage of STEM bachelor's degrees awarded to Asian students (31 percent) was almost double the average awarded to all students.

Chapter 5. Postsecondary Education

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Indicator 18

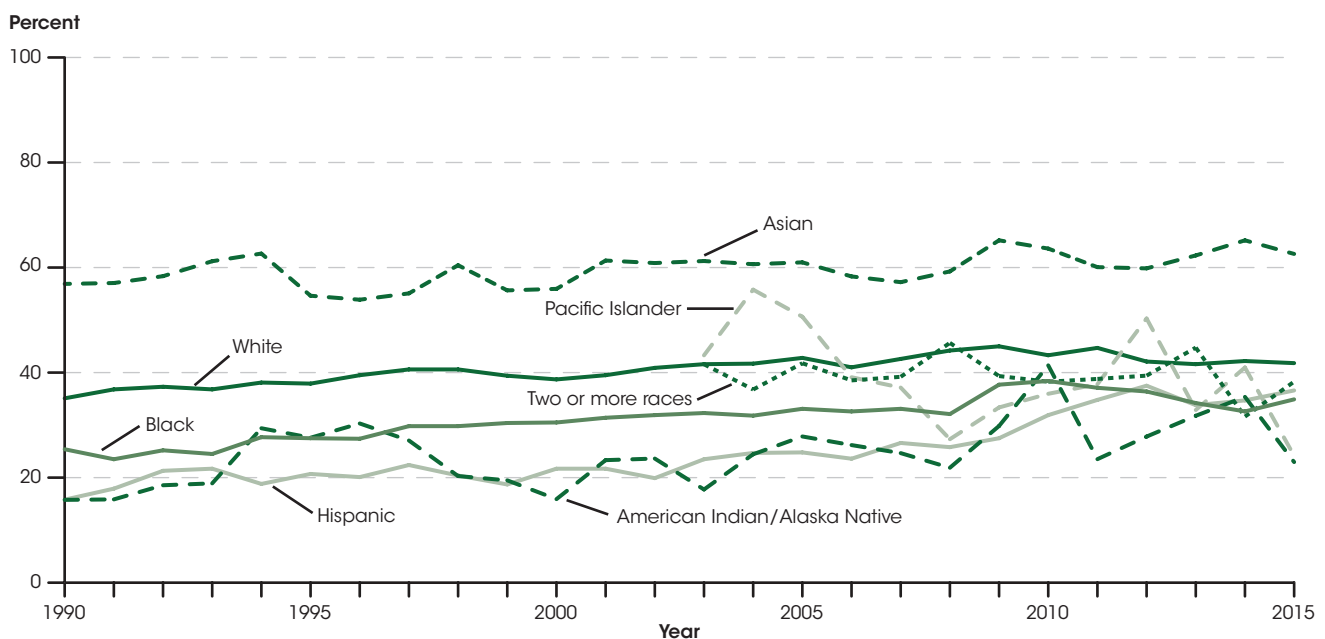
College Participation Rates

From 2005 to 2015, the total college enrollment rate for Hispanic 18- to 24-year-olds increased from 25 to 37 percent. However, the 2015 total college enrollment rates for young adults of most other racial/ethnic groups were not measurably different from their 2005 rates.

The percentage of 18- to 24-year-olds enrolled in college has increased over the past two decades. College participation can be measured and described in terms of the *total college enrollment rate*, as well as the *immediate*

college enrollment rate, which is discussed later in this indicator. The *total college enrollment rate* is defined as the percentage of all 18- to 24-year-olds enrolled in 2- or 4-year colleges and universities.

Figure 18.1. Total college enrollment rates of 18- to 24-year-olds in degree-granting institutions, by race/ethnicity: 1990–2015



NOTE: After 2002, individual race categories exclude persons identifying as Two or more races. Race categories exclude persons of Hispanic ethnicity. Data are based on sample surveys of the civilian noninstitutional population living in the 50 states and D.C.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1990–2015. See *Digest of Education Statistics 2016*, table 302.60.

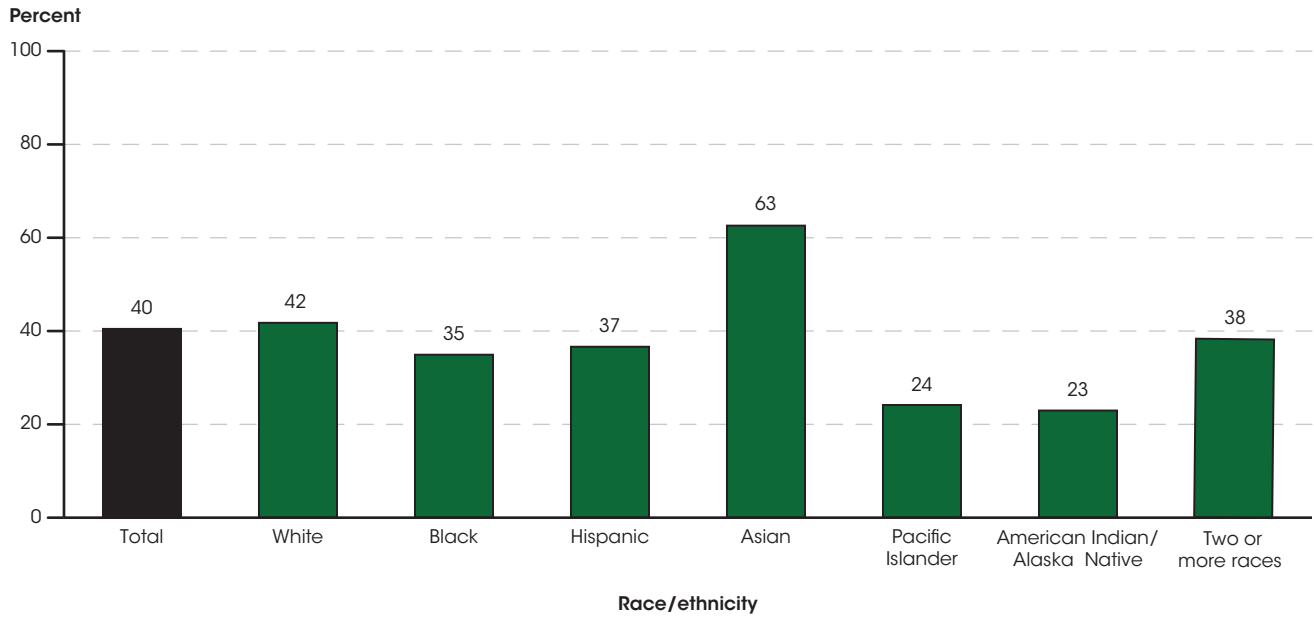
The total college enrollment rate at 2- and 4-year colleges and universities increased from 32 percent in 1990 to 40 percent in 2015, with most of the increase occurring between 1990 and 2005. From 2005 to 2015, the total college enrollment rate for Hispanic 18- to 24-year-olds increased from 25 to 37 percent. However, the total

college enrollment rates for young adults of most other racial/ethnic groups were not measurably different from their 2005 rates. The exception was Pacific Islanders, for whom the 2005 college enrollment rate was higher than the 2015 rate.

The total college enrollment rate for Asian 18- to 24-year-olds has been higher than the rates for their White, Black, Hispanic, and American Indian/Alaska Native peers, as well as their peers of Two or more races, in every year between 2005 and 2015, and higher than their Pacific Islander peers in all but two of the years during this time span. The Asian-Hispanic gap in total college enrollment rate narrowed between 2005 and 2015 (from 36 to 26 percentage points), but the gaps between Asian enrollment and enrollment of students from the other

racial/ethnic groups did not change measurably during this time. The total college enrollment rate for White 18- to 24-year-olds has been higher than the rates for their Black and Hispanic peers in every year since 2005. The White-Hispanic gap in total college enrollment rate narrowed between 2005 and 2015 (from 18 to 5 percentage points); however, the White-Black gap in total college enrollment rate did not change measurably during this period.

Figure 18.2. Total college enrollment rates of 18- to 24-year-olds in degree-granting institutions, by race/ethnicity: 2015

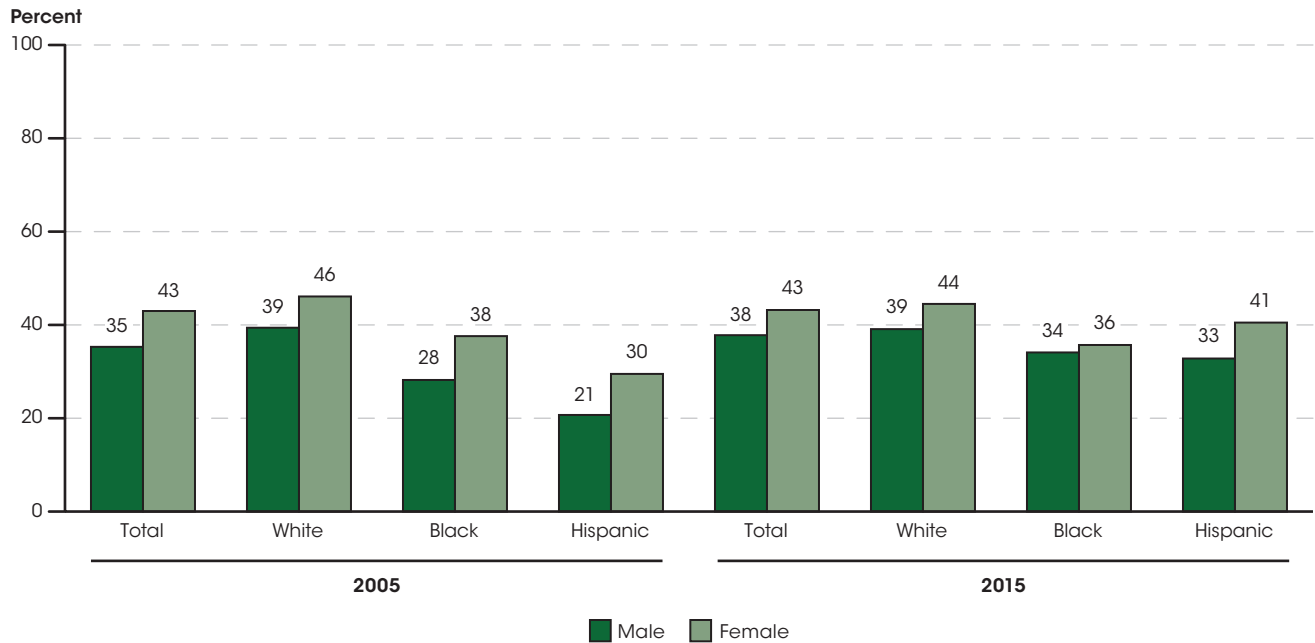


NOTE: Race categories exclude persons of Hispanic ethnicity. Data are based on sample surveys of the civilian noninstitutional population living in the 50 states and D.C.
 SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 2015. See *Digest of Education Statistics 2016*, table 302.60.

The 2015 total college enrollment rate for Asian 18- to 24-year-olds (63 percent) was higher than the rates for their White (42 percent), Hispanic (37 percent), Black (35 percent), Pacific Islander (24 percent), and American Indian/Alaska Native (23 percent) peers and for their peers of Two or more races (38 percent). Also, the 2015 total college enrollment rate for White young adults was

higher than the rates for their Black, Hispanic, Pacific Islander, and American Indian/Alaska Native peers. The total college enrollment rates for Black and Hispanic young adults and young adults of Two or more races were higher than the rate for American Indian/Alaska Native young adults.

Figure 18.3. Total college enrollment rates of 18- to 24-year-olds in degree-granting institutions, by race/ethnicity and sex: 2005 and 2015



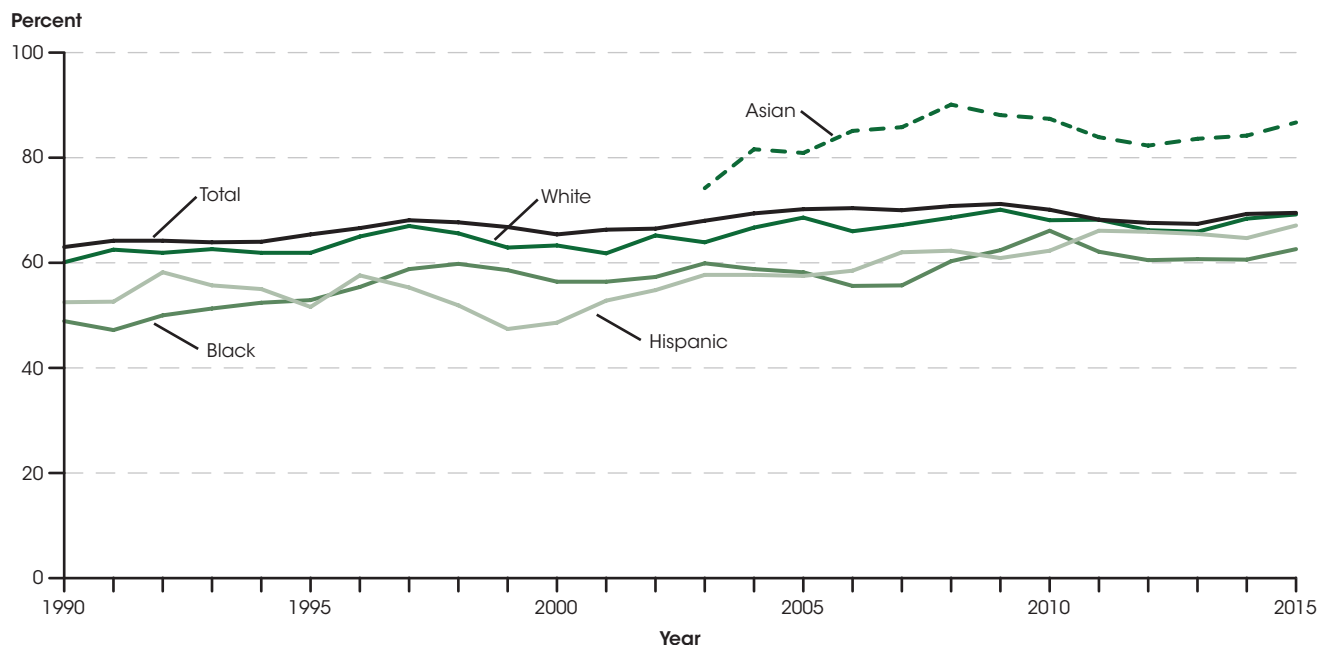
NOTE: Data are based on sample surveys of the civilian noninstitutional population living in the 50 states and D.C. Total includes other racial/ethnic groups not separately shown, including Asian, Pacific Islander, American Indian/Alaska Native, and Two or more races. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2005 and 2015. See *Digest of Education Statistics 2016*, table 302.60.

The total college enrollment rate was higher in 2015 than in 2005 for 18- to 24-year-old males overall (38 vs. 35 percent) and for Black males (34 vs. 28 percent), Hispanic males (33 vs. 21 percent), and Hispanic females (41 vs. 30 percent). However, total college enrollment rates, did not measurably differ between 2005 and 2015 for the following groups: females overall, White males, White females, and Black females.

In 2015, the total college enrollment rate of 18- to 24-year-old females overall was higher than that of males overall (43 vs. 38 percent), as well as among White (44 vs. 39 percent) and Hispanic (41 vs. 33 percent) 18- to 24-year-olds. The same pattern of female enrollment being higher than male enrollment was observed in 2005, with the addition that the rate for Black females was higher than that for Black males.

Figure 18.4. Percentage of high school completers who were enrolled in 2- or 4-year colleges and universities by the fall immediately following high school completion, by race/ethnicity: 1990–2015



NOTE: Percentages for racial/ethnic groups are based on moving averages, which are used to produce more stable estimates. A 3-year moving average is a weighted average of the year indicated, the year immediately preceding, and the year immediately following. Three-year moving averages are presented in all but two instances: The moving average for Asian data in 2003 reflects an average of 2003 and 2004 data and the moving averages for 2015 reflect an average of 2014 and 2015 data. High school completers include GED recipients. Separate data on Asian high school completers have been collected since 2003. From 2003 onward, White, Black, and Asian data exclude persons identifying as Two or more races. Prior to 2003, each respondent could select only a single race category, and the "Two or more races" category was not reported. Total includes other racial/ethnic groups not separately shown, including Pacific Islander, American Indian/Alaska Native, and Two or more races. Race categories exclude persons of Hispanic ethnicity. SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1990–2015. See *Digest of Education Statistics 2016*, table 302.20.

The *immediate college enrollment rate* is defined as the annual percentage of high school completers (including GED recipients) who enroll in 2- or 4-year colleges and universities in the fall immediately following their completion of high school. The immediate college enrollment rate increased from 60 percent in 1990 to 69 percent in 2015, with almost all of the increase occurring prior to 2005.¹ This pattern of an overall increase from 1990 to 2015 with a leveling off in 2005 was observed for White students and Black students. For Hispanic students, the immediate college enrollment increased from 52 percent in 1990 to 67 percent in 2015.

While the Asian rate fluctuated over time, there was no measurable change during this period.

The immediate college enrollment rate for Asian high school completers (87 percent) was higher than the rates for White (70 percent), Hispanic (67 percent), and Black (63 percent), high school completers in 2015 and in each year since 2005. In 2015, there were no measurable differences between the immediate college enrollment rates of high school completers who were White, Black, and Hispanic.

Endnotes:

¹ Due to some short-term data fluctuations associated with small sample sizes, estimates for the racial/ethnic groups were calculated based on 3-year moving averages, except in 2015, when estimates were calculated based on 2-year moving averages.

Reference tables: *Digest of Education Statistics 2016*, tables 302.20 and 302.60

Data sources: Community Population Survey (CPS)

Glossary: College, Enrollment, High school completer, Postsecondary institutions (basic classification by level)

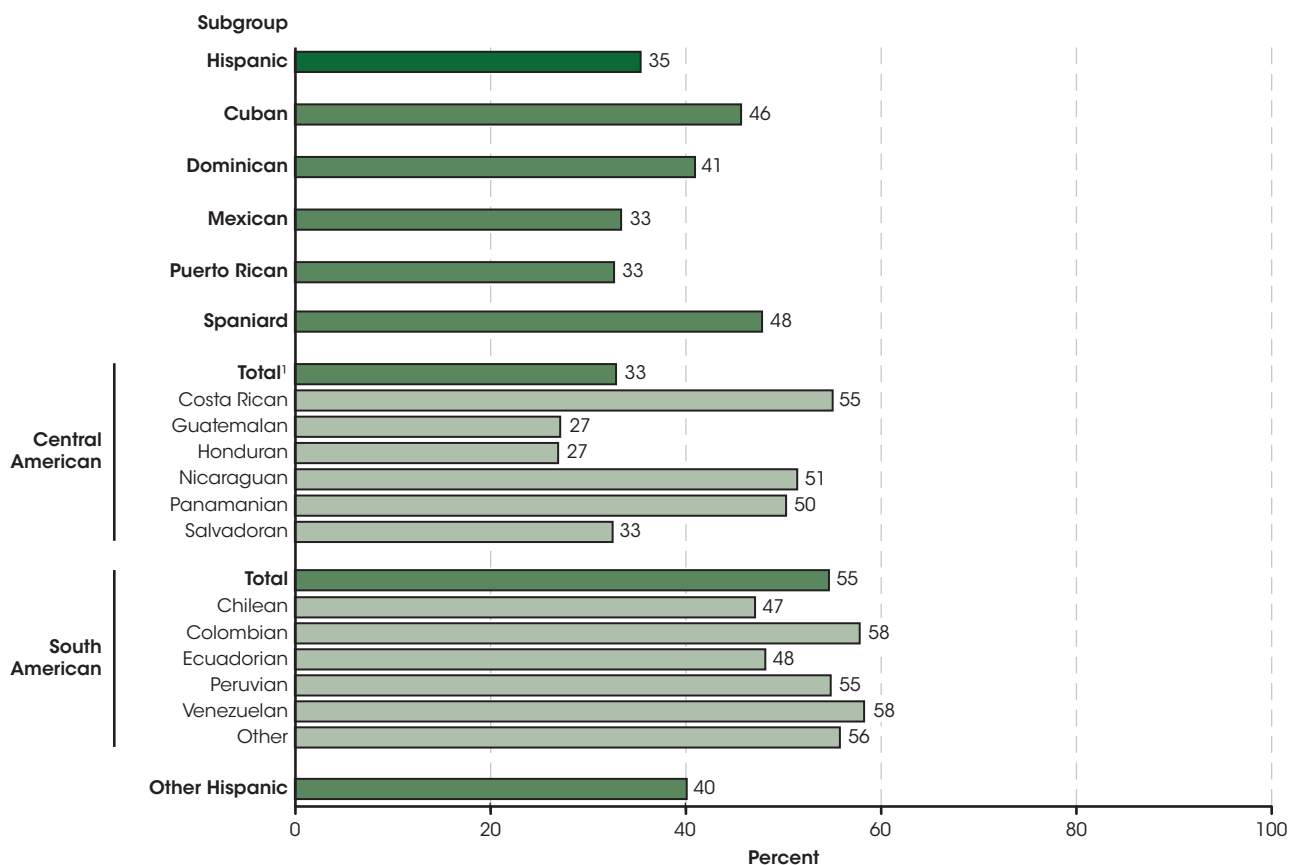
College Participation Rates for Racial/Ethnic Subgroups

Among Hispanic 18- to 24-year-olds, the total college enrollment rate in 2014 ranged from 27 percent for Honduran and Guatemalan young adults to 58 percent for Colombian and Venezuelan young adults. Among Asian 18- to 24-year-olds, the total college enrollment rate ranged from 28 percent for Burmese young adults to 76 percent for Chinese young adults.

While the indicator College Participation Rates uses data from the Current Population Survey (CPS) to present overall total college enrollment rates for Hispanic and Asian young adults, there is much diversity within each of these groups. This snapshot uses the American Community Survey (ACS) to estimate total college enrollment rates for

many specific Hispanic and Asian subgroups, including, for example, Mexican, Puerto Rican, Chinese, and Asian Indian. The *total college enrollment rate* is defined as the percentage of 18- to 24-year-olds enrolled in 2- or 4-year colleges and universities.

Figure 18.1a. Total college enrollment rates of 18- to 24-year-olds in 2- or 4-year colleges and universities, by selected Hispanic subgroups: 2014



¹ Includes other Central American subgroups not shown separately.

NOTE: Although rounded numbers are displayed, the figures are based on unrounded estimates.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2014. See *Digest of Education Statistics 2015*, table 302.62.

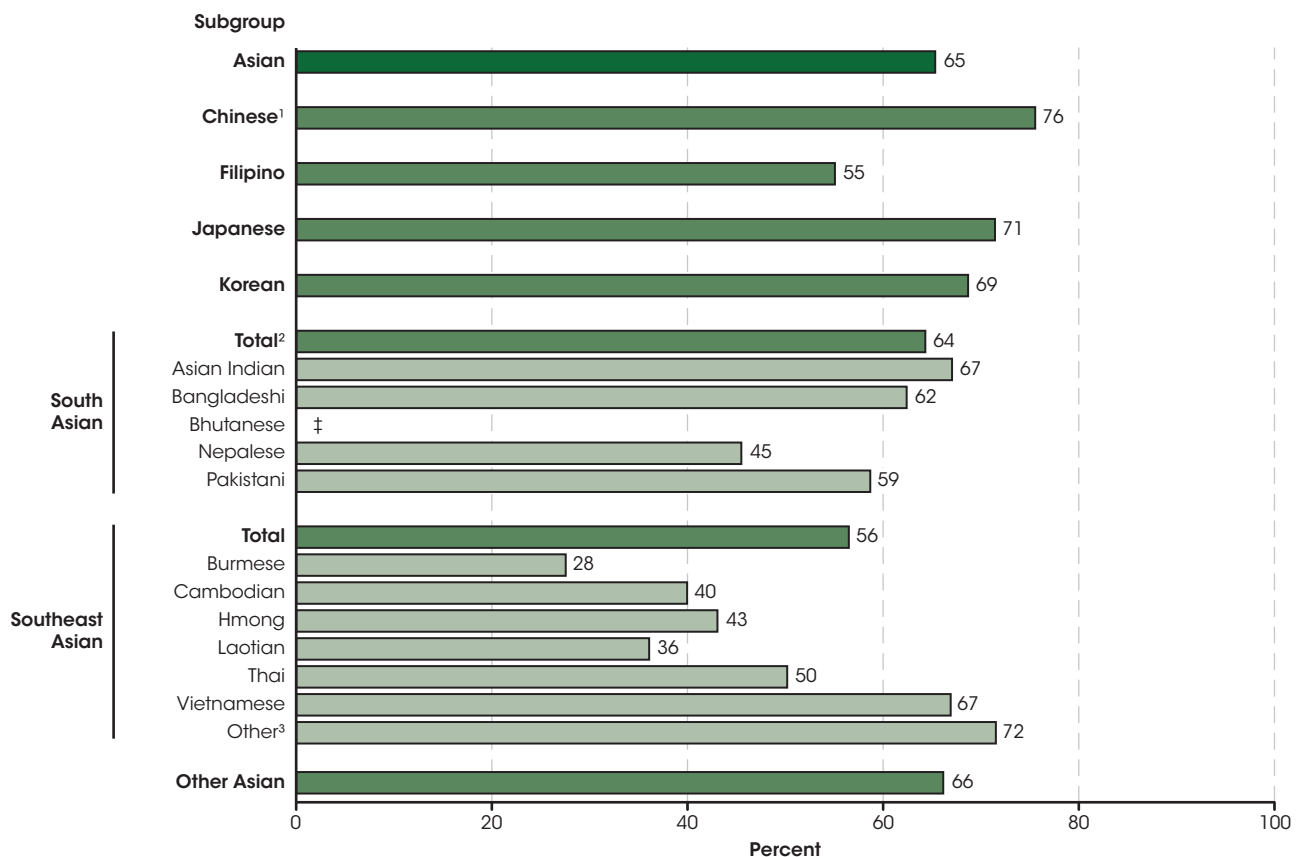
In 2014, the total college enrollment rate for Hispanic 18- to 24-year-olds was 35 percent. Total college enrollment rates for the Honduran (27 percent), Guatemalan (27 percent), Puerto Rican (33 percent),

and Mexican (33 percent) subgroups were lower than the rate for Hispanic young adults overall (35 percent). The Salvadoran and Chilean total college enrollment rates were not measurably different from the overall Hispanic

rate.¹ The total college enrollment rates for the remaining Hispanic subgroups were higher than the overall rate for Hispanic young adults and ranged from 40 percent for

Other Hispanic young adults—who could not be classified into one of the prespecified subgroup categories—to 58 percent for Colombian and Venezuelan young adults.

Figure 18.2a. Total college enrollment rates of 18- to 24-year-olds in 2- or 4-year colleges and universities, by selected Asian subgroups: 2014



‡ Reporting standards not met (too few cases for a reliable estimate).

¹ Includes Taiwanese.

² In addition to the subgroups shown, also includes Sri Lankan.

³ Consists of Indonesian and Malaysian.

NOTE: Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2014. See *Digest of Education Statistics 2015*, table 302.62.

The total college enrollment rate for Asian 18- to 24-year-olds was 65 percent in 2014. The rates for the following Asian subgroups were lower than the overall Asian rate: Burmese (28 percent), Laotian (36 percent), Cambodian (40 percent), Hmong (43 percent), Nepalese (45 percent),

Thai (50 percent), Filipino (55 percent), and Pakistani (59 percent). The Chinese total college enrollment rate (76 percent) was higher than the overall Asian rate. The enrollment rates for other subgroups were not measurably different from the overall Asian rate.

Endnotes:

¹ Although estimates for some subgroups appear larger than the overall estimate, differences are not statistically significant due to small sample sizes or large standard errors.

Reference tables: *Digest of Education Statistics 2015*, table 302.62

Data sources: American Community Survey (ACS)

Glossary: College, Enrollment, High school completer, Postsecondary education, Postsecondary institutions (basic classification by level)

Indicator 19

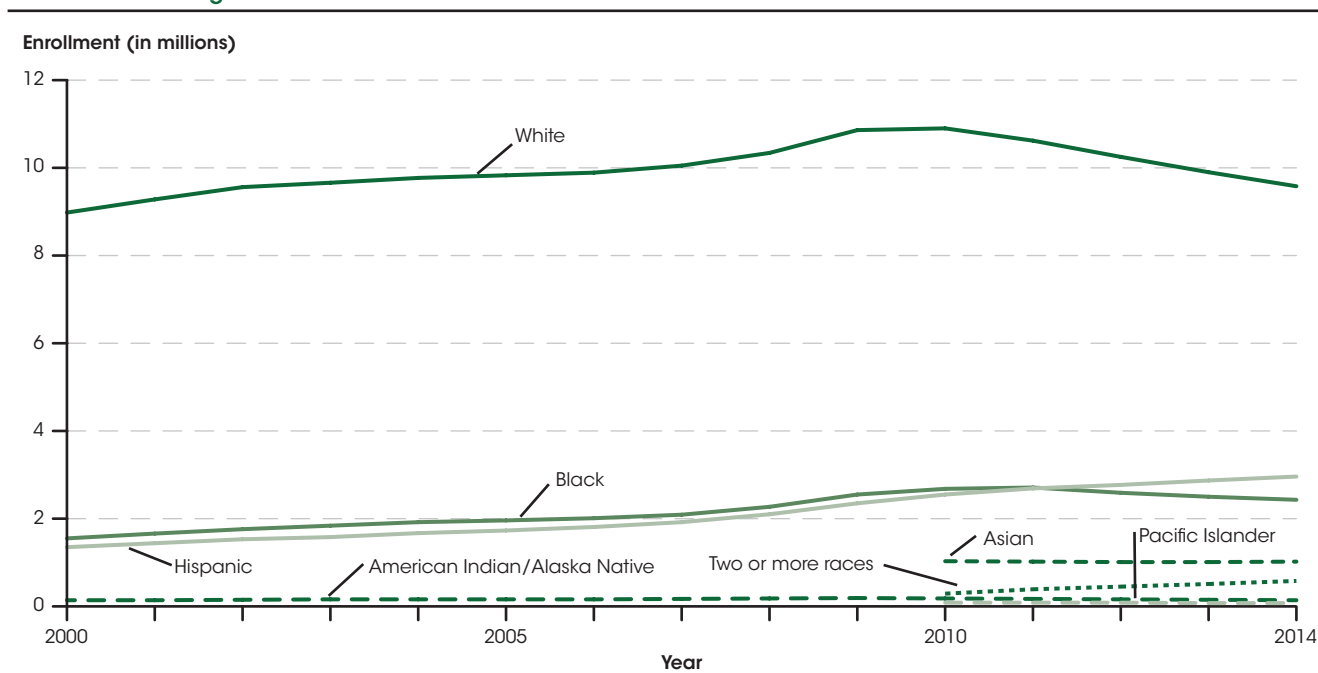
Undergraduate and Postbaccalaureate Enrollment

In 2014, a greater percentage of undergraduates were female than male across all racial/ethnic groups. The gap between female and male enrollment was widest for Black students (62 vs. 38 percent) and American Indian/Alaska Native students (60 vs. 40 percent). The gap was narrowest for Asian students (52 vs. 48 percent).

This indicator examines the differences in total enrollment, enrollment by sex,¹ and enrollment by institution type among different races/ethnicities for

undergraduate and postbaccalaureate students enrolled in degree-granting postsecondary institutions.

Figure 19.1. Undergraduate student enrollment in degree-granting institutions, by race/ethnicity: Selected years, 2000 through 2014

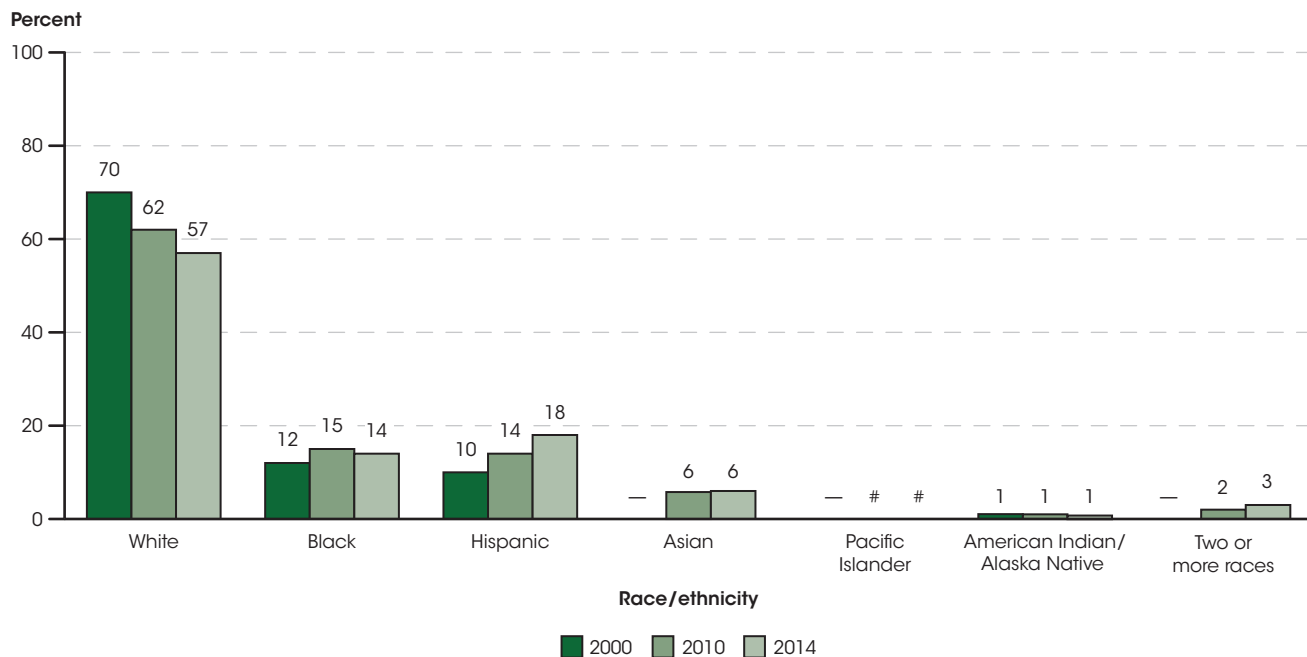


NOTE: Race categories exclude persons of Hispanic ethnicity. Prior to 2010, separate data on Asian students, Pacific Islander students, and students of Two or more races were not available. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90); and IPEDS Spring 2001 through Spring 2015, Enrollment component. See *Digest of Education Statistics 2015*, table 306.10.

Of the 17.3 million undergraduate students in fall 2014, about 9.6 million were White, 3.0 million were Hispanic, 2.4 million were Black, 1.0 million were Asian, 0.6 million were of Two or more races, 0.1 million were American Indian/Alaska Native, and 0.1 million were Pacific Islander. Between 2000 and 2014, Hispanic enrollment more than doubled (a 119 percent increase from 1.4 million to 3.0 million students), Black

enrollment increased by 57 percent (from 1.5 million to 2.4 million students), and White enrollment increased by 7 percent (from 9.0 million to 9.6 million students). Despite the overall increases since 2000, the number of undergraduate students was lower in 2014 than in 2010 for most groups; the exceptions were Hispanic students and students of Two or more races, whose enrollment increased during this period.

Figure 19.2. Percentage distribution of total undergraduate student enrollment in degree-granting institutions, by race/ethnicity: Selected years, 2000 through 2014



— Not available
Rounds to zero

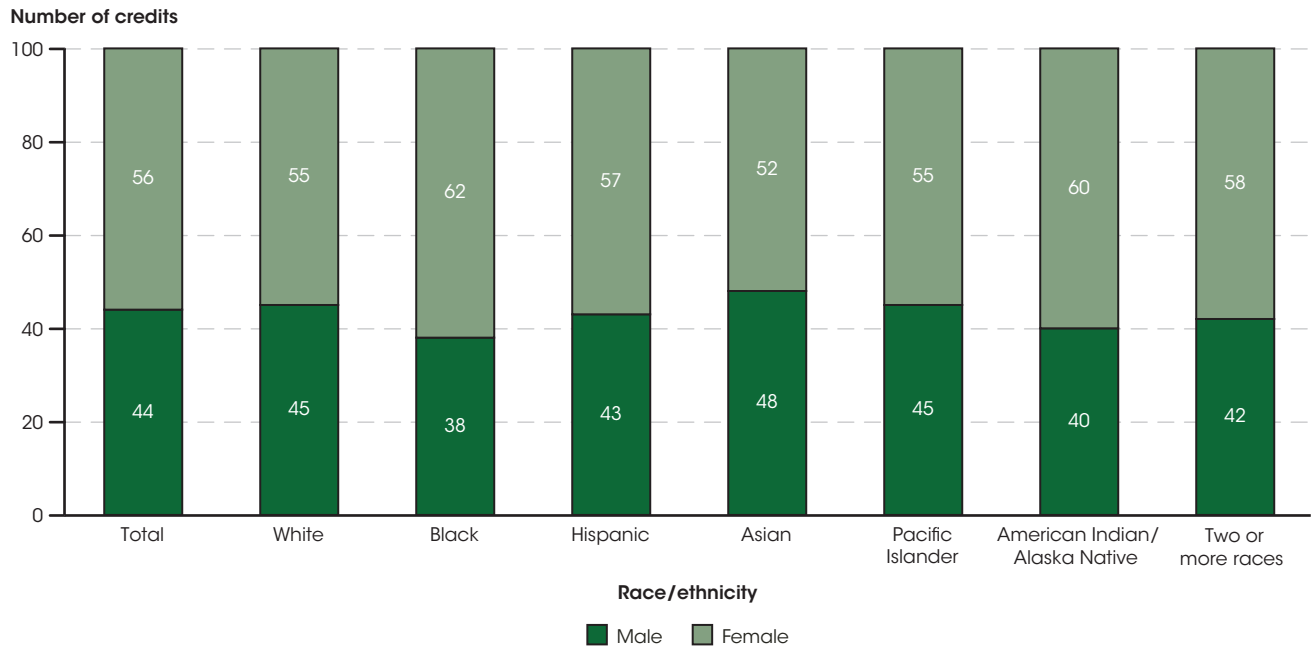
NOTE: Race categories exclude persons of Hispanic ethnicity. Prior to 2010, separate data on Asian students, Pacific Islander students, and students of Two or more races were not available. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Detail may not sum to totals because of rounding. Although rounded numbers are displayed, the figures are based on unrounded estimates.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90); and IPEDS Spring 2001 through Spring 2015, Enrollment component. See *Digest of Education Statistics 2015*, table 306.10.

Between 2000 and 2014, undergraduate enrollment of some groups grew faster than other groups, changing the racial/ethnic distribution of students. Hispanic enrollment as a percentage of total enrollment increased from 10 to 18 percent between 2000 and 2014. Black enrollment as a percentage of total enrollment increased during this time as well, although Black enrollment as a percentage of total enrollment was slightly lower in 2014 than it was in 2010 (15 vs. 14 percent). White enrollment as a percentage of total enrollment decreased between 2000 and 2014 (from 70 to 57 percent). American Indian/Alaska Native enrollment also decreased slightly during this time.

Data on undergraduate enrollment for Asian students, Pacific Islander students, and students of Two or more races became available in 2010. Since 2010, the enrollment of Asian students and Pacific Islander students as a percentage of total enrollment has remained relatively steady (at around 6 percent and less than one-half of one percent, respectively). The enrollment of students of Two or more races as a percentage of total enrollment increased during this time (from 2 percent in 2010 to 3 percent in 2014).

Figure 19.3. Percentage of male and female undergraduate student fall enrollment in degree-granting institutions, by race/ethnicity: 2014

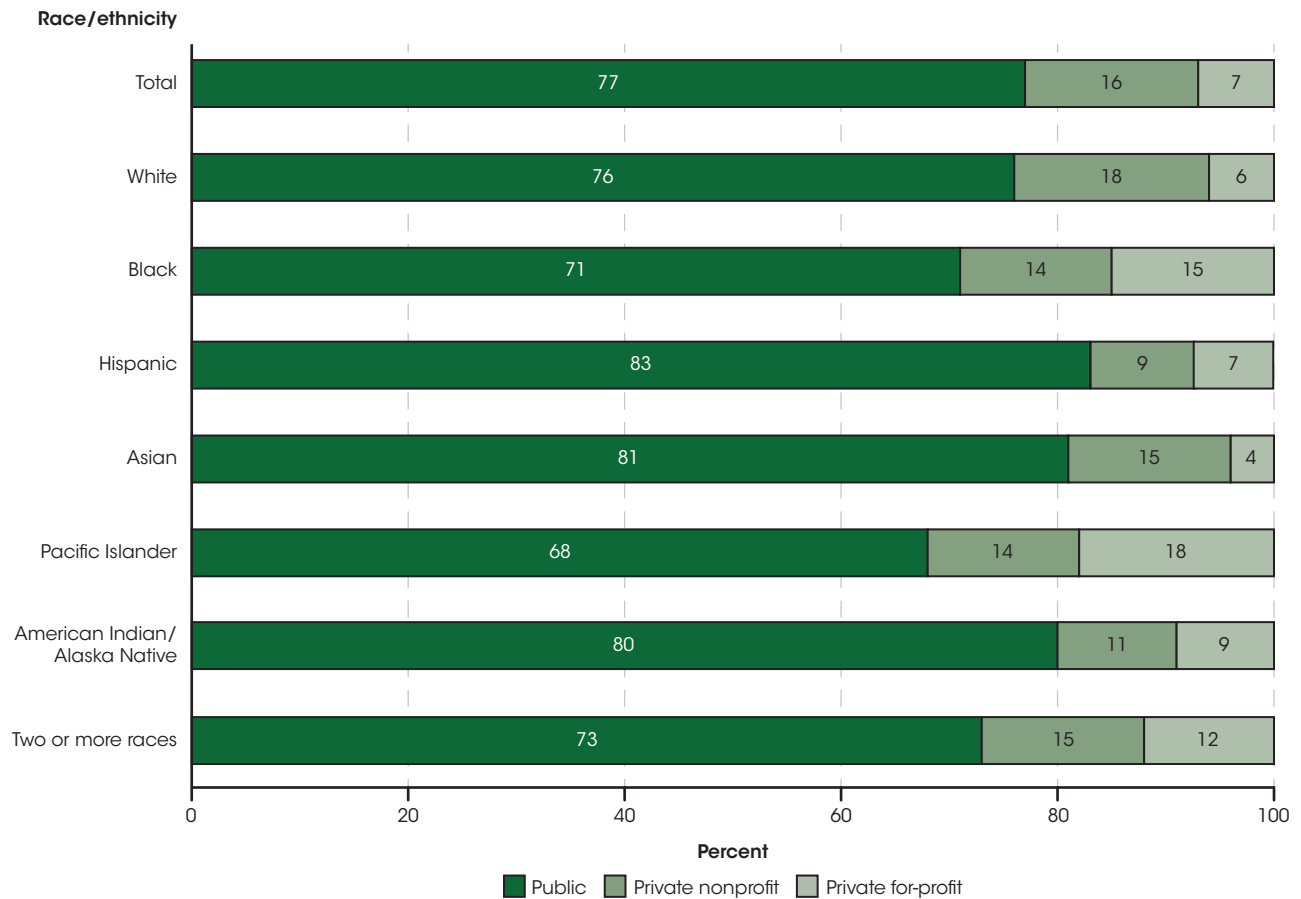


NOTE: Race categories exclude persons of Hispanic ethnicity. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Detail may not sum to totals because of rounding.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF-90); and IPEDS Spring 2015, Enrollment component. See *Digest of Education Statistics 2015*, table 306.10.

In 2014, a greater percentage of undergraduates were female than male across all racial/ethnic groups. The gap between female and male enrollment was widest for Black

students (62 vs. 38 percent) and American Indian/Alaska Native students (60 vs. 40 percent). The gap was narrowest for Asian students (52 vs. 48 percent).

Figure 19.4. Percentage distribution of undergraduate student enrollment in degree-granting institutions, by race/ethnicity of student and control of institution: 2014

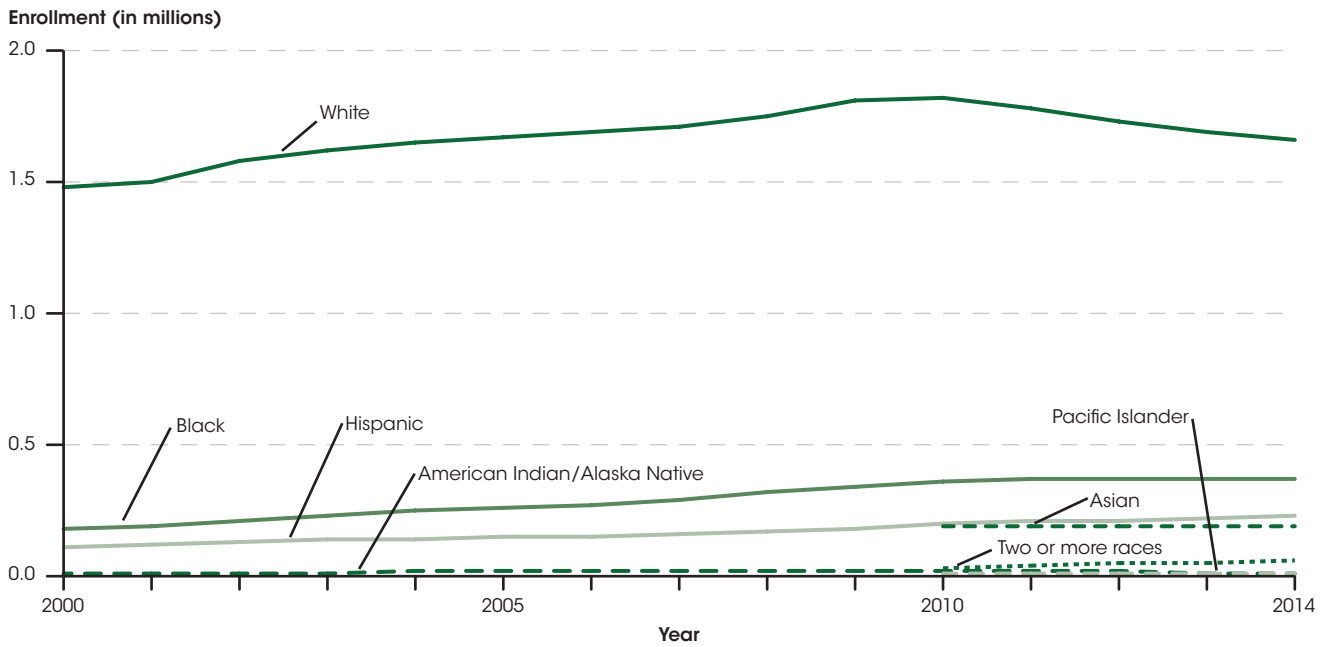


NOTE: Race categories exclude persons of Hispanic ethnicity. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Details may not sum to totals because of rounding.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2015, Enrollment component. See *Digest of Education Statistics 2015*, table 306.50.

In 2014, some 77 percent of undergraduate students attended public institutions, 16 percent attended private nonprofit institutions, and 7 percent attended private for-profit institutions. The percentages of students attending public institutions were above average for students who were Hispanic (83 percent), Asian (81 percent), and American Indian/Alaska Native (80 percent); the percentages for all other racial/ethnic groups were lower than the average. The percentage of

White students attending private nonprofit institutions (18 percent) was greater than the average for all students; the percentages were lower than the average for students from all other racial/ethnic groups. The percentages of students attending private for-profit institutions were higher than the average for students who were Pacific Islander (18 percent), Black (15 percent), of Two or more races (12 percent), and American Indian/Alaska Native (9 percent).

Figure 19.5. Postbaccalaureate student enrollment in degree-granting institutions, by race/ethnicity: 2000 through 2014

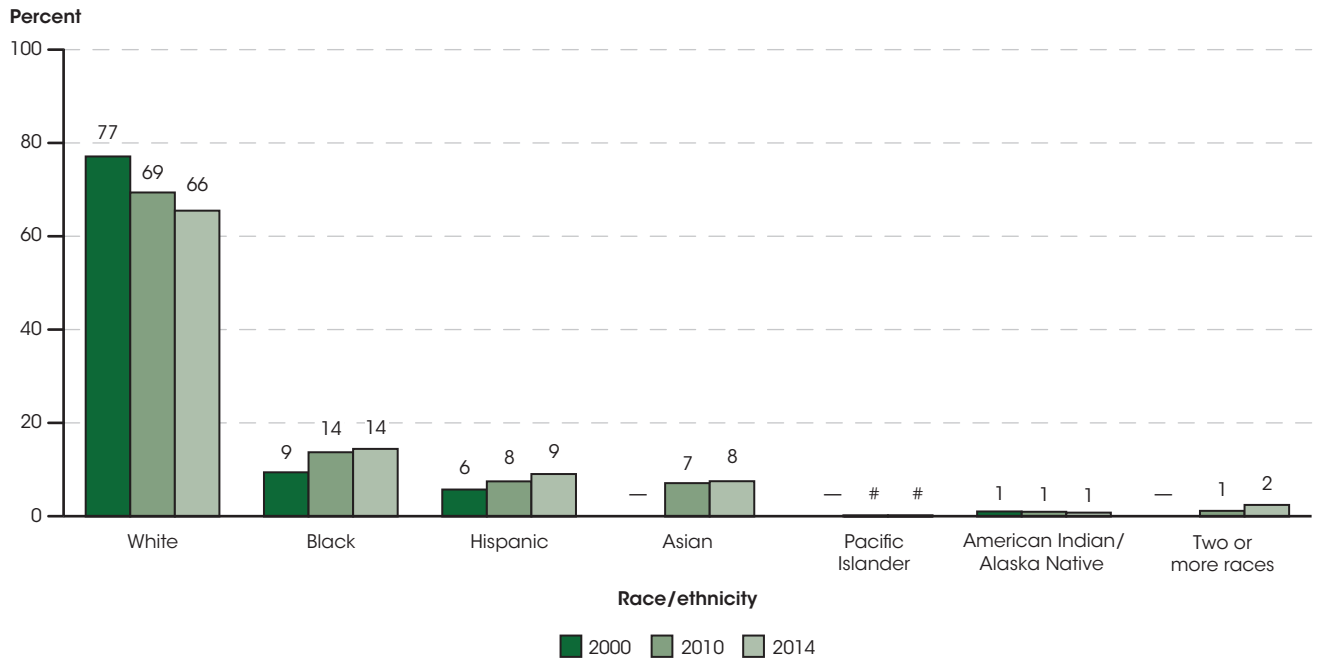


NOTE: Race categories exclude persons of Hispanic ethnicity. Prior to 2010, separate data on Asian students, Pacific Islander students, and students of Two or more races were not available. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90); and IPEDS Spring 2001 through Spring 2015, Enrollment component. See *Digest of Education Statistics 2015*, table 306.10.

Of the 2.9 million postbaccalaureate students enrolled in fall 2014, some 1.7 million were White, 366,000 were Black, 230,000 were Hispanic, 191,000 were Asian, 63,000 were of Two or more races, 14,000 were American Indian/Alaska Native, and 7,000 were Pacific Islander. Between 2000 and 2014, both Black and Hispanic enrollment more than doubled, with Black enrollment increasing from 181,000 to 366,000 students and Hispanic enrollment increasing from 111,000 to

230,000 students. White enrollment was 12 percent higher in 2014 than in 2000 (1.7 million vs. 1.5 million students) and American Indian/Alaska Native enrollment was 13 percent higher (14,000 vs. 13,000 students). More recently, the number of postbaccalaureate students was higher in 2014 than in 2010 for most groups; the exceptions were White and American Indian/Alaska Native students, whose enrollment decreased during this period.

Figure 19.6. Percentage distribution of total postbaccalaureate student enrollment in degree-granting institutions, by race/ethnicity: Selected years, 2000 through 2014



— Not available.

Rounds to zero.

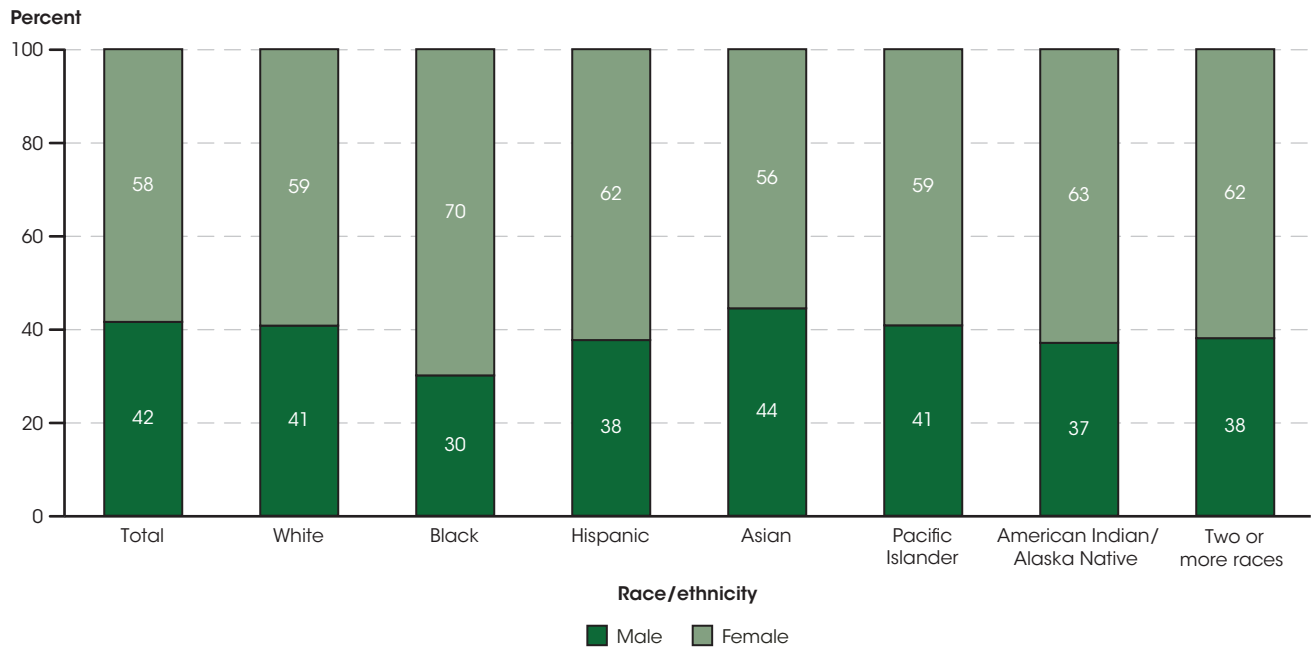
NOTE: Race categories exclude persons of Hispanic ethnicity. Prior to 2010, separate data on Asian students, Pacific Islander students, and students of Two or more races were not available. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Detail may not sum to totals because of rounding. Although rounded numbers are displayed, the figures are based on unrounded estimates.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90); and IPEDS Spring 2001 through Spring 2015, Enrollment component. See *Digest of Education Statistics 2015*, table 306.10.

Between 2000 and 2014, postbaccalaureate enrollment of some groups grew faster than other groups, changing the racial/ethnic distribution of students. Black enrollment as a percentage of total enrollment increased from 9 to 14 percent during this time, and Hispanic enrollment increased from 6 to 9 percent. Conversely, White enrollment as a percentage of total enrollment decreased from 77 to 66 percent between 2000 and 2014. American

Indian/Alaska Native also decreased slightly during this time. Since 2010, the enrollment of Pacific Islander students as a percentage of total enrollment has remained relatively steady (at around one-half of one percent). The enrollment of Asian students as a percentage of total enrollment increased from 7 to 8 percent during this time, and enrollment of students of Two or more races increased from 1 to 2 percent.

Figure 19.7. Percentage distribution of male and female postbaccalaureate student enrollment in degree-granting institutions, by race/ethnicity: 2014

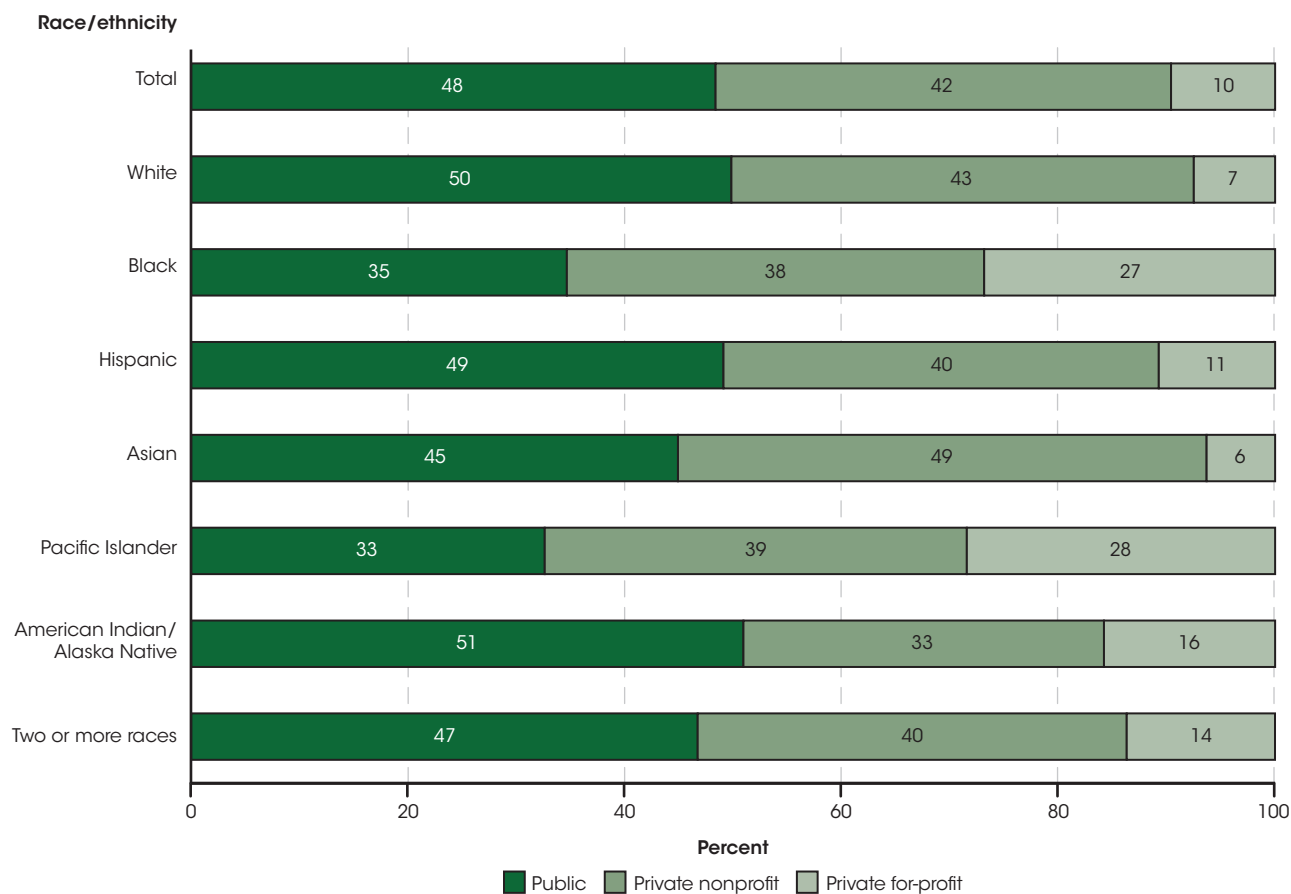


NOTE: Race categories exclude persons of Hispanic ethnicity. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Detail may not sum to totals because of rounding.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF-90); and IPEDS Spring 2015, Enrollment component. See *Digest of Education Statistics 2015*, table 306.10.

In 2014, a greater percentage of postbaccalaureate students were female than male across all racial/ethnic groups. The gap between female and male enrollment was widest for

Black students (70 vs. 30 percent) and narrowest for Asian students (56 vs. 44 percent).

Figure 19.8. Percentage distribution of postbaccalaureate student enrollment in degree-granting institutions, by race/ethnicity of student and control of institution: 2014



NOTE: Race categories exclude persons of Hispanic ethnicity. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Details may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2015, Enrollment component. See *Digest of Education Statistics 2015*, table 306.50.

In 2014, about 48 percent of postbaccalaureate students attended public institutions, 42 percent attended private nonprofit institutions, and 10 percent attended private for-profit institutions. The percentages of students attending public institutions were above average for American Indian/Alaska Native (51 percent) and White (50 percent) students; the percentages for all other racial/ethnic groups were lower than the average. The percentages of Asian (49 percent) and White (43 percent)

students attending private nonprofit institutions were greater than the average for all students; the percentages were lower than the average for students from all other racial/ethnic groups. The percentages of students attending private for-profit institutions were above average for students who were Pacific Islander (28 percent), Black (27 percent), American Indian/Alaska Native (16 percent), of Two or more races (14 percent), and Hispanic (11 percent).

Endnotes:

¹ Total enrollment and overall enrollment for males and females include nonresident aliens, who are not included in the totals by race/ethnicity. A nonresident alien is a person

who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.

Reference tables: *Digest of Education Statistics 2015*, tables 306.10 and 306.50

Data sources: Integrated Postsecondary Education Data System (IPEDS)

Glossary: Degree-granting institutions, For-profit institution, Nonprofit institution, Postbaccalaureate enrollment, Private institution, Public school or institution, Undergraduate students

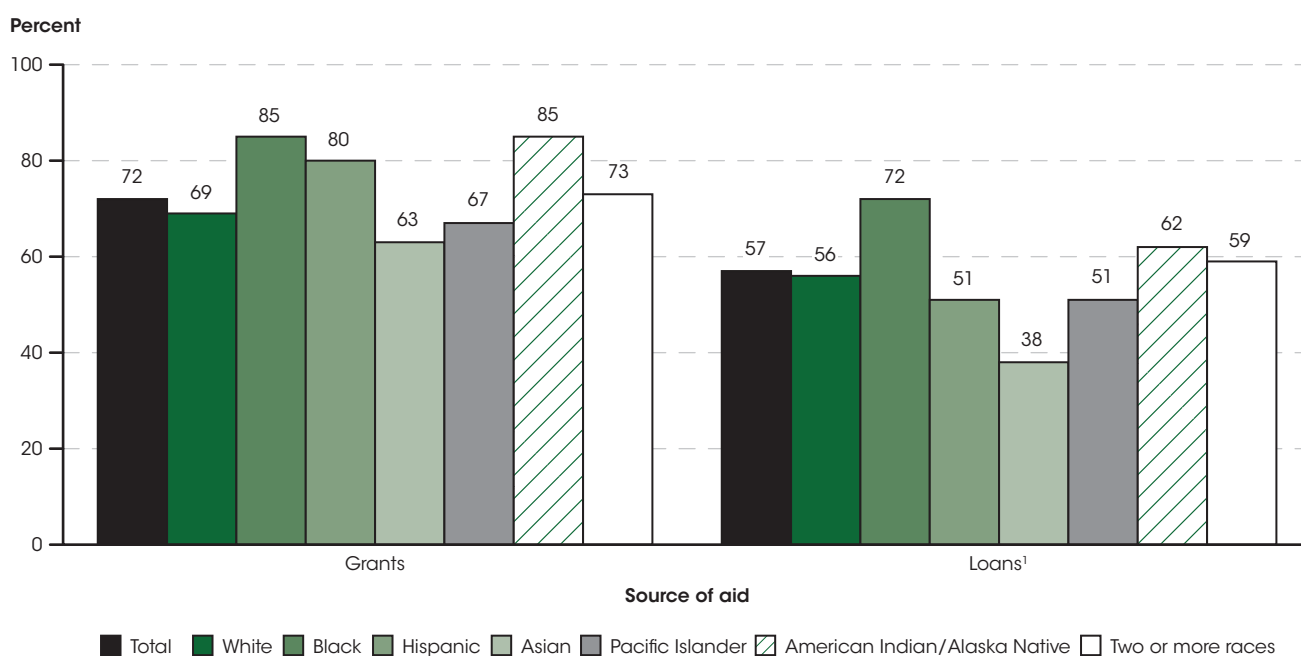
Financial Aid

Among full-time, full-year undergraduate students, 85 percent of Black and American Indian/Alaska Native students and 80 percent of Hispanic students received grants in 2011–12. These percentages were higher than the percentages of students of Two or more races (73 percent) and White (69 percent), Pacific Islander (67 percent), and Asian (63 percent) students who received grants.

The cost of a postsecondary education is a potential burden for some students in their completion of an undergraduate degree. Financial aid can help ease this burden. Grants and loans are the major forms of federal financial aid for degree/certificate-seeking undergraduate students. The largest federal grant program available to

undergraduate students is the Pell Grant program; in order to qualify, a student must demonstrate financial need. Federal loans, on the other hand, are available to all students. In addition to federal financial aid, there are also grants from state and local governments, institutions, and private sources, as well as private loans.

Figure 20.1. Percentage of full-time, full-year undergraduates who received financial aid, by source of aid and race/ethnicity: 2011–12



¹ Includes Parent Loans for Undergraduate Students (PLUS).

NOTE: Full-time undergraduates are those who were enrolled full time for 9 or more months at one or more institutions. Data include undergraduates in degree-granting and non-degree-granting institutions. Data exclude Puerto Rico. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12). See *Digest of Education Statistics 2014*, table 331.35.

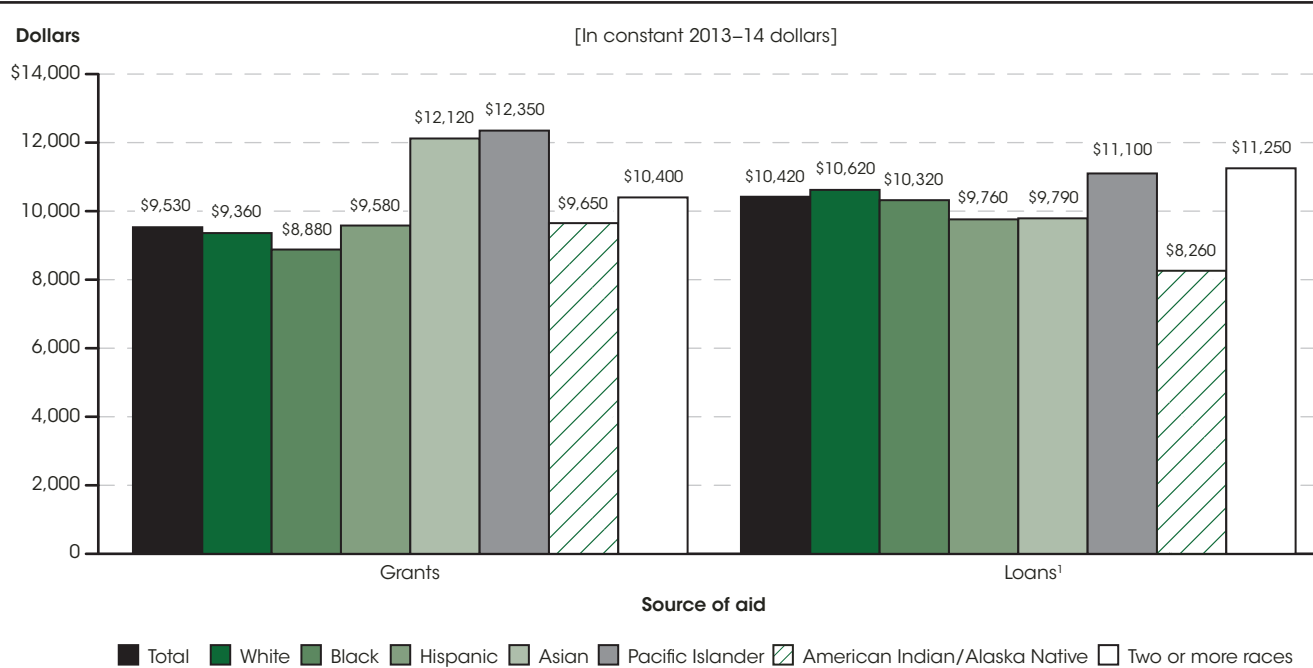
In school year 2011–12, the percentage of full-time, full-year undergraduate students who received grants varied by race/ethnicity. Higher percentages of Black and American Indian/Alaska Native (85 percent each) and Hispanic (80 percent) students received grants than students of Two or more races (73 percent) and White (69 percent), Pacific Islander (67 percent), and Asian (63 percent) students.

A higher percentage of Black students than of Hispanic students received grants. The percentages of American Indian/Alaska Native and Hispanic students who received grants were not measurably different. Similar patterns emerged for the percentage of full-time undergraduate students who received Pell Grants.

In 2011–12, the percentage of full-time, full-year undergraduate students who received loans was highest for Black students. Seventy-two percent of Black students received loans, compared with 62 percent of American Indian/Alaska Native students, 59 percent of students

of Two or more races, 56 percent of White students, 51 percent of Hispanic students, 51 percent of Pacific Islander students, and 38 percent of Asian students. The percentage of Asian students who received loans was lower than the percentage of any other racial/ethnic group.

Figure 20.2. Average annual amount of financial aid received by full-time, full-year undergraduates, by source of aid and race/ethnicity: 2011–12



¹ Includes Parent Loans for Undergraduate Students (PLUS).

NOTE: Full-time undergraduates are those who were enrolled full time for 9 or more months at one or more institutions. Data include undergraduates in degree-granting and non-degree-granting institutions. Amounts are in constant 2013–14 dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to an academic-year basis. Data exclude Puerto Rico. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12). See *Digest of Education Statistics 2014*, table 331.35.

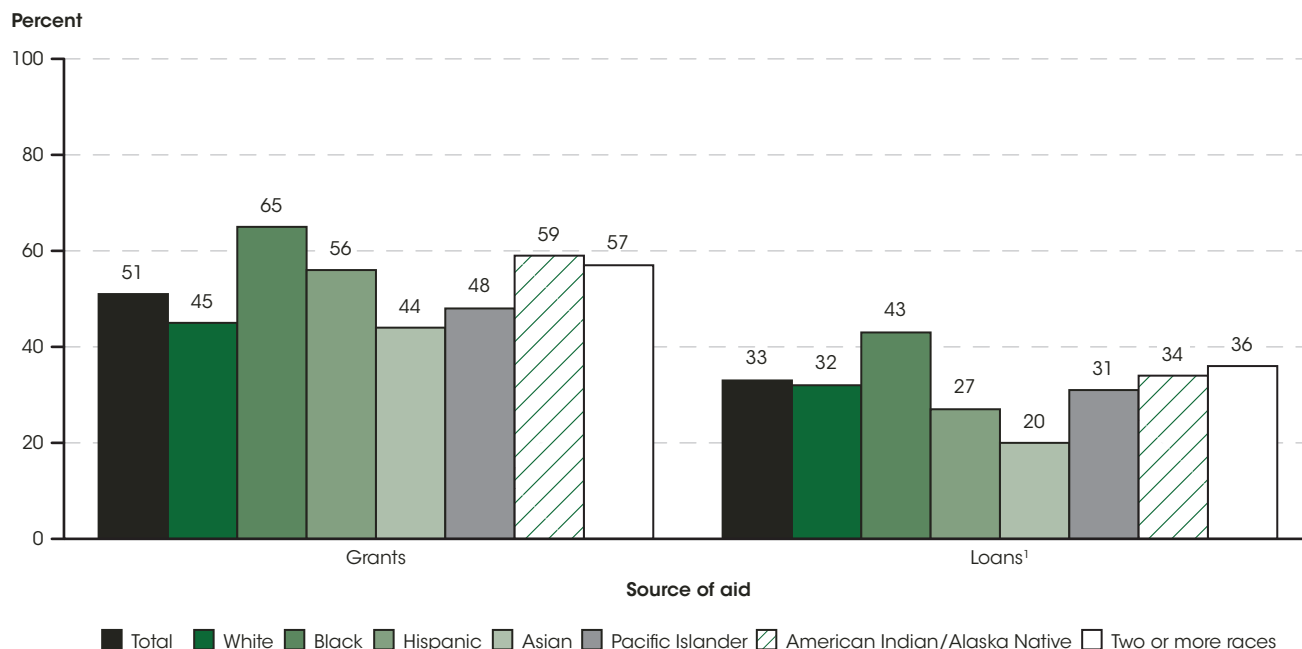
Among full-time undergraduate students who received grants in 2011–12, Asian students received a higher average annual amount of grant aid (\$12,120) than did White (\$9,360), Black (\$8,880), Hispanic (\$9,580), and American Indian/Alaska Native (\$9,650) students and students of Two or more races (\$10,400). Black students received a lower average amount of grant aid than did White, Hispanic, and Asian students and students of Two or more races.

In addition, White students received a lower average annual amount of Pell Grant aid (\$4,380) than did Black (\$4,780), Hispanic (\$4,740), Asian (\$4,710), and Pacific Islander (\$4,980) students and students of Two or more

racess (\$4,690). There was no measurable difference in the amount of Pell Grant aid received by White students and American Indian/Alaska Native students (\$4,600).

Among full-time undergraduate students who received loans in 2011–12, students of Two or more races received a higher average annual amount of loan aid (\$11,250) than did Black (\$10,320), Hispanic (\$9,760), Asian (\$9,790), and American Indian/Alaska Native (\$8,260) students. Additionally, White (\$10,620) and Black students received higher average annual amounts of loan aid than did Hispanic students. In contrast, American Indian/Alaska Native students received the lowest average annual amount of loan aid.

Figure 20.3. Percentage of part-time or part-year undergraduates who received financial aid, by source of aid and race/ethnicity: 2011-12



¹ Includes Parent Loans for Undergraduate Students (PLUS).

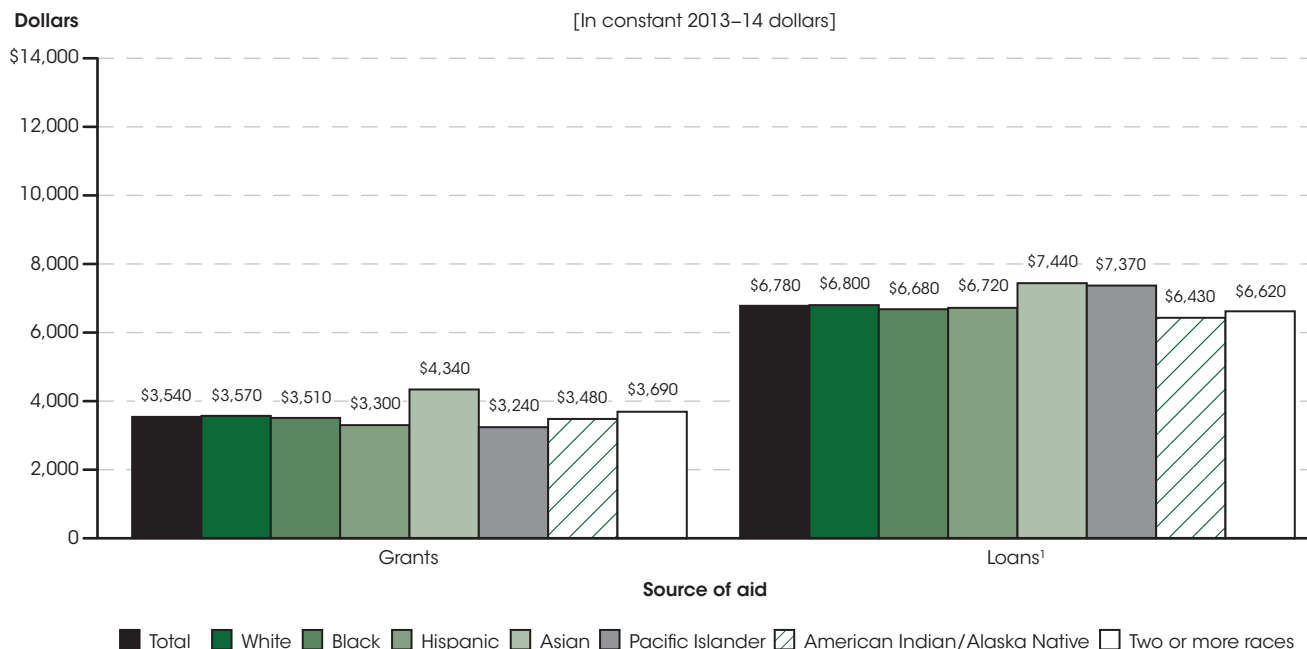
NOTE: Part-time or part-year undergraduates include those who were enrolled part time for 9 or more months and those who were enrolled less than 9 months either part time or full time. Data include undergraduates in degree-granting and non-degree-granting institutions. Data exclude Puerto Rico. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011-12 National Postsecondary Student Aid Study (NPSAS:12). See *Digest of Education Statistics 2014*, table 331.37.

Among part-time or part-year undergraduate students in 2011-12, a higher percentage of Black students (65 percent) received grants than did students of Two or more races (57 percent) and Hispanic (56 percent), Pacific Islander (48 percent), White (45 percent), and Asian (44 percent) students. The percentages of Black and American Indian/Alaska Native students who received grants were not measurably different. Additionally, a higher percentage of Hispanic students than of White and Asian students received grants in 2011-12. Similar patterns emerged for the percentages of part-time undergraduate students who received Pell Grants, although the percentage for Black students was higher than that for American Indian/Alaska Native students.

In 2011-12, the percentage of part-time or part-year undergraduate students who received loans was highest for Black students. Forty-three percent of Black students received loans, compared with 36 percent of students of Two or more races, 34 percent of American Indian/Alaska Native students, 32 percent of White students, 31 percent of Pacific Islander students, 27 percent of Hispanic students, and 20 percent of Asian students. In contrast, the percentage of students who received loans was lower for Asian students than students of any other racial/ethnic group.

Figure 20.4. Average annual amount of financial aid received by part-time or part-year undergraduates, by source of aid and race/ethnicity: 2011–12



¹ Includes Parent Loans for Undergraduate Students (PLUS).

NOTE: Part-time or part-year undergraduates include those who were enrolled part time for 9 or more months and those who were enrolled less than 9 months either part time or full time. Data include undergraduates in degree-granting and non-degree-granting institutions. Amounts are in constant 2013–14 dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to an academic-year basis. Data exclude Puerto Rico. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12). See *Digest of Education Statistics 2014*, table 331.37.

Among part-time undergraduate students who received grants in 2011–12, Asian students received a higher average annual amount of grant aid (\$4,340) than did White (\$3,570), Black (\$3,510), American Indian/Alaska Native (\$3,480), Hispanic (\$3,300), and Pacific Islander (\$3,240) students. White students and students of Two or more races (\$3,690) received a higher amount than

Hispanic students. Asian students received a higher average annual amount of Pell Grant aid (\$2,980) than did Black (\$2,730) and White (\$2,670) students and students of Two or more races (\$2,660). Among part-time undergraduate students who received loans in 2011–12, there were no measurable differences between racial/ethnic groups in the average annual amount of loan aid received.

Reference tables: *Digest of Education Statistics 2014*, tables 331.35 and 331.37

Data sources: National Postsecondary Student Aid Study (NPSAS)

Glossary: Financial aid, Full-time enrollment, Part-time enrollment

Postsecondary Graduation Rates

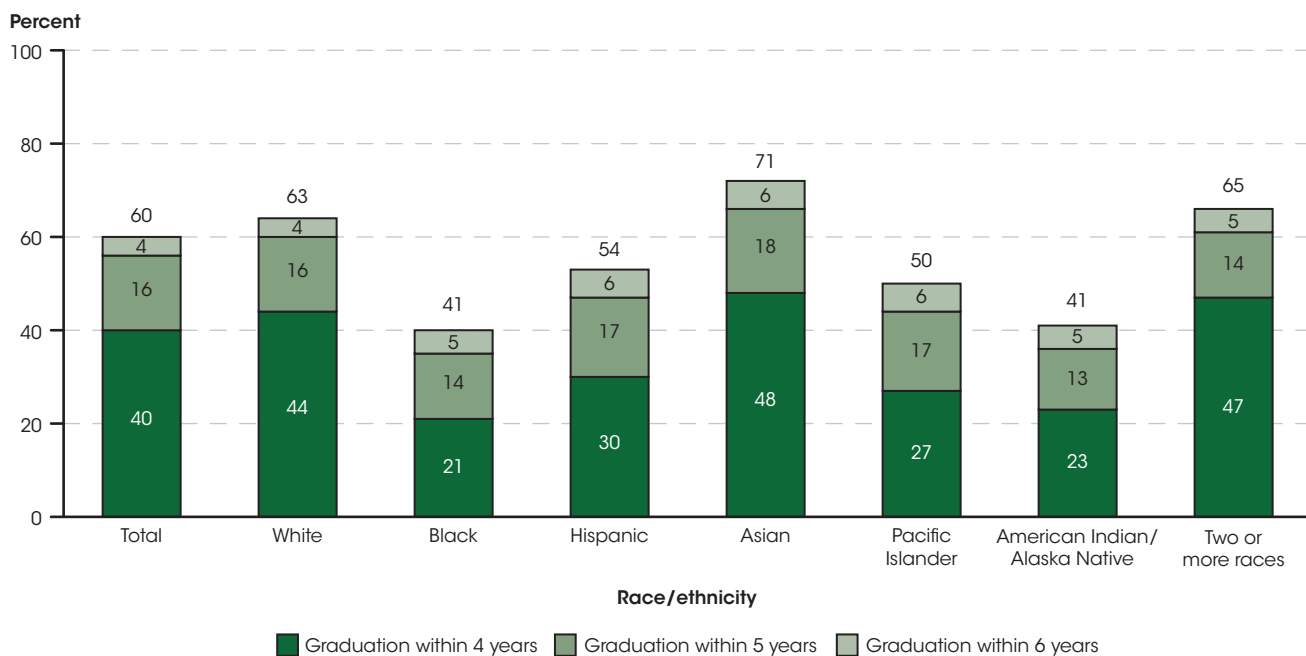
The 6-year graduation rate in 2014 was 60 percent for first-time, full-time undergraduate students who began their pursuit of a bachelor's degree at a 4-year degree-granting institution in fall 2008. The 6-year graduation rate was highest for Asian students (71 percent) and lowest for Black and American Indian/Alaska Native students (41 percent each).

The 1990 Student Right to Know Act requires degree-granting postsecondary institutions to report the percentage of students who complete their program within 150 percent of the normal time for completion, which is within 6 years for students pursuing a bachelor's degree. Students who transfer and complete a degree at another institution are not included as completers in these rates.

their pursuit of a bachelor's degree at a 4-year degree-granting institution in fall 2008. About 40 percent of first-time, full-time undergraduate students who began their pursuit of a bachelor's degree at a 4-year degree-granting institution in fall 2008 received their bachelor's degree within 4 years.

The 6-year graduation rate in 2014 was 60 percent for first-time, full-time undergraduate students who began

Figure 21.1. Graduation rates from first institution attended for first-time, full-time bachelor's degree-seeking students at 4-year postsecondary institutions, by race/ethnicity and time to completion: Starting cohort year 2008

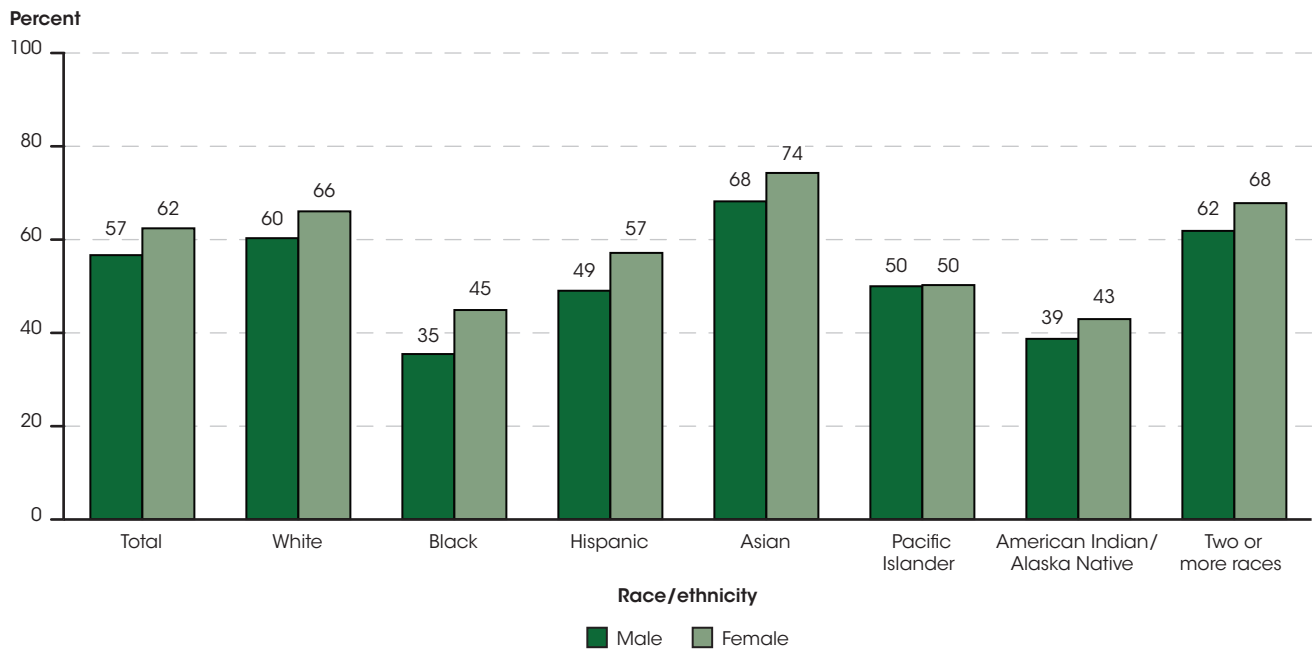


NOTE: Data are for 4-year degree-granting postsecondary institutions participating in Title IV federal financial aid programs. Graduation rates refer to students receiving bachelor's degrees from their initial institutions of attendance only. The total includes data for persons whose race/ethnicity was not reported. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2015, Graduation Rates component. See *Digest of Education Statistics 2015*, table 326.10.

Among students of different racial/ethnic groups, the 6-year graduation rate for first-time, full-time undergraduate students who began seeking a bachelor's degree at a 4-year degree-granting institution in fall 2008 was highest for Asian students (71 percent) and lowest

for Black and American Indian/Alaska Native students (41 percent each). Less than half of the students in any racial/ethnic group who began seeking a bachelor's degree at a 4-year degree-granting institution in fall 2008 graduated within 4 years.

Figure 21.2. Percentage of first-time, full-time students seeking a bachelor's degree at 4-year degree-granting institutions who completed a bachelor's degree from the first institution attended within 6 years, by race/ethnicity and sex: Starting cohort year 2008

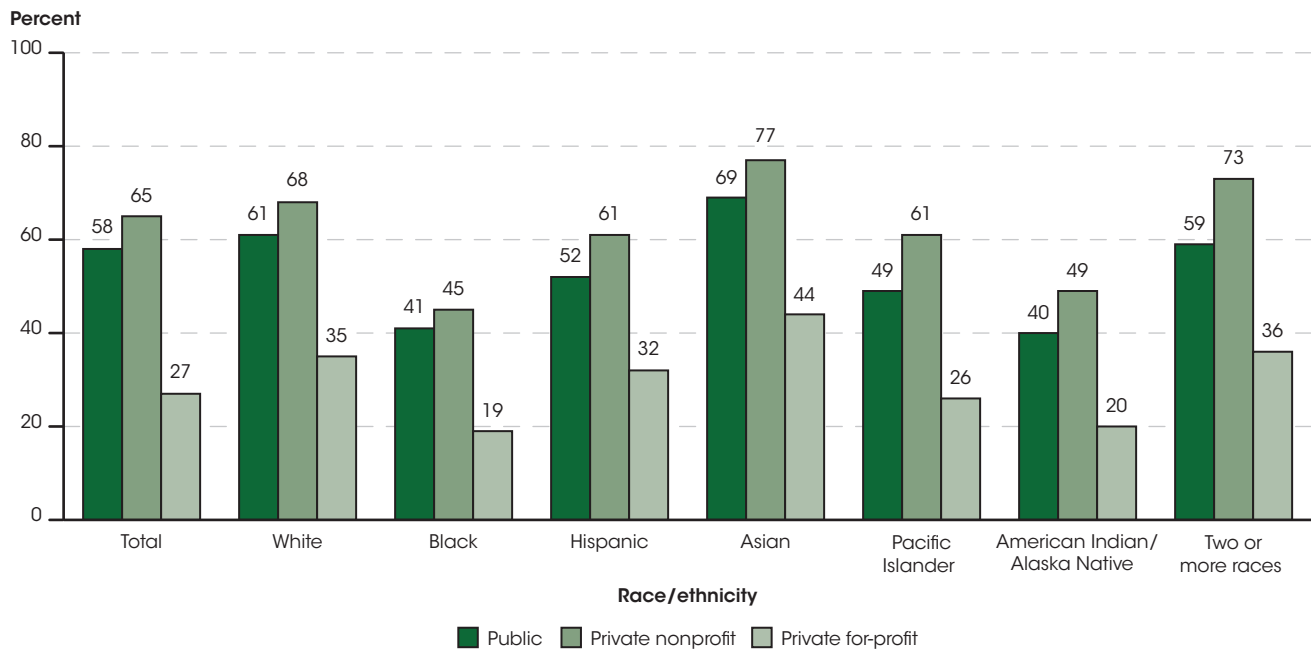


NOTE: Data are for 4-year degree-granting postsecondary institutions participating in Title IV federal financial aid programs. Graduation rates refer to students receiving bachelor's degrees from their initial institutions of attendance only. The total includes data for persons whose race/ethnicity was not reported. Race categories exclude persons of Hispanic ethnicity. Although rounded numbers are displayed, the figures are based on unrounded estimates. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2015, Graduation Rates component. See *Digest of Education Statistics 2015*, table 326.10.

Overall, the 6-year graduation rate was higher for females than for males (62 vs. 57 percent); it was also higher for females than for males in each racial/ethnic group, except Pacific Islanders (50 percent each). Aside from Pacific

Islanders, the gender gap was narrowest among American Indian/Alaska Native students (43 percent for females vs. 39 percent for males) and widest among Black students (45 percent for females vs. 35 percent for males).

Figure 21.3. Percentage of first-time, full-time students seeking a bachelor's degree at 4-year degree-granting institutions who completed a bachelor's degree from the first institution attended within 6 years, by race/ethnicity and control of institution: Starting cohort year 2008

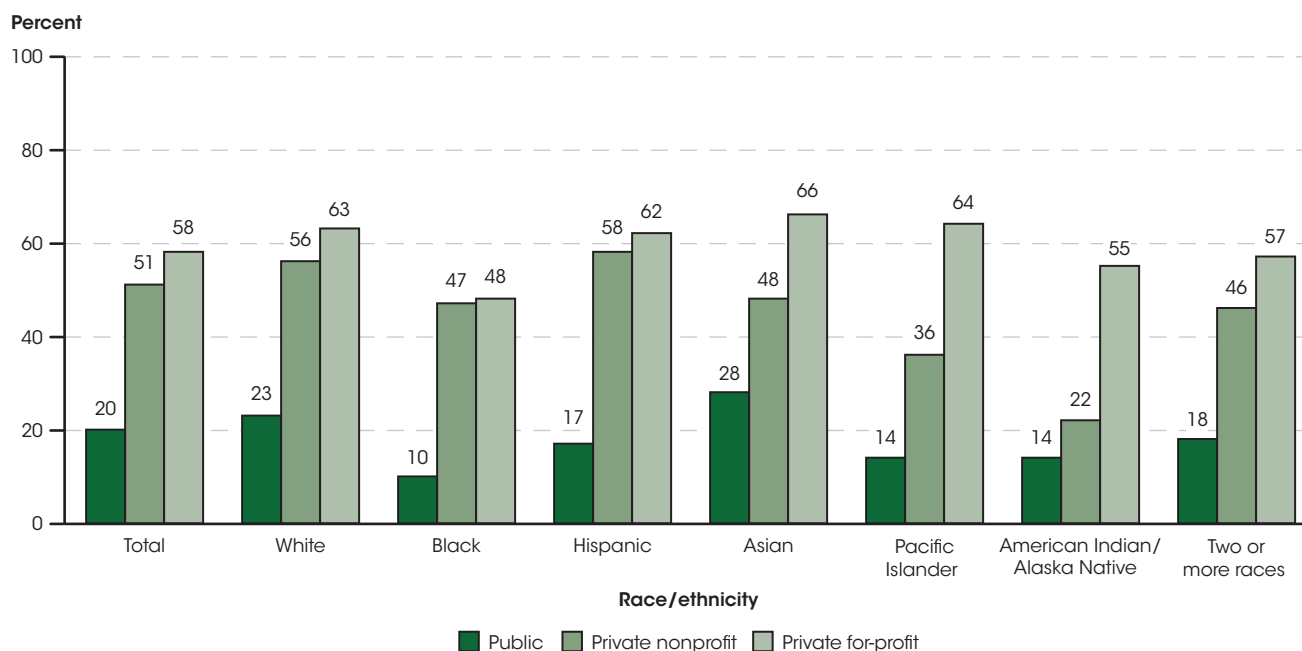


NOTE: Data are for 4-year degree-granting postsecondary institutions participating in Title IV federal financial aid programs. Graduation rates refer to students receiving bachelor's degrees from their initial institutions of attendance only. The total includes data for persons whose race/ethnicity was not reported. Race categories exclude persons of Hispanic ethnicity.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2015, Graduation Rates component. See *Digest of Education Statistics 2015*, table 326.10.

Among first-time, full-time undergraduate students who began seeking a bachelor's degree at a 4-year degree-granting institution in fall 2008, the 6-year graduation rate was 58 percent at public institutions, 65 percent at private nonprofit institutions, and 27 percent at private for-profit institutions. At public institutions, the 6-year graduation rates were highest for Asian students (69 percent) and lowest for American Indian/Alaska Native students (40 percent). Private nonprofit institutions had the highest 6-year graduation rates for each racial/

ethnic group; Asian students (77 percent) had the highest rates and Black students (45 percent) had the lowest. The 6-year graduation rates for students at private for-profit institutions were lower than those at public and private nonprofit institutions across all racial/ethnic groups, with rates ranging from 19 percent for Black students to 44 percent for Asian students. Less than 50 percent of Black students and American Indian/Alaska Native students graduated within 6 years at any type of 4-year degree-granting institution.

Figure 21.4. Percentage of first-time, full-time students seeking a certificate or degree at 2-year degree-granting institutions who completed an associate's degree or certificate from the first institution attended within 3 years, by race/ethnicity and control of institution: Starting cohort year 2011



NOTE: Data are for 2-year degree-granting postsecondary institutions participating in Title IV federal financial aid programs. Graduation rates refer to students receiving associate's degrees or certificates from their initial institutions of attendance only. Students who transferred to another institution before receiving an associate's degree or certificate are not counted as graduates. The total includes data for persons whose race/ethnicity was not reported. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2015, Graduation Rates component. See *Digest of Education Statistics 2015*, table 326.20.

At 2-year degree-granting institutions, the percentage of full-time undergraduate students who began their pursuit of a certificate or associate's degree in fall 2011 and attained it within 3 years—that is, within 150 percent of the normal time for completion—was 28 percent. This rate varied considerably by control of the institution and race/ethnicity. The 3-year graduation rate was 20 percent at public institutions, 51 percent at private nonprofit institutions, and 58 percent at private for-profit institutions.

The 3-year graduation rate in 2014 for first-time, full-time students at public 2-year institutions was highest

for Asian students (28 percent) and lowest for Black students (10 percent); graduation rates ranged from 14 to 23 percent for students in the other racial/ethnic groups. At private nonprofit 2-year institutions, the 3-year graduation rate was highest for Hispanic students (58 percent) and lowest for American Indian/Alaska Native students (22 percent). The graduation rates at private for-profit 2-year institutions were higher than the rates at public or private nonprofit 2-year institutions for all racial/ethnic groups; they ranged from 66 percent for Asian students to 48 percent for Black students.

Reference tables: *Digest of Education Statistics 2015*, tables 326.10 and 326.20

Data sources: Integrated Postsecondary Education Data System (IPEDS)

Glossary: Associate's degree, Bachelor's degree, Certificate, Degree-granting institution, For-profit institution, Full-time enrollment, Graduation, Nonprofit institution, Postsecondary institutions (basic classification by level), Public school or institution, Undergraduate students

Indicator 22

Degrees Awarded

The number of bachelor's degrees awarded to Hispanic students more than doubled between 2003–04 and 2013–14. During the same period, the number of degrees awarded also increased for students who were Black (by 46 percent), Asian/Pacific Islander (by 43 percent), and White (by 19 percent).

Table 22.1. Number of degrees conferred by postsecondary institutions and percent change, by race/ethnicity and level of degree: Academic years 2003–04, 2012–13, and 2013–14

Level of degree and academic year	Total ¹	White	Black	Hispanic	Asian/Pacific Islander	American Indian/ Alaska Native	Two or more races
Certificates²							
2003–04	687,787	402,989	129,891	107,216	32,819	8,375	—
2012–13	967,214	524,000	177,006	186,248	44,196	10,824	17,642
2013–14	969,353	523,184	177,881	185,588	43,810	10,817	19,931
Percent change from 2003–04 to 2013–14	40.9	29.8	36.9	73.1	33.5	29.2	—
Percent change from 2012–13 to 2013–14	0.2	-0.2	0.5	-0.4	-0.9	-0.1	13.0
Associate's							
2003–04	665,301	456,047	81,183	72,270	33,149	8,119	—
2012–13	1,007,427	617,308	135,892	157,989	49,474	10,546	19,383
2013–14	1,003,364	601,383	134,483	167,120	50,333	10,334	22,634
Percent change from 2003–04 to 2013–14	50.8	31.9	65.7	131.2	51.8	27.3	—
Percent change from 2012–13 to 2013–14	-0.4	-2.6	-1.0	5.8	1.7	-2.0	16.8
Bachelor's							
2003–04	1,399,542	1,026,114	131,241	94,644	92,073	10,638	—
2012–13	1,840,381	1,221,908	191,233	186,677	130,129	11,432	34,128
2013–14	1,869,814	1,218,792	191,298	202,412	131,680	10,786	45,423
Percent change from 2003–04 to 2013–14	33.6	18.8	45.8	113.9	43.0	1.4	—
Percent change from 2012–13 to 2013–14	1.6	-0.3	0.0	8.4	1.2	-5.7	33.1
Master's							
2003–04	564,272	373,448	51,402	29,806	31,202	3,206	—
2012–13	751,718	455,896	87,989	52,991	44,906	3,693	11,794
2013–14	754,475	444,700	88,515	55,965	44,613	3,494	13,411
Percent change from 2003–04 to 2013–14	33.7	19.1	72.2	87.8	43.0	9.0	—
Percent change from 2012–13 to 2013–14	0.4	-2.5	0.6	5.6	-0.7	-5.4	13.7
Doctor's³							
2003–04	126,087	84,695	8,089	5,795	12,371	771	—
2012–13	175,026	110,759	12,085	10,108	18,406	900	2,440
2013–14	177,580	110,156	12,615	10,665	19,118	861	2,966
Percent change from 2003–04 to 2013–14	40.8	30.1	56.0	84.0	54.5	11.7	—
Percent change from 2012–13 to 2013–14	1.5	-0.5	4.4	5.5	3.9	-4.3	21.6

— Not available.

¹ Total includes nonresident aliens and, in 2012–13 and 2013–14, students of Two or more races.

² Includes less-than-1-year awards and 1- to less-than-4-year awards (excluding associate's degrees).

³ Includes Ph.D., Ed.D., and comparable degrees at the doctoral level. Includes most degrees formerly classified as first-professional, such as M.D., D.D.S., and law degrees.

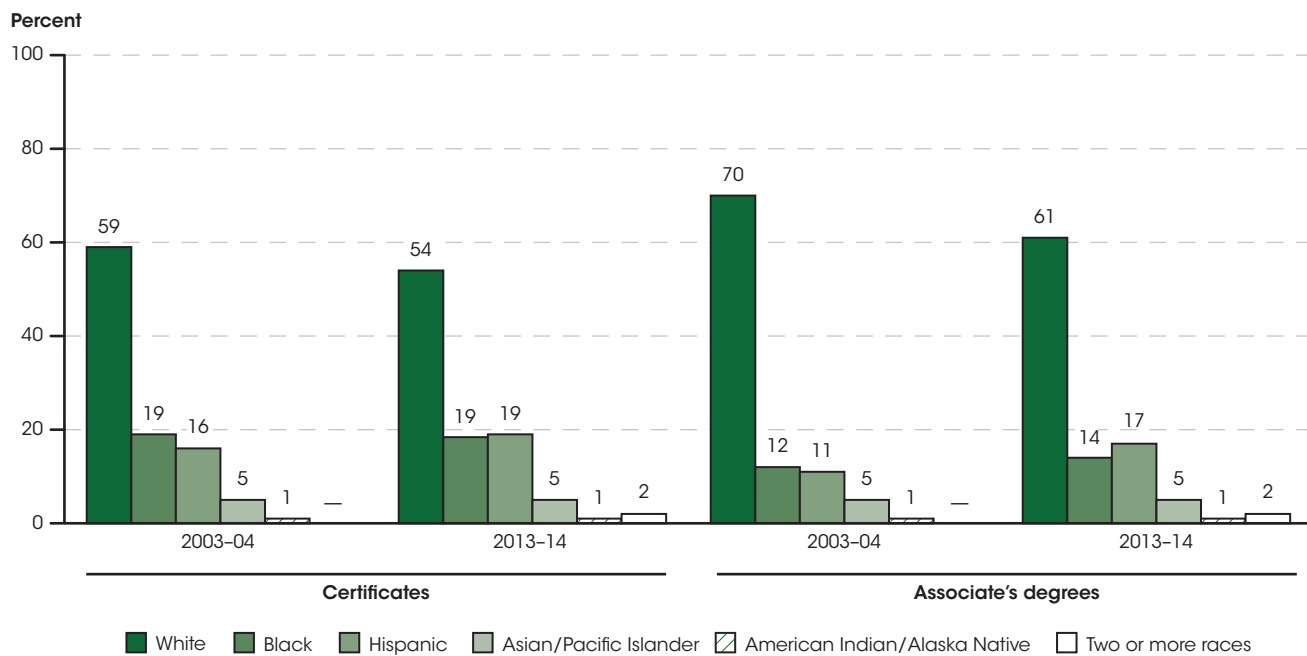
NOTE: Data are for postsecondary institutions participating in Title IV federal financial aid programs. Separate data on students of Two or more races were not collected until 2010–11. Race categories exclude persons of Hispanic ethnicity. Reported racial/ethnic distributions of students by level of degree and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2004, Fall 2013, and Fall 2014, Completions component. See *Digest of Education Statistics 2015*, tables 320.20, 321.20, 322.20, 323.20, and 324.20.

This indicator examines the number of degrees¹ awarded in 2013–14 across degree levels and racial/ethnic groups. Between academic years 2003–04 and 2013–14, the total number of postsecondary degrees awarded increased at all degree levels: certificates by 41 percent (from 688,000 to 969,000), associate’s degrees by 51 percent (from 665,000 to 1.0 million), bachelor’s degrees by 34 percent (from

1.4 million to 1.9 million), master’s degrees by 34 percent (from 564,000 to 754,000), and doctor’s degrees by 41 percent (from 126,000 to 178,000). Reflecting the overall increase in the number of postsecondary degrees awarded at each level, the number of postsecondary degrees awarded generally increased for racial/ethnic groups at each level between 2003–04 and 2013–14.

Figure 22.1. Percentage distribution of certificates and associate’s degrees awarded by postsecondary institutions, by race/ethnicity: Academic years 2003–04 and 2013–14



— Not available.

NOTE: Data are for postsecondary institutions participating in Title IV federal financial aid programs. Data include only U.S. citizens. Certificates include less-than-1-year awards and 1- to less-than-4-year awards (excluding associate’s degrees). Race categories exclude persons of Hispanic ethnicity. Separate data on students of Two or more races were not collected until 2010–11. Detail may not sum to totals because of rounding. Although rounded numbers are displayed, the figures are based on unrounded estimates.

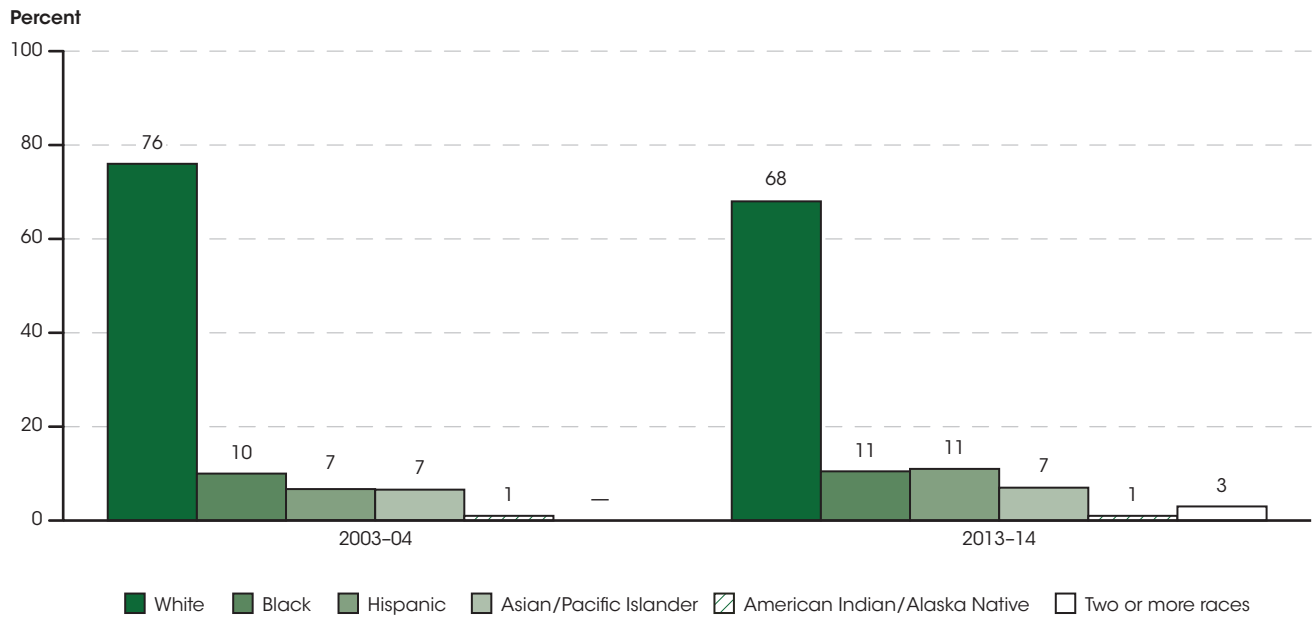
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2004 and Fall 2014, Completions component. See *Digest of Education Statistics 2015*, tables 320.20 and 321.20.

The number of postsecondary certificates below the baccalaureate level awarded to Hispanic students increased by 73 percent (from 107,200 to 185,600) between academic years 2003–04 and 2013–14. During this period, the number of certificates awarded increased by 37 percent for Black students (from 129,900 to 177,900), by 33 percent for Asian/Pacific Islander students (from 32,800 to 43,800), by 30 percent for White students (from 403,000 to 523,200), and by 29 percent for American Indian/Alaska Native students (from 8,400 to 10,800). As a result of these changes, the share of all certificates awarded to Hispanic students increased from 16 percent in 2003–04 to 19 percent in 2013–14. In contrast, the share of certificates earned by White students decreased from 59 to 54 percent during this period. The shares of certificates earned were similar in 2003–04 and 2013–14 for Black students (19 percent), Asian/Pacific Islander students (5 percent), and American Indian/Alaska Native students (1 percent).

academic years 2003–04 and 2013–14 (a 131 percent increase, from 72,300 to 167,100), and the number of degrees earned by Black students increased by 66 percent (from 81,200 to 134,500). During this period, the number of associate’s degrees awarded increased by 52 percent for Asian/Pacific Islander students (from 33,100 to 50,300), by 32 percent for White students (from 456,000 to 601,400), and by 27 percent by American Indian/Alaska Native students (from 8,100 to 10,300). As a result of the changes over this period, the share of all associate’s degrees awarded to Hispanic students increased from 11 to 17 percent, and the share earned by Black students increased from 12 to 14 percent. In contrast, the share of associate’s degrees earned by White students over the same period decreased from 70 to 61 percent. In both 2003–04 and 2013–14, the share of associate’s degrees earned by Asian/Pacific Islander students was 5 percent, and the share earned by American Indian/Alaska Native was 1 percent.

At the associate’s degree level, the number of degrees awarded to Hispanic students more than doubled between

Figure 22.2. Percentage distribution of bachelor's degrees awarded to U.S. citizens by degree-granting postsecondary institutions, by race/ethnicity: Academic years 2003–04 and 2013–14



— Not available.

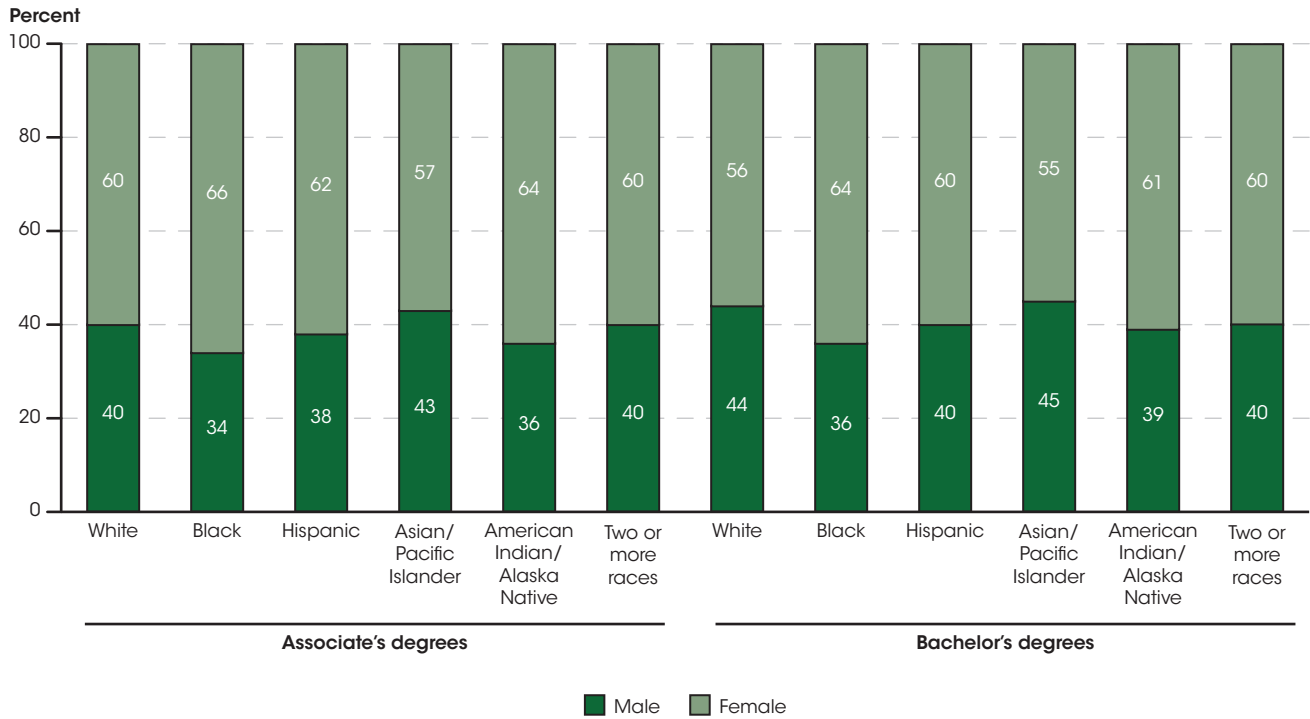
NOTE: Data are for postsecondary institutions participating in Title IV federal financial aid programs. Data include only U.S. citizens. Race categories exclude persons of Hispanic ethnicity. Separate data on students of Two or more races were not collected until 2010–11. Detail may not sum to totals because of rounding. Although rounded numbers are displayed, the figures are based on unrounded estimates.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2004 and Fall 2014, Completions component. See *Digest of Education Statistics 2015*, table 322.20.

At the bachelor's degree level, the number of degrees awarded to Hispanic students more than doubled between academic years 2003–04 and 2013–14 (a 114 percent increase, from 94,600 to 202,400), and the number awarded to Black students increased by 46 percent (from 131,200 to 191,300). During the same period, the number of degrees awarded increased by 43 percent for Asian/Pacific Islander students (from 92,100 to 131,700), and by 19 percent for White students (from 1.0 million to 1.2 million). Although there were some fluctuations in the number of bachelor's degrees awarded to American Indian/Alaska Native students during this time, the

number of degrees awarded in 2003–04 (10,600) was similar to the number awarded in 2013–14 (10,800). As a result of the changes over this period, the share of all bachelor's degrees earned by Hispanic students increased from 7 to 11 percent, and the share earned by Black students increased from 10 to 11 percent. In contrast, the share of bachelor's degrees earned by White students decreased from 76 percent in 2003–04 to 68 percent in 2013–14. The shares of bachelor's degrees earned by Asian/Pacific Islander and American Indian/Alaska Native students were 7 and 1 percent, respectively, in both 2003–04 and 2013–14.

Figure 22.3. Percentage distribution of associate's degrees and bachelor's degrees awarded by degree-granting postsecondary institutions, by race/ethnicity and sex: Academic year 2013-14

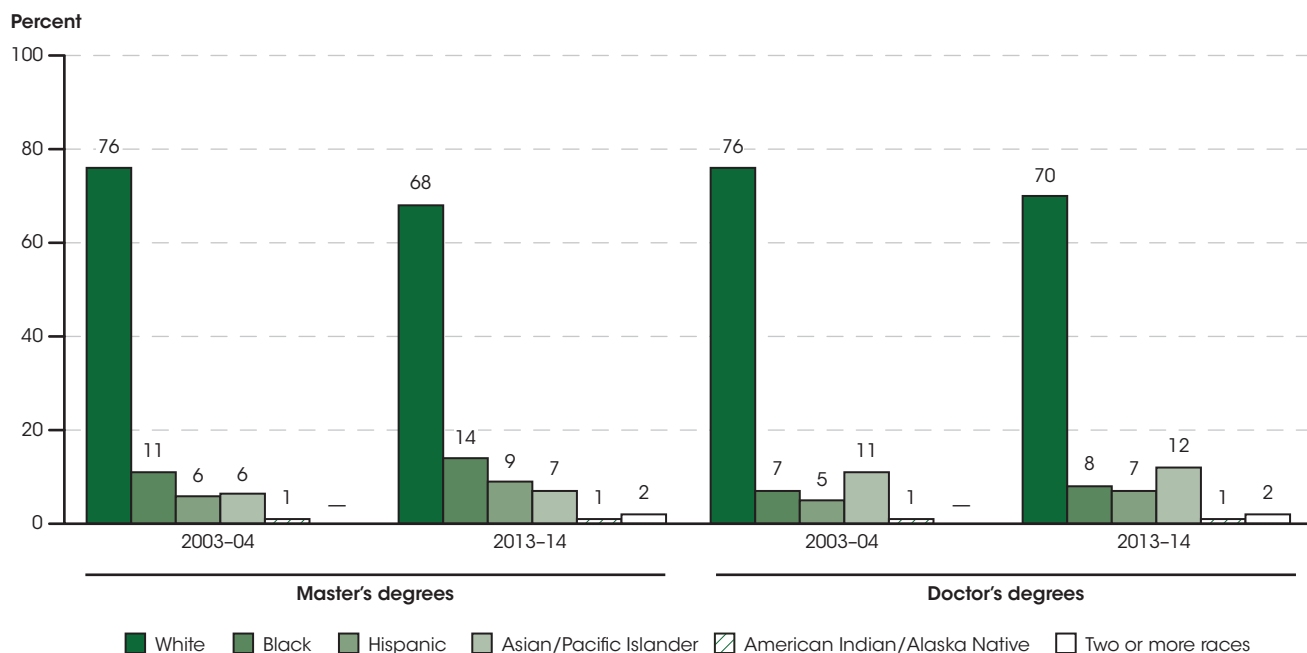


NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Data include only U.S. citizens. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2014, Completions component. See *Digest of Education Statistics 2015*, tables 321.20 and 322.20.

Across racial/ethnic groups, larger shares of undergraduate degrees and certificates were awarded to female students than to male students in academic year 2013–14. For example, the shares of bachelor's degrees earned by female students were 64 percent for Black students, 61 percent

for American Indian/Alaska Native students, 60 percent for Hispanic students and students of Two or more races,² 56 percent for White students, and 55 percent for Asian/Pacific Islander students.

Figure 22.4. Percentage distribution of master's and doctor's degrees awarded by degree-granting postsecondary institutions, by race/ethnicity: Academic years 2003–04 and 2013–14



— Not available.

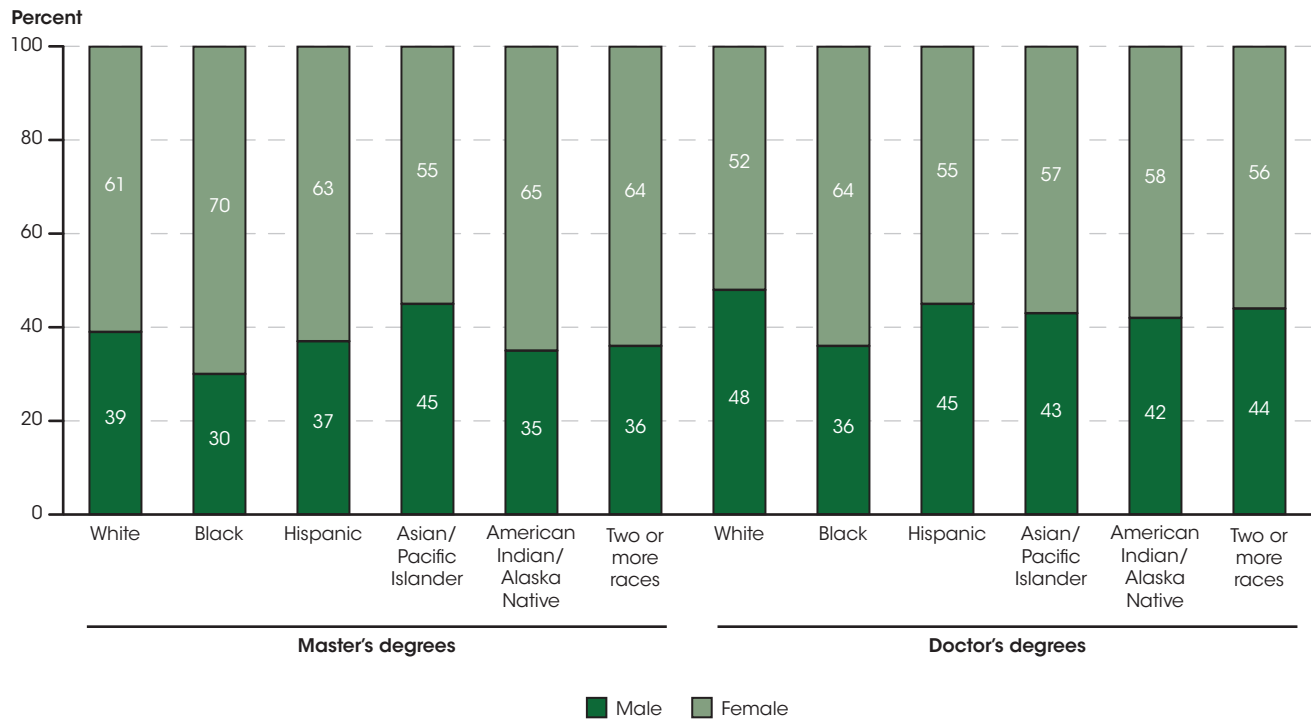
NOTE: Data are for postsecondary institutions participating in Title IV federal financial aid programs. Data include only U.S. citizens. Race categories exclude persons of Hispanic ethnicity. Separate data on students of Two or more races were not collected until 2010–11. Detail may not sum to totals because of rounding. Although rounded numbers are displayed, the figures are based on unrounded estimates.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2004 and Fall 2014, Completions component. See *Digest of Education Statistics 2015*, table 322.20.

The distribution of graduate degrees by race/ethnicity between academic years 2003–04 and 2013–14 followed a pattern similar to that observed for undergraduate degrees. At the master's degree level, the number of degrees awarded to Hispanic students increased by 88 percent (from 29,800 to 56,000), and the number awarded to Black students increased by 72 percent (from 51,400 to 88,500). The number of master's degrees awarded during the period increased by 43 percent for Asian/Pacific Islander students (from 31,200 to 44,600), and by 19 percent for White students (373,400 to 444,700). The number of degrees awarded to American Indian/Alaska Native students was 9 percent higher in 2013–14 (3,500) than in 2003–04 (3,200). As a result of the changes over the period, the share of all master's degrees earned by Hispanic students increased from 6 to 9 percent, the share earned by Black students increased from 11 to 14 percent, and the share earned by Asian/Pacific Islander students increased from 6 to 7 percent. The share of master's degrees earned by White students over the same period decreased from 76 to 68 percent. In both 2003–04 and 2013–14, American Indian/Alaska Native students accounted for 1 percent of master's degrees recipients.

At the doctor's degree level, the number of degrees awarded increased by 84 percent for Hispanic students (from 5,800 to 10,700), by 56 percent for Black students (from 8,100 to 12,600), and by 55 percent for Asian/Pacific Islander students (from 12,400 to 19,100) between academic years 2003–04 and 2013–14. During the same period, the number of doctor's degrees awarded increased by 30 percent for White students (from 84,700 to 110,200). The number of degrees awarded to American Indian/Alaska Native students was 12 percent higher in 2013–14 (860) than in 2003–04 (770). As a result of these changes, the share of all doctor's degrees awarded to Hispanic students increased from 5 to 7 percent, the share earned by Black students increased from 7 to 8 percent, and the share earned by Asian/Pacific Islander students increased from 11 to 12 percent over the period. In contrast, the share of doctor's degrees earned by White students decreased from 76 to 70 percent over the period. The share of doctor's degrees earned by American Indian/Alaska Native students was 1 percent in both 2003–04 and 2013–14.

Figure 22.5. Percentage distribution of master's and doctor's degrees awarded by degree-granting postsecondary institutions, by race/ethnicity and sex: Academic year 2013–14



NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Data include only U.S. citizens. Race categories exclude persons of Hispanic ethnicity. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), IPEDS Fall 2014, Completions component. See *Digest of Education Statistics 2015*, tables 323.20 and 324.20.

In academic year 2013–14, the share of degrees awarded to female students at each graduate level was larger than that awarded to male students. This pattern was observed across all racial/ethnic groups, but was more pronounced for Black students than for students of other races/ethnicities. In 2013–14, female students earned 70 percent of the master's degrees awarded to Black students. The shares of master's degrees awarded to females of other

racial/ethnic groups ranged from 55 percent among Asian/Pacific Islander students to 65 percent among American Indian/Alaska Native students. At the doctor's degree level, female students earned 64 percent of degrees awarded to Black students; the shares of doctor's degrees awarded to females of other racial/ethnic groups ranged from 52 percent among White students to 58 percent among American Indian/Alaska Native students.

Endnotes:

¹ For the purposes of this indicator, the term “degree” is used to refer to a postsecondary award at any of the following levels: doctor's, master's, bachelor's, associate's, and certificate. Data

reported by racial/ethnic groups includes only U.S. citizens. ² Separate data on students of Two or more races were not collected until 2010–11.

Reference tables: *Digest of Education Statistics 2015*, tables 320.20, 321.20, 322.20, 323.20, and 324.20

Data sources: Integrated Postsecondary Education Data System (IPEDS)

Glossary: Associate's degree, Bachelor's degree, Certificate, Degree-granting institutions, Doctor's degree, First-time student (undergraduate), Master's degree, Private institution (Private nonprofit institution and Private for-profit institution), Public school or institution

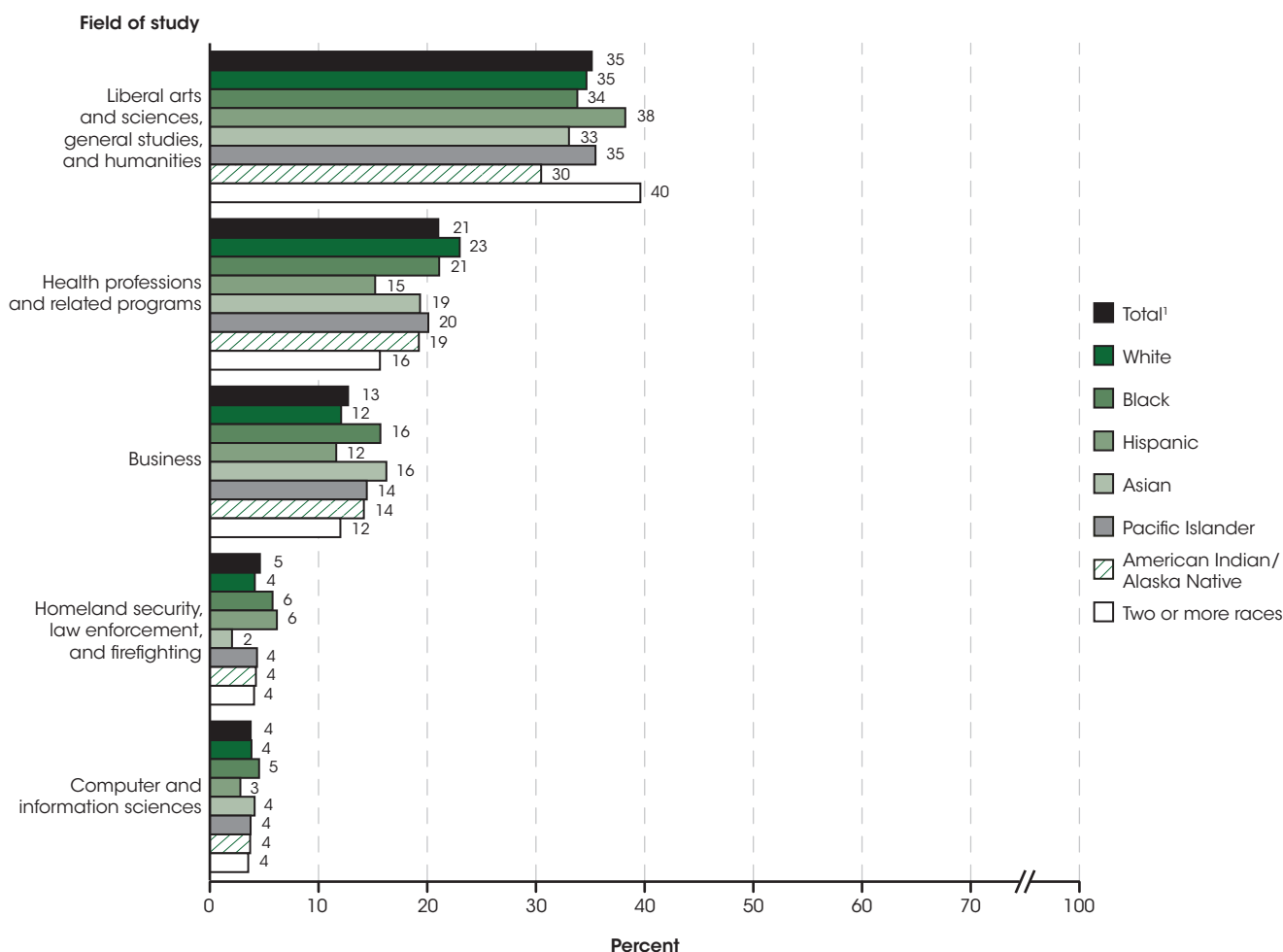
Undergraduate and Graduate Degree Fields

In 2013–14, a higher percentage of bachelor’s degrees were awarded in business than in any other field across all racial/ethnic groups, with the percentages ranging from 15 percent for students of Two or more races to 22 percent for Pacific Islander students.

There are varying outcomes for postsecondary degree recipients—in terms of educational attainment, labor force participation, and earnings—depending on their field of study. For example, certain degree fields are associated with higher median annual salaries.¹ This

indicator examines the five fields in which the greatest number of associate’s, bachelor’s, master’s, and doctor’s degrees were awarded to U.S. citizens² in academic year 2013–14, both overall and by racial/ethnic group. Note that the five largest fields differ by degree type.

Figure 23.1. Percentage of associate’s degrees awarded by postsecondary institutions in selected fields of study, by race/ethnicity: Academic year 2013–14

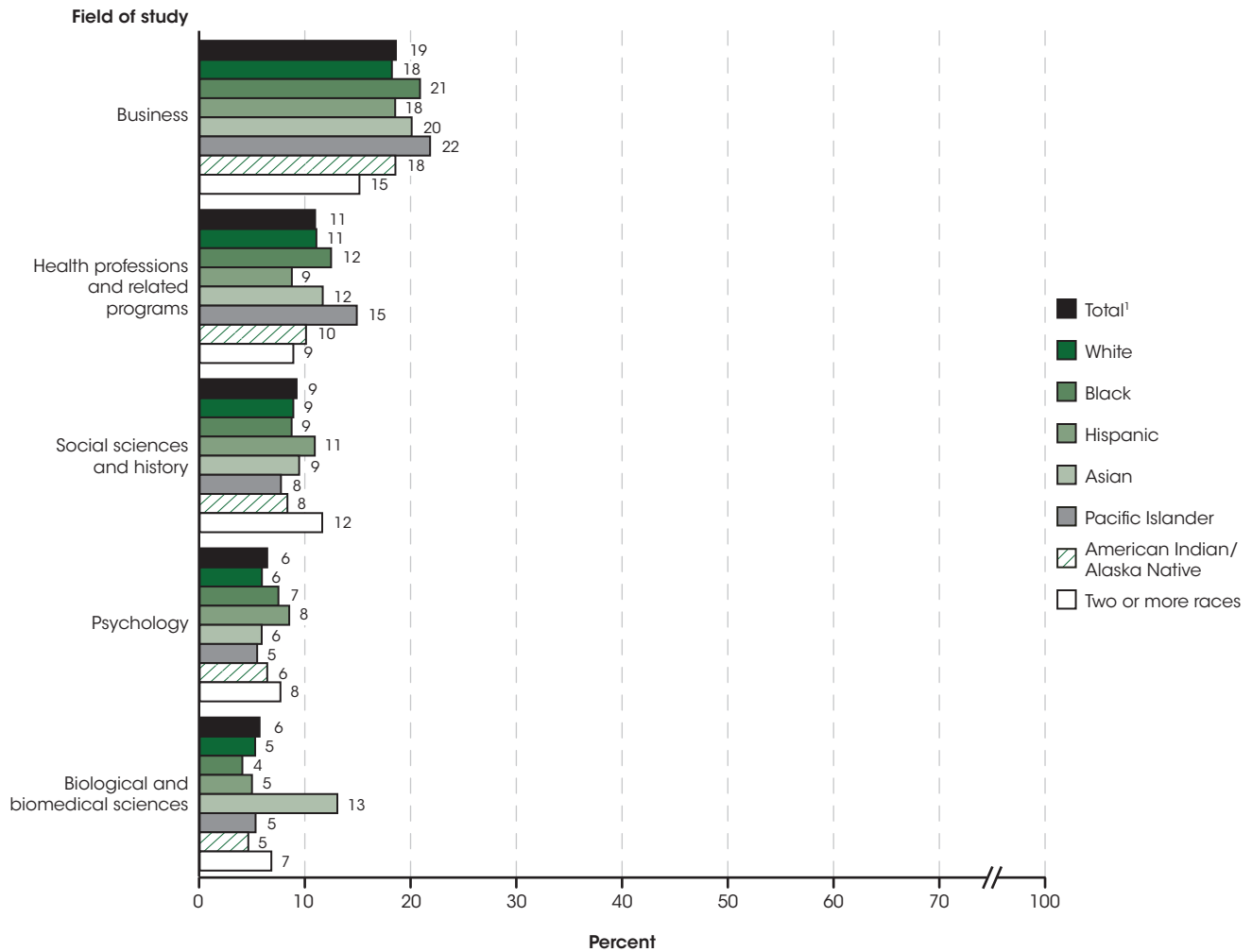


¹ Nonresident alien students are not included in the total.
 NOTE: These five fields were selected because they were the fields in which the largest percentages of associate’s degrees were awarded in 2013–14. Data are for postsecondary institutions participating in Title IV federal financial aid programs. Race categories exclude persons of Hispanic ethnicity. Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. To facilitate trend comparisons, certain aggregations have been made of the degree fields as reported in the Integrated Postsecondary Education Data System (IPEDS): “Business” includes business management, marketing, and related support services and personal and culinary services. Although rounded numbers are displayed, the figures are based on unrounded estimates.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2014, Completions component. See *Digest of Education Statistics 2015*, table 321.30.

In 2013–14, over three-quarters of the associate’s degrees awarded were in the five largest fields: liberal arts and sciences, general studies, and humanities (35 percent); health professions and related programs (21 percent); business (13 percent); homeland security, law enforcement, and firefighting (5 percent); and computer and information sciences (4 percent). Across racial/ethnic groups, the percentage of degrees awarded in liberal arts and sciences, general studies, and humanities ranged from 30 percent for American Indian/Alaska Native students to 40 percent for students of Two or more races. The percentage of degrees awarded in health professions and

related programs ranged from 15 percent for Hispanic students to 23 percent for White students. For business degrees, the percentage awarded ranged from 12 percent for Hispanic students and students of Two or more races to 16 percent for Black students and Asian students. In homeland security, law enforcement, and firefighting (the fourth largest field), the percentage of degrees awarded ranged from 2 percent for Asian students to 6 percent for Black students and Hispanic students. Between 3 and 5 percent of students in each racial/ethnic group were awarded an associate’s degree in computer and information science.

Figure 23.2. Percentage of bachelor's degrees awarded by postsecondary institutions in selected fields of study, by race/ethnicity: Academic year 2013-14



¹ Nonresident alien students are not included in the total.

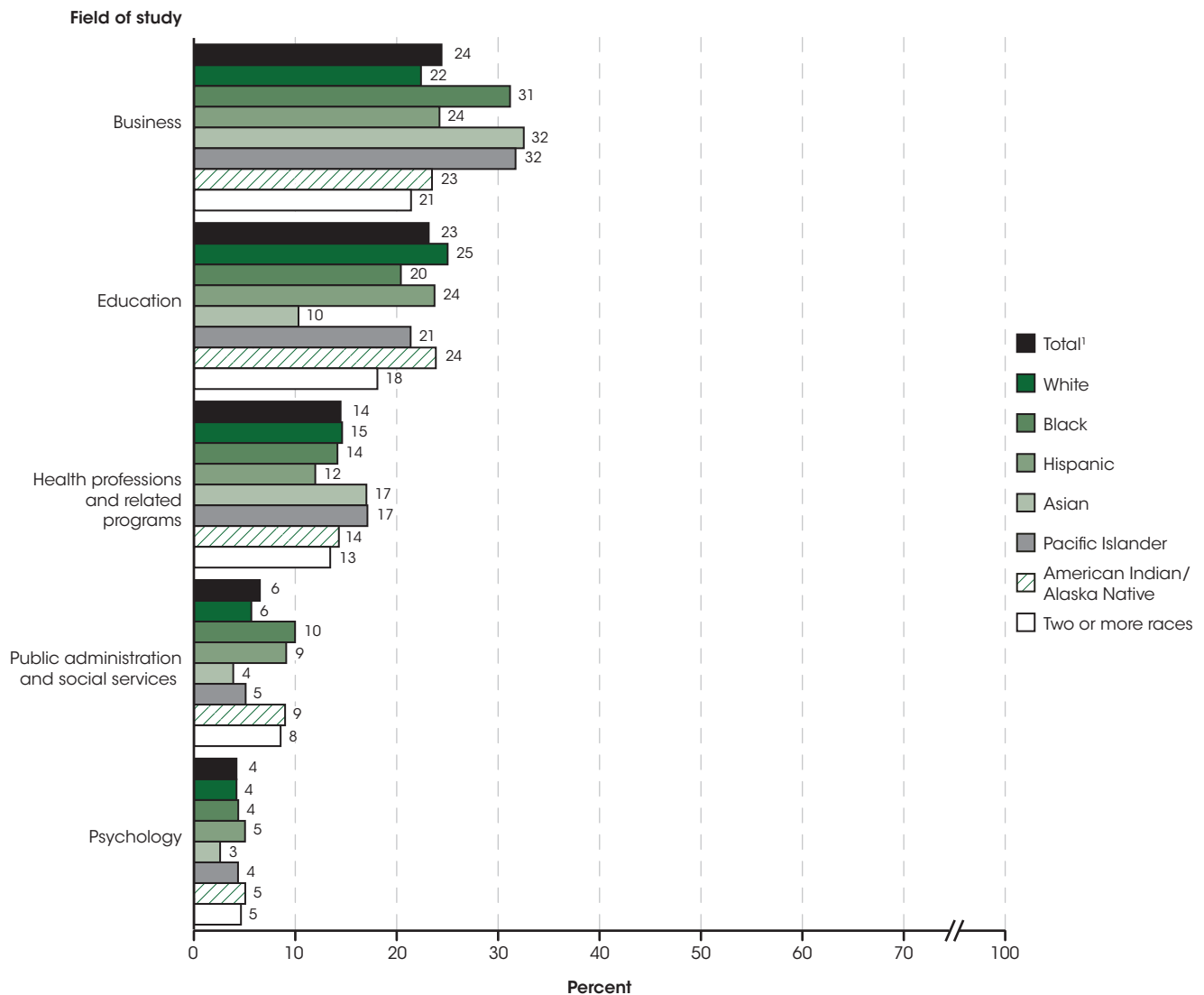
NOTE: These five fields were selected because they were the fields in which the largest percentages of bachelor's degrees were awarded in 2013-14. Data are for postsecondary institutions participating in Title IV federal financial aid programs. Race categories exclude persons of Hispanic ethnicity. Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. To facilitate trend comparisons, certain aggregations have been made of the degree fields as reported in the Integrated Postsecondary Education Data System (IPEDS): "Business" includes business management, marketing, and related support services and personal and culinary services. Although rounded numbers are displayed, the figures are based on unrounded estimates.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2014, Completions component. See *Digest of Education Statistics 2015*, table 322.30.

Over half of the bachelor's degrees awarded in 2013-14 were in the five largest fields: business (19 percent); health professions and related programs (11 percent); social sciences and history (9 percent); psychology (6 percent); and biological and biomedical sciences (6 percent). A higher percentage of bachelor's degrees were awarded in business than in any other field across all racial/ethnic groups, with the percentages ranging from 15 percent for students of Two or more races to 22 percent for Pacific Islander students. Health professions and related programs was the second most popular field for White (11 percent), Black (12 percent), Pacific Islander (15 percent), and American Indian/Alaska Native students (10 percent),

whereas social sciences and history was the second largest field for Hispanic students (11 percent) and students of Two or more races (12 percent). Biological and biomedical sciences was the second largest field for Asian students (13 percent). The percentage of degrees awarded in the fourth largest field, psychology, ranged from 5 percent for Pacific Islander students to 8 percent for Hispanic students and students of Two or more races. With the exception of Asian students, the percentage of degrees awarded in the field of biological and biomedical sciences ranged from 4 percent for Black students to 7 percent for students of Two or more races.

Figure 23.3. Percentage of master's degrees awarded by postsecondary institutions in selected fields of study, by race/ethnicity: Academic year 2013–14



¹ Nonresident alien students are not included in the total.

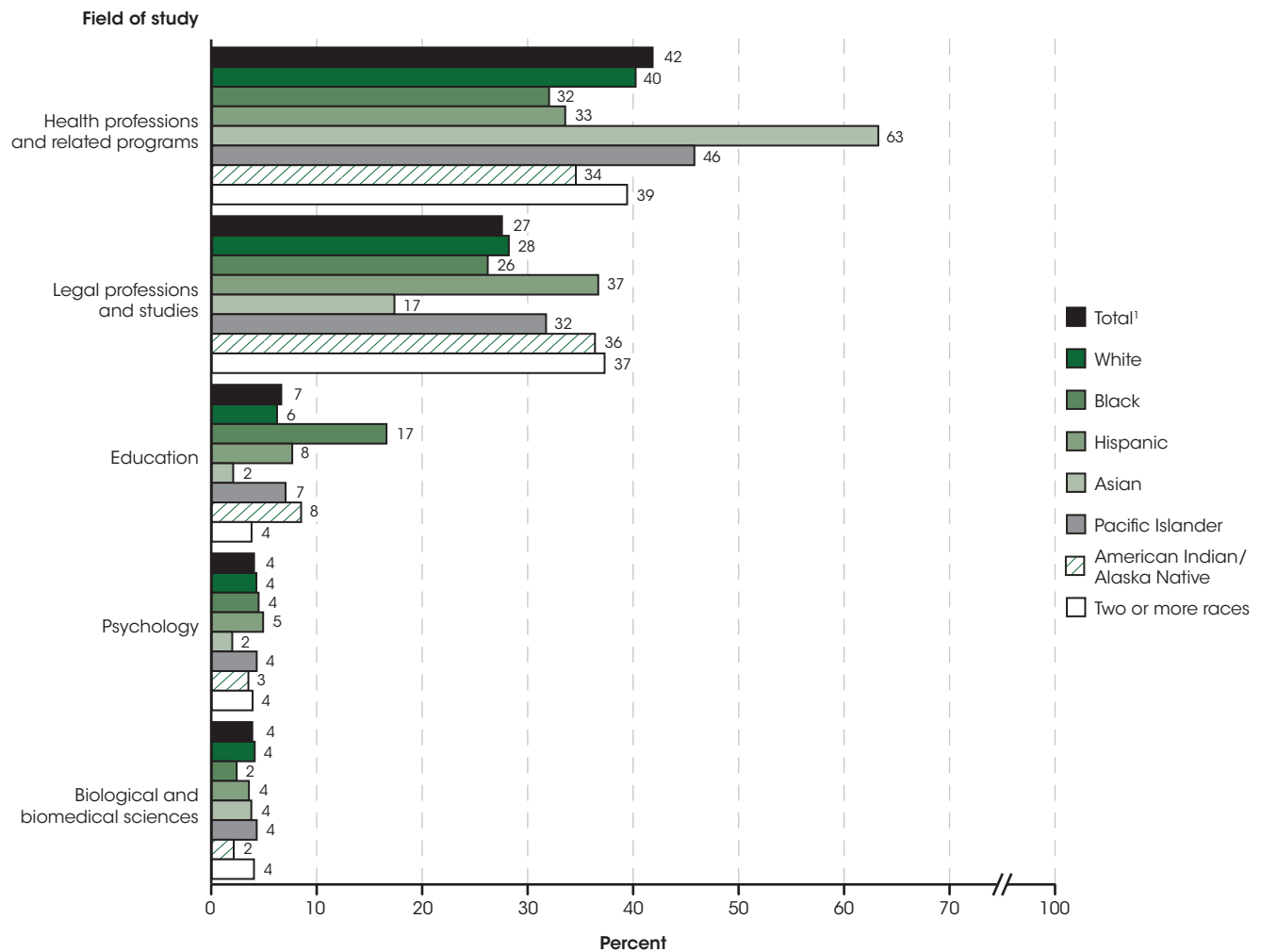
NOTE: These five fields were selected because they were the fields in which the largest percentages of master's degrees were awarded in 2013–14. Data are for postsecondary institutions participating in Title IV federal financial aid programs. Race categories exclude persons of Hispanic ethnicity. Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. To facilitate trend comparisons, certain aggregations have been made of the degree fields as reported in the Integrated Postsecondary Education Data System (IPEDS): "Business" includes business management, marketing, and related support services and personal and culinary services. Although rounded numbers are displayed, the figures are based on unrounded estimates.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2014, Completions component. See *Digest of Education Statistics 2015*, table 323.30.

In 2013–14, about 72 percent of the master's degrees awarded were in the five largest fields: business (24 percent); education (23 percent); health professions and related programs (14 percent); public administration and social services (6 percent); and psychology (4 percent). The percentage of master's degrees awarded in business ranged from 21 percent for students of Two or more races to 32 percent for Asian students. The percentage of degrees awarded in education ranged from 10 percent for Asian students to 25 percent for White students. The

percentage of degrees awarded in health professions and related programs ranged from 12 percent for Hispanic students to 17 percent for Asian students and Pacific Islander students. The percentage of degrees awarded in the fourth largest field, public administration and social services, ranged from 4 percent for Asian students to 10 percent for Black students. The percentage of degrees awarded in psychology ranged from 3 to 5 percent across all racial/ethnic groups.

Figure 23.4. Percentage of doctor's degrees awarded by postsecondary institutions in selected fields of study, by race/ethnicity: Academic year 2013–14



¹ Nonresident alien students are not included in the total.

NOTE: These five fields were selected because they were the fields in which the largest percentages of doctor's degrees were awarded in 2013–14. Data are for postsecondary institutions participating in Title IV federal financial aid programs. Race categories exclude persons of Hispanic ethnicity. Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Although rounded numbers are displayed, the figures are based on unrounded estimates.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2014, Completions component. See *Digest of Education Statistics 2015*, table 324.25.

In 2013–14, over 80 percent of the doctor's degrees awarded were in the five largest fields: health professions and related programs (42 percent); legal professions and studies (27 percent); education (7 percent); psychology (4 percent); and biological and biomedical sciences (4 percent). Across racial/ethnic groups, there was wide variability in the percentage of degrees awarded in these fields. The percentage of doctor's degrees awarded in health professions and related programs ranged from 32 percent for Black students to 63 percent for Asian students. Similarly, the percentage of degrees awarded in legal professions and studies ranged from 17 percent for Asian students to 37 percent for Hispanic students and

students of Two or more races. In the field of education, the percentage of degrees awarded ranged from 2 percent for Asian students to 17 percent for Black students. (Education was the third largest field for all groups except Asian students and students of Two or more races, for whom the third largest field was biological and biomedical sciences.) Psychology was the fourth largest field, and the percentage of doctor's degrees awarded ranged from 2 percent for Asian students to 5 percent for Hispanic students. In biological and biomedical sciences, the percentage of degrees awarded ranged from 2 to 4 percent across all racial/ethnic groups, including Asian students.

Endnotes:

¹ Ross, T., Kena, G., Rathbun, A., KewalRamani, A., Zhang, J., Kristapovich, P., and Manning, E. (2012). *Higher Education: Gaps in Access and Persistence Study* (NCES 2012-046). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved August 2015 from <https://nces.ed.gov/pubs2012/2012046.pdf>.

² Nonresident alien graduates are not included in the totals presented here because data for these students are not reported by race/ethnicity.

Reference tables: *Digest of Education Statistics 2015*, tables 321.30, 322.30, 323.30, and 324.25

Data sources: Integrated Postsecondary Education Data System (IPEDS)

Glossary: Associate's degree, Bachelor's degree, Classification of Instructional Programs (CIP), Doctor's degree, Fields of study, Master's degree

Indicator 24

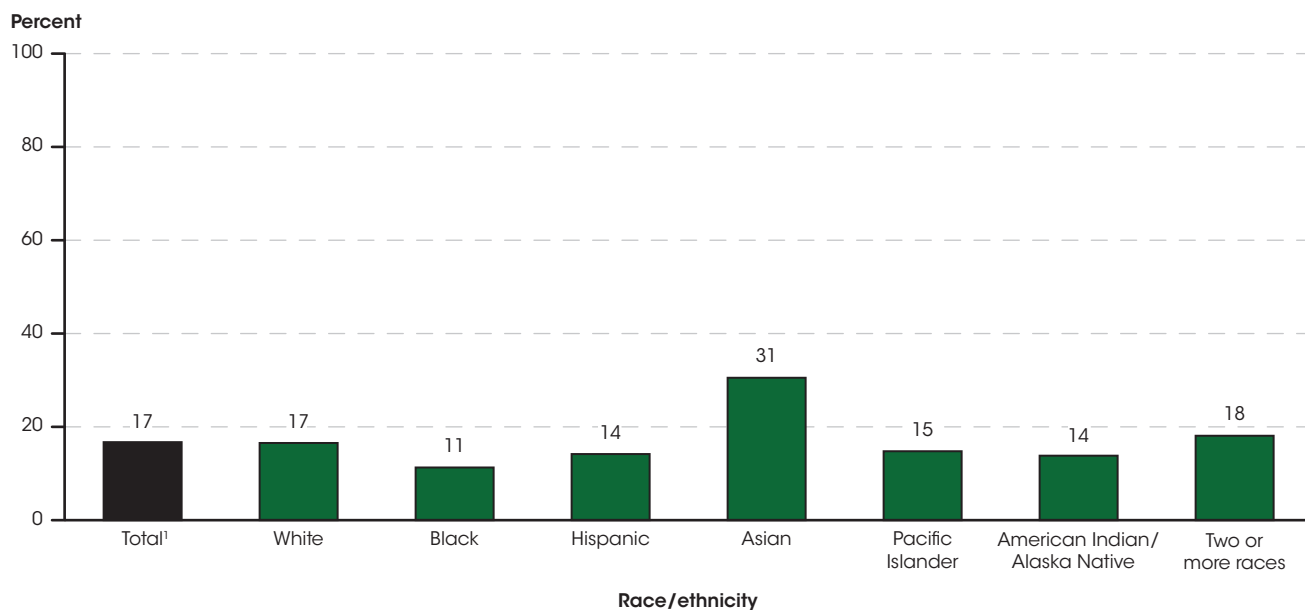
STEM Degrees

Overall, a higher percentage of bachelor's degrees were awarded to females than to males in 2013–14 (57 vs. 43 percent). However, in STEM fields, a lower percentage of bachelor's degrees were awarded to females than to males (35 vs. 65 percent). This pattern—in which females received higher percentages of bachelor's degrees overall, but lower percentages of bachelor's degrees in STEM fields—was observed across all racial/ethnic groups.

Young adults with bachelor's or higher degrees in the fields of science, technology, engineering, and mathematics (STEM) tend to have more positive economic outcomes, such as higher median earnings, than those with degrees

in non-STEM fields.¹ This indicator examines the percentage of bachelor's degrees awarded in STEM fields by race/ethnicity and gender.

Figure 24.1. STEM bachelor's degrees as a percentage of total bachelor's degrees conferred by postsecondary institutions, by race/ethnicity: Academic year 2013–14



¹ Nonresident alien students are not included in the total.

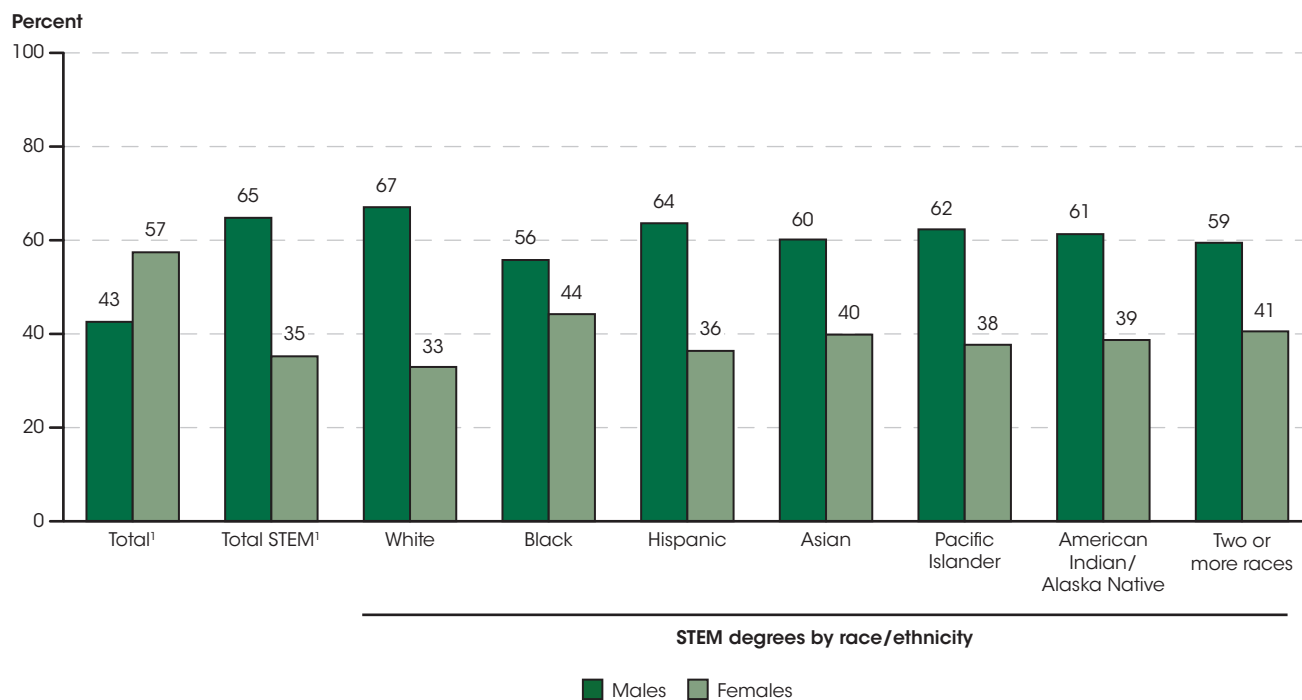
NOTE: Data are for postsecondary institutions participating in Title IV federal financial aid programs. Race categories exclude persons of Hispanic ethnicity. Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. STEM fields include biological and biomedical sciences, computer and information sciences, engineering and engineering technologies, mathematics and statistics, and physical sciences and science technologies. Although rounded numbers are displayed, the figures are based on unrounded estimates.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2014, Completions component. See *Digest of Education Statistics 2015*, tables 318.45 and 322.30.

Of the 1.8 million bachelor's degrees awarded to U.S. citizens in 2013–14, about 319,000 (17 percent) were in STEM fields. However, the percentage of STEM bachelor's degrees awarded varied by race/ethnicity. For example, the percentage of STEM bachelor's degrees awarded to Asian students (31 percent) was almost double the percentage awarded to students overall. The percentage of STEM bachelor's degrees awarded to students of Two or more races (18 percent) was also higher than the

percentage awarded to students overall. In contrast, the percentages of STEM bachelor's degrees awarded to Black (11 percent), American Indian/Alaska Native (14 percent), Hispanic (14 percent), and Pacific Islander students (15 percent) were lower than the percentage awarded to students overall. The percentage of STEM bachelor's degrees awarded to White students (17 percent) was about the same as the percentage awarded to students overall.

Figure 24.2. Percentage of total and STEM bachelor's degrees conferred by postsecondary institutions, by race/ethnicity and gender: Academic year 2013–14



¹ Nonresident alien students are not included in the total.
 NOTE: Data are for postsecondary institutions participating in Title IV federal financial aid programs. Race categories exclude persons of Hispanic ethnicity. Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. STEM fields include biological and biomedical sciences, computer and information sciences, engineering and engineering technologies, mathematics and statistics, and physical sciences and science technologies. Detail may not sum to totals because of rounding.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2014, Completions component. See *Digest of Education Statistics 2015*, tables 318.45, 322.30, 322.40, and 322.50.

Overall, a higher percentage of bachelor's degrees were awarded to females than to males in 2013–14 (57 vs. 43 percent). However, in STEM fields, a lower percentage of bachelor's degrees were awarded to females than to males (35 vs. 65 percent). This pattern—in which females received higher percentages of bachelor's degrees overall, but lower percentages of bachelor's degrees in STEM fields—was observed across all racial/ethnic groups. While the percentage of STEM bachelor's degrees awarded to

White females (33 percent) was lower than the percentage awarded to females overall (35 percent), the percentages awarded to females within each of the other racial/ethnic groups were higher than the percentage awarded to females overall. The gap between the percentage of STEM bachelor's degrees awarded to males versus females was largest for White students (34 percentage points) and narrowest for Black students (12 percentage points).

Endnotes:

¹ Ross, T., Kena, G., Rathbun, A., KewalRamani, A., Zhang, J., Kristapovich, P., and Manning, E. (2012). *Higher Education: Gaps in Access and Persistence Study* (NCES 2012-

046). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved August 2015 from <https://nces.ed.gov/pubs2012/2012046.pdf>.

Reference tables: *Digest of Education Statistics 2015*, tables 318.45, 322.30, 322.40, and 322.50

Data sources: Integrated Postsecondary Education Data System (IPEDS)

Glossary: Bachelor's degree, Classification of Instructional Programs (CIP), STEM fields

The final chapter of this report discusses measures of educational outcomes for adults. *Indicator 25* looks at educational attainment among adults age 25 and older. In 2014, the percentage of adults who had earned at least a bachelor's degree was highest for Asian adults (52 percent). Among the other racial/ethnic groups, 34 percent of White adults, 32 percent of adults of Two or more races, 20 percent of Black adults, 15 percent of Pacific Islander adults, and 14 percent each of American Indian/Alaska Native adults and Hispanic adults had earned at least a bachelor's degree.

Adults with higher levels of education had higher median incomes and lower unemployment rates than their less educated peers. This pattern varied by race/ethnicity. In 2014, among adults ages 25 to 64 who had not completed high school, higher percentages of Black and American Indian/Alaska Native adults (both 22 percent) were unemployed than of White adults (13 percent), Hispanic adults (8 percent), and Asian adults (7 percent) (*Indicator 26*). In general, lower levels of education were associated with higher unemployment rates for each racial/ethnic group in 2014. For example, the unemployment rate for Black adults without a high school credential was 22 percent, compared with 13 percent for Black adults with a high school credential and 5 percent for Black adults with at least a bachelor's degree.

Among all young adults ages 20 to 24, a higher percentage of American Indian/Alaska Native young adults (38 percent) were neither enrolled in school nor working in 2014 than of Black (23 percent), Pacific Islander and Hispanic (both 22 percent), White (15 percent), and Asian (9 percent) young adults, as well as young adults of Two or more races (17 percent) (*Indicator 27*).

In 2014, median annual earnings of full-time year-round workers ages 25–34 were \$40,000 (*Indicator 28*). In general, higher levels of educational attainment were associated with higher median annual earnings for 25- to 34-year-old full-time workers. Median annual earnings were \$25,000 for those who did not complete high school, \$30,000 for those who completed high school, and \$52,000 for those with a bachelor's or higher degree. Similar patterns emerged across most racial/ethnic groups. Additionally, differences in median annual earnings were found between racial/ethnic groups at each level of educational attainment. For example, among those with a bachelor's or higher degree, median annual earnings of Asian full-time workers ages 25–34 (\$61,200) were higher than those of their White (\$52,800), Black (\$46,800), and Hispanic (\$47,400) peers.

Chapter 6. Outcomes of Education

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Indicator 25

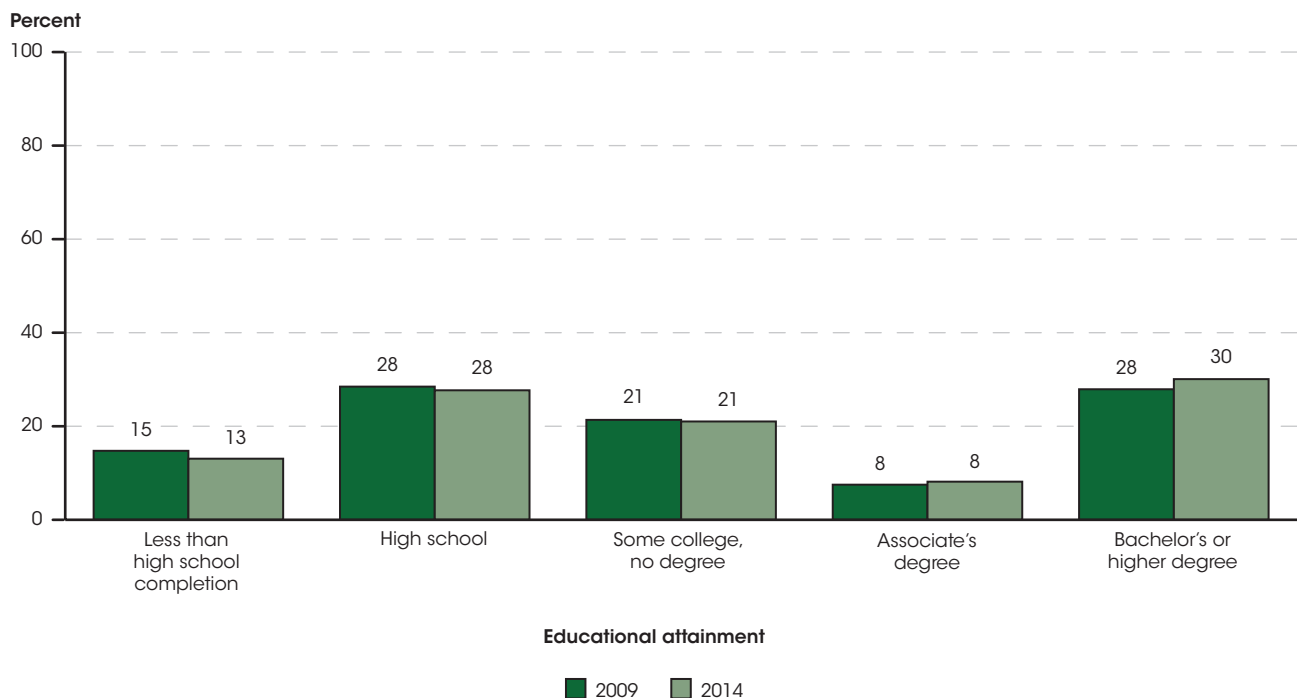
Educational Attainment

In 2014, the percentage of adults age 25 and over who had not completed high school was higher for Hispanic adults (35 percent) than for adults in any other racial/ethnic group (with percentages ranging from a high of 18 percent to a low of 8 percent).

Educational attainment refers to the highest level of education completed (e.g., a high school diploma or equivalency certificate, some college, or a bachelor's degree). In general, higher educational attainment is associated with higher median earnings and higher employment rates.¹ This indicator examines educational attainment by race/ethnicity, focusing on adults

age 25 and older at the lowest educational attainment level (less than high school completion) and highest educational attainment level (a bachelor's degree or higher) in 2014. The indicator begins with a brief look at the overall change in educational attainment between 2009 and 2014.

Figure 25.1. Percentage of persons age 25 and older, by educational attainment: 2009 and 2014

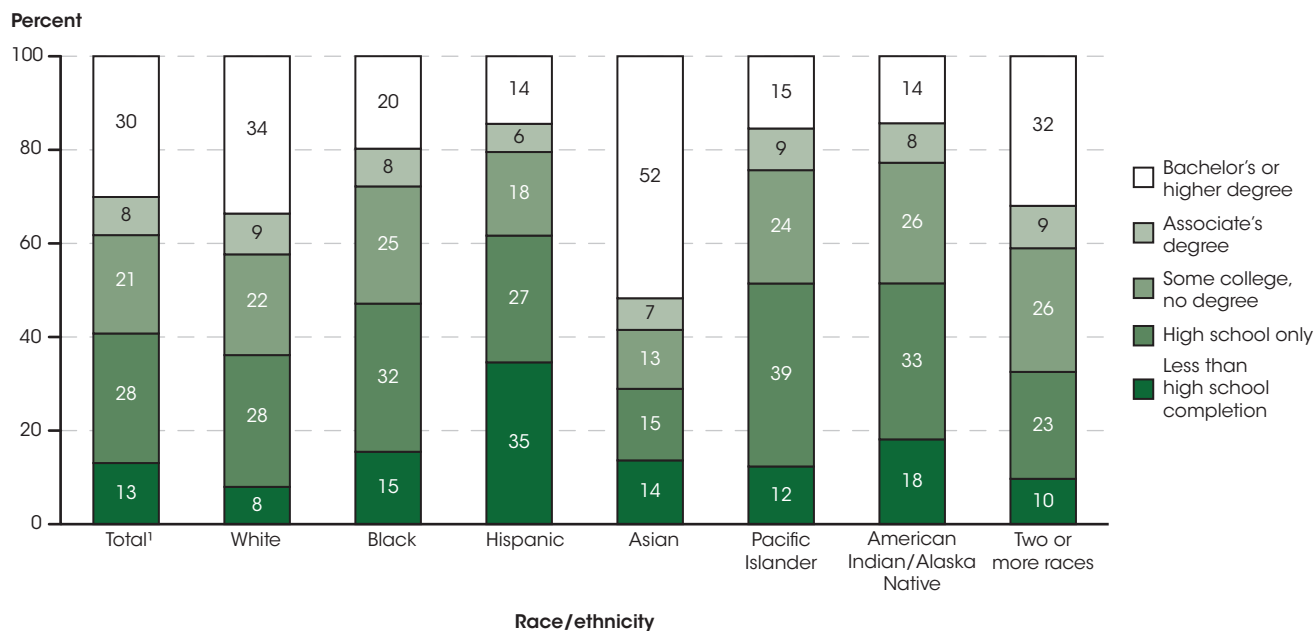


NOTE: High school completers include diploma recipients and those completing high school through alternative credentials, such as a GED. Detail may not sum to totals due to rounding. Although rounded numbers are displayed, the figures are based on unrounded estimates.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2009 and 2014. See *Digest of Education Statistics 2015*, table 104.40.

In 2014, the percentage of adults age 25 and older who had not completed high school was 13 percent, lower than the 15 percent of adults who had not completed high school in 2009. Conversely, the percentage of adults age

25 and older who had completed a bachelor's or higher degree was 30 percent in 2014, higher than the 28 percent of adults who had completed a bachelor's or higher degree in 2009.

Figure 25.2. Percentage distribution of educational attainment of adults age 25 and older, by race/ethnicity: 2014



¹ Total includes other racial/ethnic groups not separately shown as well as respondents who wrote in some other race that was not included as an option on the questionnaire and therefore could not be placed into any of the other groups.
 NOTE: High school completers include diploma recipients and those completing high school through alternative credentials, such as a GED. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals due to rounding.
 SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2014. See *Digest of Education Statistics 2015*, table 104.40.

In 2014, the percentage of adults age 25 and older who had not completed high school was higher for Hispanic adults (35 percent) than for adults in any other racial/ethnic group (ranging from a high of 18 percent to a low of 8 percent). Specifically, 18 percent of American Indian/Alaska Native adults, 15 percent of Black adults, 14 percent of Asian adults, 12 percent of Pacific Islander adults, 10 percent of adults of Two or more races, and 8 percent of White adults had not completed high school. Most of the differences between these racial/ethnic groups were statistically significant; the exception was the difference between Asian adults and Pacific Islander adults.

The percentage of adults age 25 and older who had earned at least a bachelor's degree in 2014 was highest for Asian adults (52 percent). Among the other racial/ethnic groups, 34 percent of White adults, 32 percent of adults of Two or more races, 20 percent of Black adults, 15 percent of Pacific Islander adults, and 14 percent each of American Indian/Alaska Native and Hispanic adults had earned at least a bachelor's degree. Most of the differences between these racial/ethnic groups were statistically significant; the exceptions were the differences between American Indian/Alaska Native adults and both Pacific Islander and Hispanic adults and the difference between Pacific Islander adults and Hispanic adults.

Endnotes:

¹ Kena, G., Hussar, W., McFarland, J., de Brey, C., Musu-Gillette, L., Wang, X., Zhang, J., Rathbun, A., Wilkinson-Flicker, S., Diliberti, M., Barmer, A., Bullock Mann, F., and Dunlop Velez, E. (2016). *The Condition of Education*

2016 (NCES 2016-144). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved February 24, 2017, from <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2016144>.

Reference tables: *Digest of Education Statistics 2015*, table 104.40
Data sources: American Community Survey (ACS)

Glossary: Associate's degree, Bachelor's degree, Educational attainment, Educational Attainment (Current Population Survey), High school completer

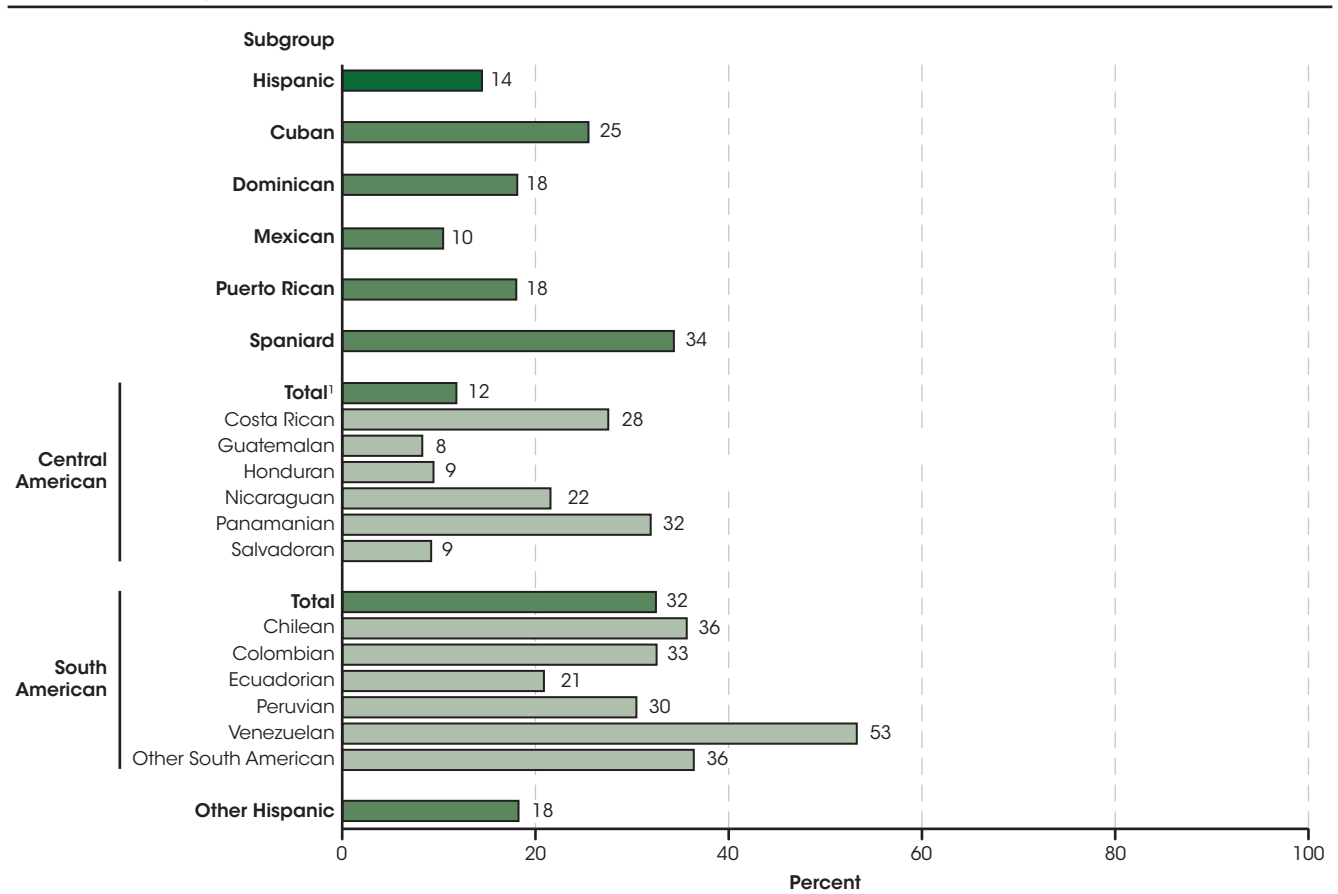
Attainment of a Bachelor's or Higher Degree for Racial/Ethnic Subgroups

In 2014, the percentage of Hispanic adults age 25 and older with a bachelor's or higher degree ranged from 8 percent for Guatemalans to 53 percent for Venezuelans. Among Asian subgroups, the percentage ranged from 4 percent for Bhutanese to 73 percent for Asian Indians.

Attainment of a bachelor's or higher degree is associated with a number of positive economic outcomes, such as higher median earnings and higher employment rates.¹ This indicator examines the percentage of adults age 25

or older who have attained a bachelor's or higher degree for specific Hispanic and Asian subgroups (including, for example, the Mexican, Puerto Rican, Chinese, and Asian Indian subgroups).

Figure 25.1a. Percentage of adults age 25 and older with a bachelor's or higher degree, by selected Hispanic subgroups: 2014



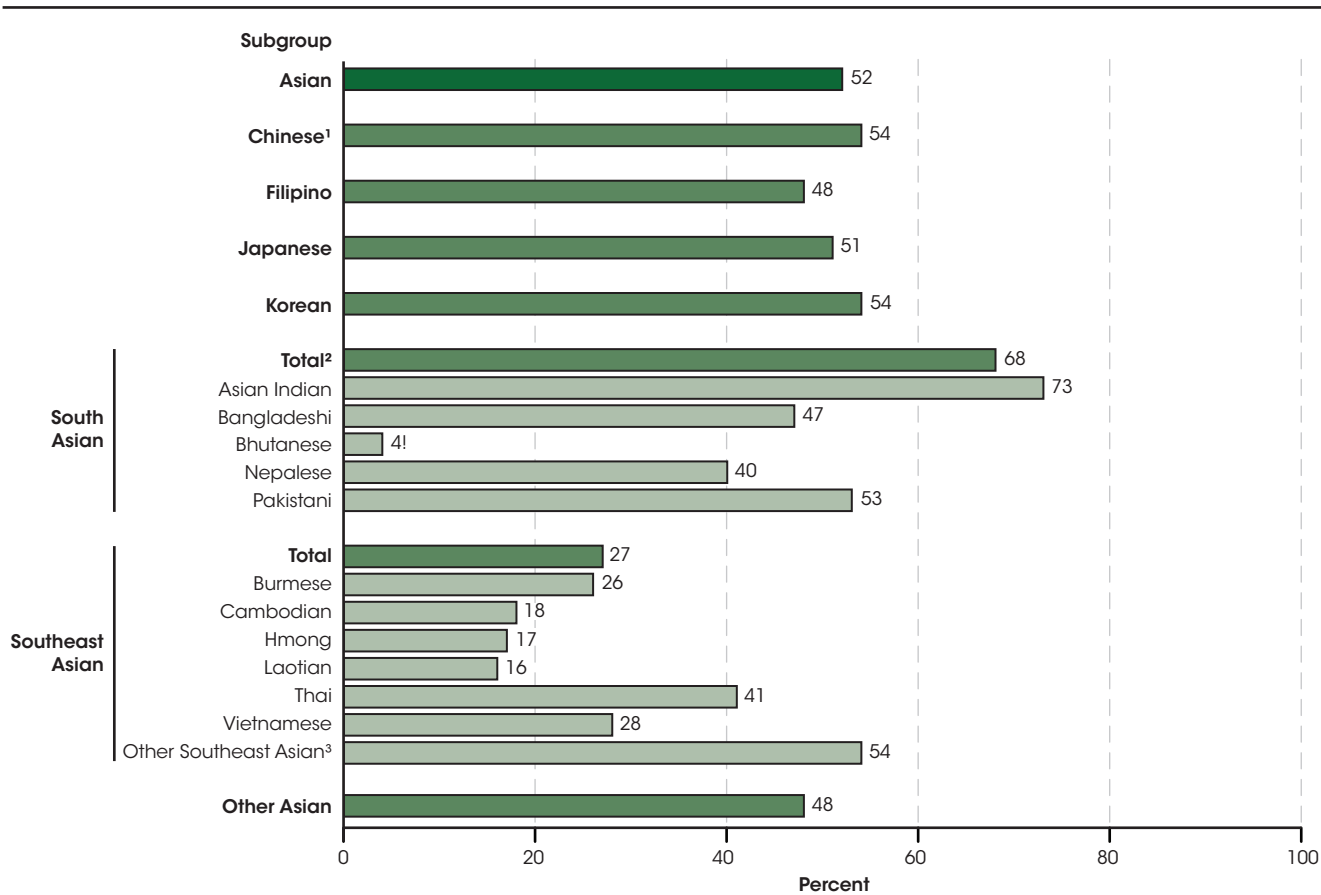
¹ Includes other Central American subgroups not shown separately.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2014. See *Digest of Education Statistics 2015*, table 104.40.

In 2014, about 14 percent of Hispanic adults age 25 and older had earned a bachelor's or higher degree. The percentage of adults who had earned a bachelor's or higher degree was lower for some Hispanic subgroups than the average for Hispanic adults overall: Guatemalan

(8 percent), Salvadoran (9 percent), Honduran (9 percent), and Mexican (10 percent). The percentage for all other subgroups was higher than the average for Hispanic adults overall and ranged from 18 percent for Puerto Ricans and Dominicans to 53 percent for Venezuelans.

Figure 25.2a. Percentage of adults age 25 and older with a bachelor's or higher degree, by selected Asian subgroups: 2014



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

¹ Includes Taiwanese.

² In addition to the subgroups shown, also includes Sri Lankan.

³ Consists of Indonesian and Malaysian.

NOTE: Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2014. See *Digest of Education Statistics 2015*, table 104.40.

Differences by Asian subgroup were also found in the percentage of adults age 25 and older who had earned at least a bachelor's degree. In 2014, the percentages of Asian Indian (73 percent), Korean (54 percent), and Chinese (54 percent) adults who had earned at least a bachelor's degree were above the average of 52 percent for all Asian

adults. The percentage of Japanese and Pakistani adults who had earned a bachelor's or higher degree was not measurably different from the average for all Asian adults. The percentages for all other groups were lower than the average for all Asian adults and ranged from 4 percent for Bhutanese to 48 percent for Filipino adults.

Endnotes:

¹ Kena, G., Hussar W., McFarland J., de Brey C., Musu-Gillette, L., Wang, X., Zhang, J., Rathbun, A., Wilkinson-Flicker, S., Diliberti M., Barmer, A., Bullock Mann, F., and

Dunlop Velez, E. (2016). *The Condition of Education 2016* (NCES 2016-144). U.S. Department of Education, National Center for Education Statistics. Washington, DC.

Reference tables: *Digest of Education Statistics 2015*, table 104.40

Data sources: American Community Survey (ACS)

Glossary: Bachelor's degree, Educational attainment, Educational Attainment (Current Population Survey)

Indicator 26

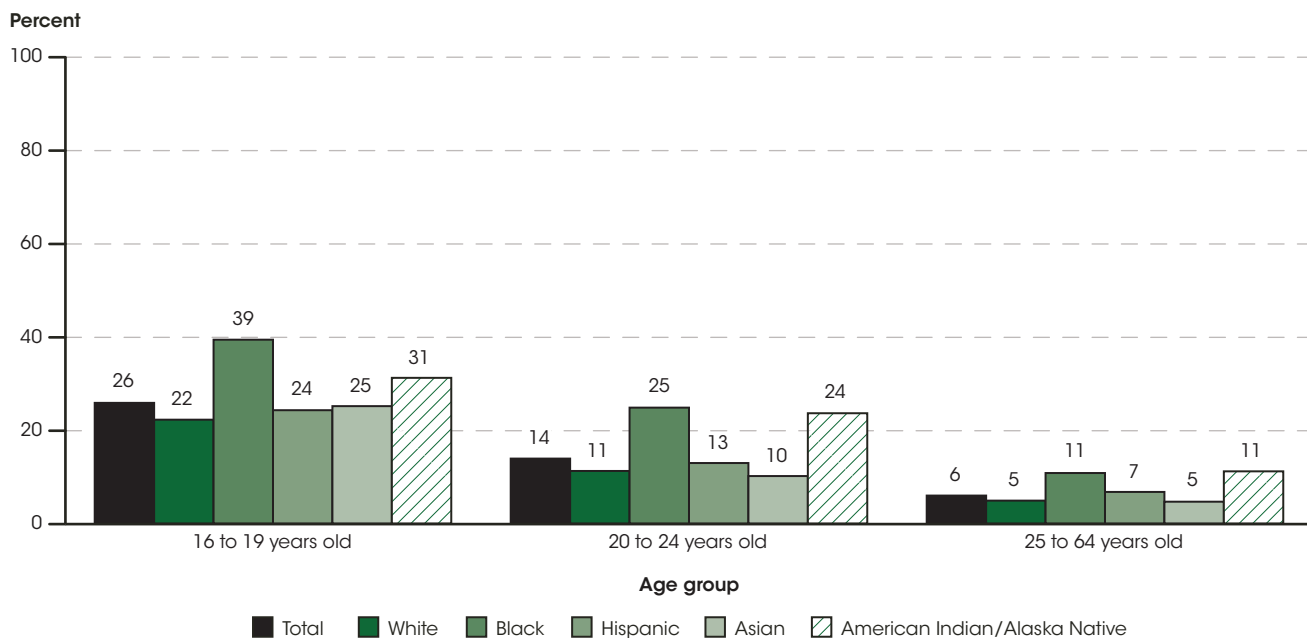
Unemployment

In 2014, among adults ages 25 to 64, higher percentages of Black and American Indian/Alaska Native adults (both 11 percent) than of Hispanic (7 percent), White (5 percent), and Asian (5 percent) adults were unemployed.

The unemployment rate, a gauge of the strength of the labor market, is the percentage of persons in the civilian labor force who are not working and who made specific efforts to find employment sometime during the prior 4 weeks. People who have no job and are not looking for one (such as those who are going to school, who have

retired, or who have a physical or mental disability that prevents them from participating in the labor force) are not included in the labor force and are not considered unemployed. This indicator examines the differences in the unemployment rate by race/ethnicity, age group, and level of educational attainment.

Figure 26.1. Unemployment rates of persons 16 to 64 years old, by selected age group and race/ethnicity: 2014



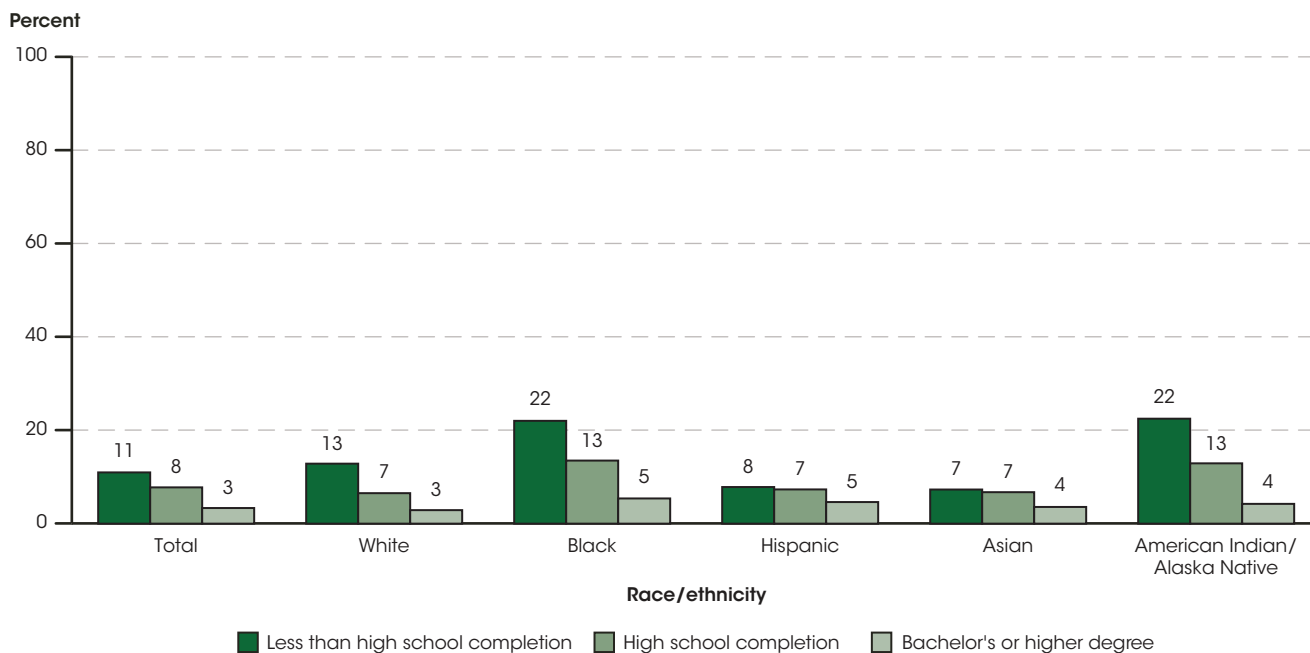
NOTE: The unemployment rate is the percentage of persons in the civilian labor force who are not working and who made specific efforts to find employment sometime during the prior 4 weeks. Race categories exclude persons of Hispanic ethnicity. Totals include racial/ethnic groups not separately shown as well as respondents who wrote in some other race that was not included as an option on the questionnaire and therefore could not be placed into any of the other groups.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2014, unpublished tabulations. See *Digest of Education Statistics 2015*, tables 501.10 and 501.20.

In 2014, some 26 percent of youth ages 16 to 19 were unemployed, as were 14 percent of young adults ages 20 to 24, and 6 percent of adults ages 25 to 64. This pattern of youth ages 16 to 19 and young adults ages 20 to 24 having higher unemployment rates than adults ages 25 to 64 was observed across racial/ethnic groups in 2014. Within each age group, there were differences in unemployment rates among racial/ethnic groups. Among youth ages 16 to 19, a higher percentage of Black youth (39 percent) than of Asian (25 percent), Hispanic (24 percent), and

White (22 percent) youth were unemployed. Among young adults ages 20 to 24, higher percentages of Black and American Indian/Alaska Native young adults (25 percent and 24 percent, respectively) than of Hispanic (13 percent), White (11 percent), and Asian (10 percent) young adults were unemployed. Similarly, among adults ages 25 to 64, higher percentages of Black and American Indian/Alaska Native adults (both 11 percent) than of Hispanic (7 percent), White (5 percent), and Asian (5 percent) adults were unemployed.

Figure 26.2. Unemployment rates of persons 25 to 64 years old, by race/ethnicity and educational attainment: 2014



NOTE: The unemployment rate is the percentage of persons in the civilian labor force who are not working and who made specific efforts to find employment sometime during the prior 4 weeks. High school completion includes those with equivalency credentials, such as the GED credential. Race categories exclude persons of Hispanic ethnicity. Totals include racial/ethnic groups not separately shown as well as respondents who wrote in some other race that was not included as an option on the questionnaire and therefore could not be placed into any of the other groups. Although rounded numbers are displayed, the figures are based on unrounded estimates.
 SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2014, unpublished tabulations. See *Digest of Education Statistics 2015*, table 501.10.

While the overall unemployment rate in 2014 for adults ages 25 to 64 was 6 percent, it was 11 percent for those who had not completed high school, compared with 3 percent for those with a bachelor's or higher degree. This pattern of lower unemployment rates being associated with higher levels of education was evident across all racial/ethnic groups. For example, the unemployment rate for Black adults who had not completed high school was 22 percent, compared with 13 percent for those who had completed high school and 5 percent for those with a bachelor's or higher degree. The unemployment rate for American Indian/Alaska Native adults who had not completed high school was 22 percent, compared with 13 percent for those who had completed high school and 4 percent for those with a bachelor's or higher degree.

Differences in unemployment rates for adults ages 25 to 64 were also found between racial/ethnic groups within each level of educational attainment in 2014. Among

those who had not completed high school, higher percentages of Black and American/Indian Alaska Native adults (both 22 percent) than of White adults (13 percent) were unemployed, and a higher percentage of White adults than of Hispanic (8 percent) and Asian (7 percent) adults were unemployed. Among adults who had completed high school, higher percentages of Black and American Indian/Alaska Native adults (both 13 percent) than of Hispanic (7 percent), White (7 percent), and Asian (7 percent) adults were unemployed. Among adults with a bachelor's or higher degree, higher percentages of Black and Hispanic adults (both 5 percent) than of Asian (4 percent) and White adults (3 percent) were unemployed. Additionally, a higher percentage of American Indian/Alaska Native (4 percent) than of White adults were unemployed.

Reference tables: *Digest of Education Statistics 2015*, tables 501.10 and 501.20

Data sources: American Community Survey (ACS)

Glossary: Bachelor's degree, Educational attainment (Current Population Survey), Employment status, High school completer

Indicator 27

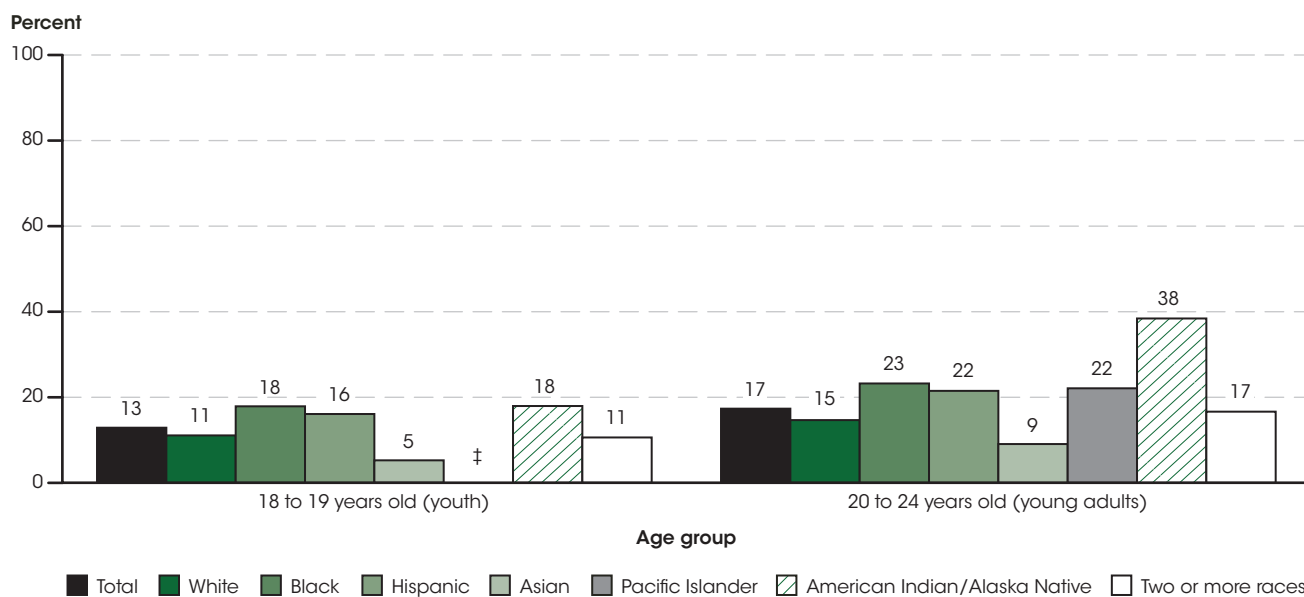
Youth and Young Adults Neither Enrolled in School nor Working

In 2015, the percentage of 20- to 24-year-olds who were neither enrolled in school nor working ranged from 9 percent for Asian young adults to 38 percent for American Indian/Alaska Native young adults.

Youth and young adults who are neither enrolled in school nor working may face limited future prospects because they are detached from these core activities for this age group. There are many reasons why youth and young adults between the ages of 18 and 24 may be neither enrolled in school nor working. For example, they may be seeking but unable to find work or they may have left the

workforce or school, either temporarily or permanently, for personal or financial reasons. This indicator provides information on youth and young adults at an age when most are transitioning into postsecondary education or the workforce. This is a critical period for young people as they pursue educational, occupational, and other goals.

Figure 27.1. Percentage of persons 18 to 24 years old who were neither enrolled in school nor working, by age group and race/ethnicity: 2015



† Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

NOTE: Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2015. See *Digest of Education Statistics 2015*, table 501.30.

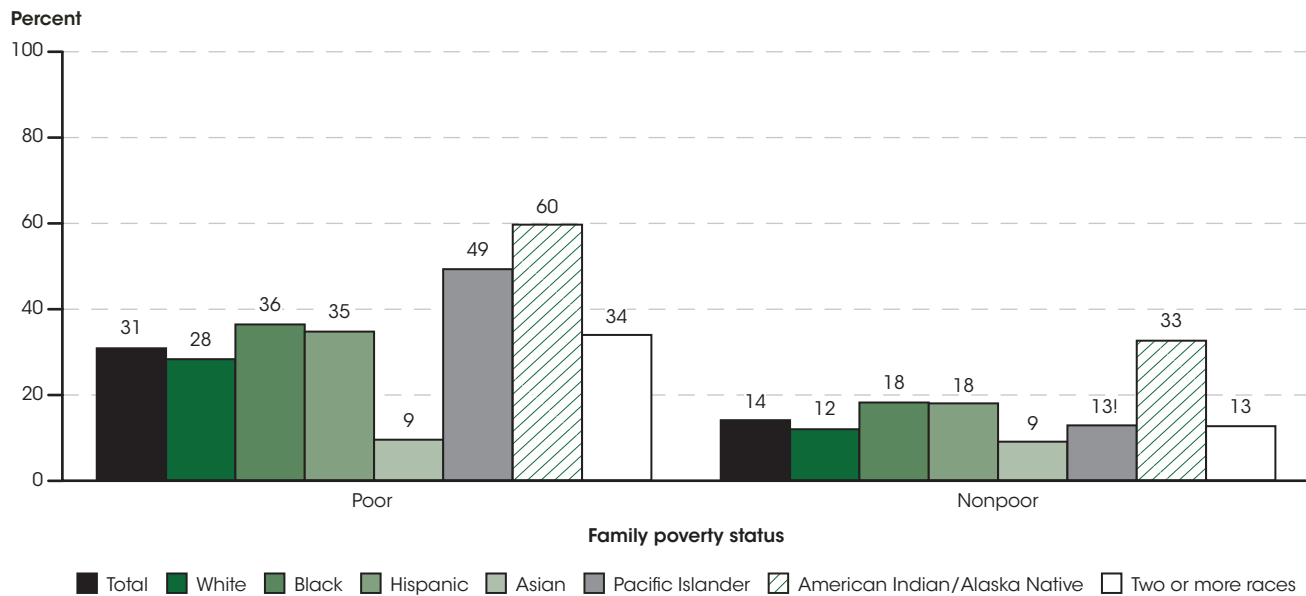
In 2015, lower percentages of youth ages 18 to 19 (13 percent) than of young adults ages 20 to 24 (17 percent) were neither enrolled in school nor working. This same pattern was observed for all racial/ethnic groups, with the exception of youth and young adults of Two or more races for whom there was no measurable difference and for Pacific Islanders for whom a comparison could not be made due to reporting standards not being met for youth ages 18 to 19. Within these age groups, there were differences in the percentages of youth and young adults neither enrolled in school nor working

between racial/ethnic groups. Among youth ages 18 to 19, higher percentages of Black and Hispanic youth (18 percent and 16 percent, respectively) than of White youth (11 percent) were neither enrolled in school nor working. The percentage was also higher for Black youth than youth of Two or more races (11 percent). A lower percentage of Asian youth (5 percent) than of American Indian/Alaska Native (18 percent), Black (18 percent), Hispanic (16 percent), and White (11 percent) youth were neither enrolled in school nor working.

Among young adults ages 20 to 24, a higher percentage of American Indian/Alaska Native young adults (38 percent) than of young adults of all other racial/ethnic groups were neither enrolled in school nor working. Additionally, the percentage of Black young adults (23 percent) was higher

than the percentage of young adults of Two or more races (17 percent), White young adults (15 percent), and Asian young adults (9 percent). A lower percentage of Asian young adults were neither enrolled in school nor working than of young adults of all other racial/ethnic groups.

Figure 27.2. Percentage of persons 18 to 24 years old who were neither enrolled in school nor working, by family poverty status and race/ethnicity: 2015



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

NOTE: "Poor" is defined to include families with incomes below the poverty threshold. "Nonpoor" is defined to include families with incomes at or above the poverty threshold. For information about how the Census Bureau determines who is in poverty, see <https://www.census.gov/topics/income-poverty/poverty/guidance/poverty-measures.html>. Race categories exclude persons of Hispanic ethnicity. Although rounded numbers are displayed, the figures are based on unrounded estimates.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2015. See *Digest of Education Statistics 2015*, table 501.30.

In general, higher percentages of young adults ages 20 to 24 from poor families compared to nonpoor families¹ were neither enrolled in school nor working in 2015. This same pattern was observed for all racial/ethnic groups, except Asian young adults for whom there was no measurable differences. Differences in percentages of young adults neither enrolled in school nor working were also found between racial/ethnic groups. Among poor families, a higher percentage of American Indian/Alaska Native young adults (60 percent) than of young adults of all other racial/ethnic groups were neither enrolled in school nor working, with the exception of Pacific Islander young adults (49 percent) and young adults of Two or more Races (34 percent) for whom there was no measurable difference. A lower percentage of poor Asian young adults (9 percent) were neither enrolled in school nor working

than poor young adults of all other racial/ethnic groups. Additionally, a lower percentage of poor White young adults (28 percent) than poor Black (36 percent) and poor Hispanic (35 percent) young adults were neither enrolled in school nor working.

Among nonpoor families, a higher percentage of American Indian/Alaska Native young adults (33 percent) than of young adults of all other racial/ethnic groups were neither enrolled in school nor working. Additionally, higher percentages of Black and Hispanic young adults (both 18 percent) were neither enrolled in school nor working than of Asian (9 percent) and White (12 percent) young adults, and young adults of Two or more races (13 percent).

Endnotes:

¹ "Poor" is defined to include families with incomes below the poverty threshold. "Nonpoor" is defined to include families with incomes at or above the poverty threshold. For

information about how the Census Bureau determines who is in poverty, see <https://www.census.gov/topics/income-poverty/poverty/guidance/poverty-measures.html>.

Reference tables: *Digest of Education Statistics 2015*, table 501.30
Data sources: Current Population Survey (CPS)

Glossary: Poverty (official measure)

Indicator 28

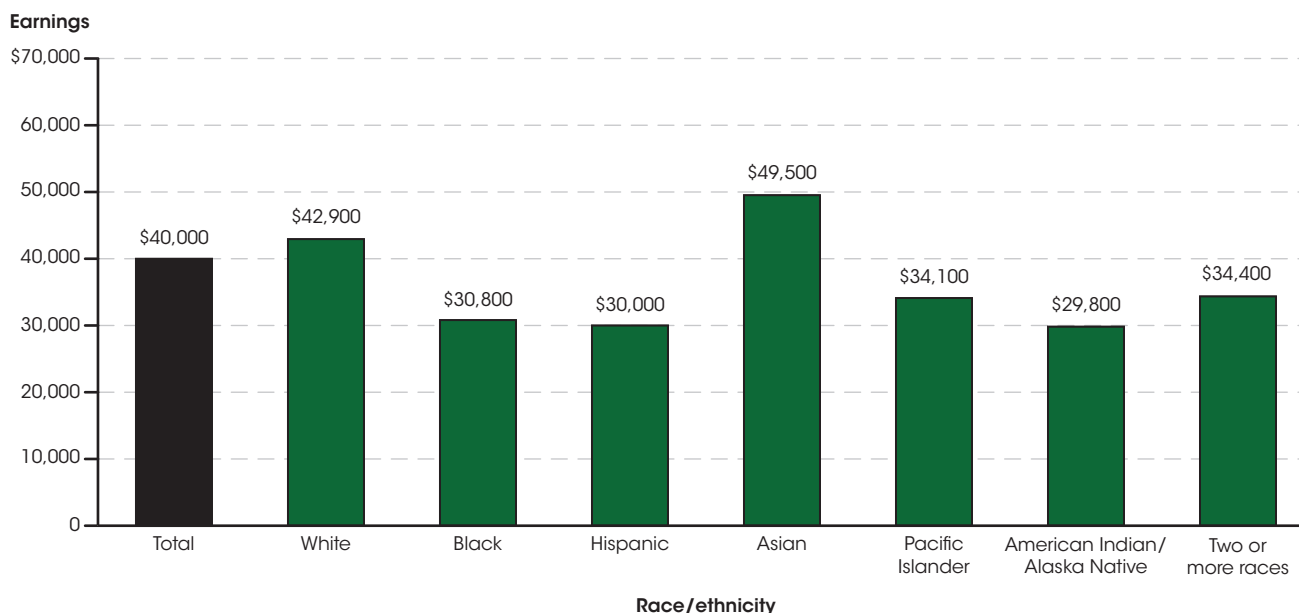
Employment and Earnings

In 2014, among those with a bachelor's or higher degree, median annual earnings of Asian full-time workers ages 25–34 (\$61,200) were higher than the median annual earnings of their White (\$52,800), Black (\$46,800), and Hispanic peers (\$47,400).

Economic outcomes can vary based on factors such as educational attainment and race/ethnicity. This indicator discusses the median annual earnings of full-time year-round¹ 25- to 34-year-old workers and the percentage of

the 25- to 34-year-old labor force² that works full time, year round in terms of different racial/ethnic groupings and different levels of educational attainment.

Figure 28.1. Median annual earnings of full-time year-round workers 25 to 34 years old, by race/ethnicity: 2014

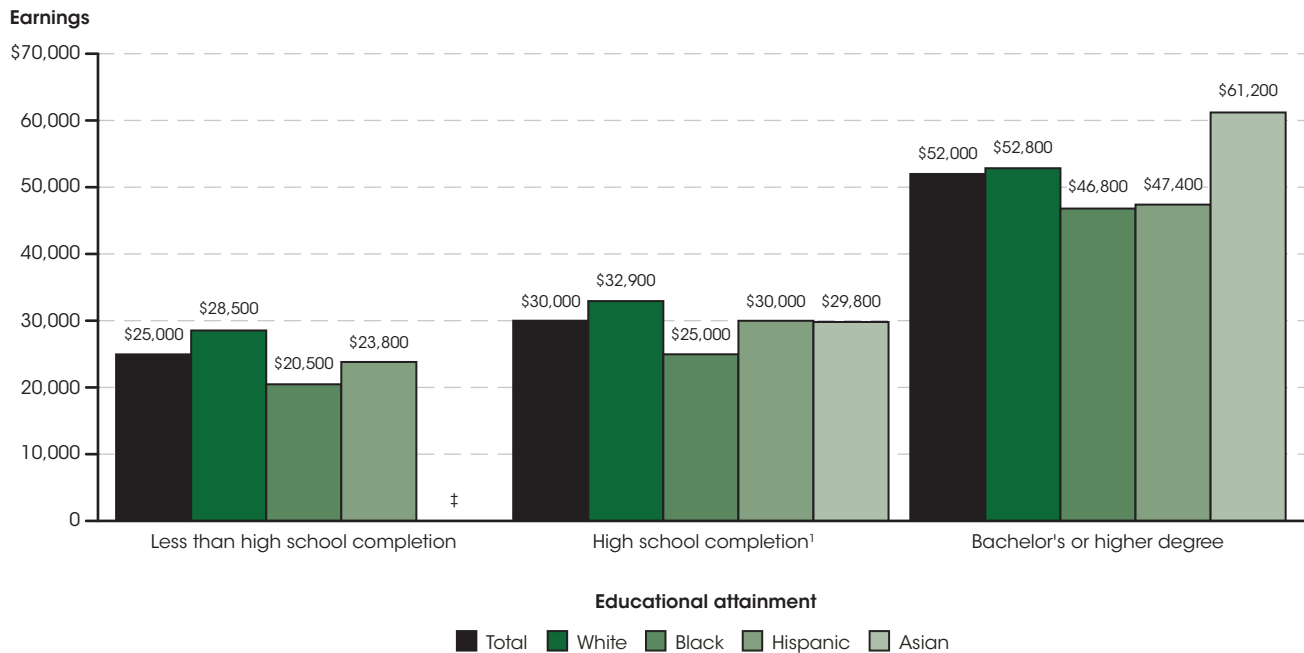


NOTE: Full-time year-round workers are those who worked 35 or more hours per week for 50 or more weeks per year. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), "Annual Social and Economic Supplement," 2015. See *Digest of Education Statistics 2015*, table 502.30.

In 2014, median annual earnings of full-time year-round workers ages 25–34 were \$40,000; however, median annual earnings varied by racial/ethnic group. For example, the median annual earnings of Asian full-time year-round workers ages 25–34 (\$49,500) were higher than the median annual earnings of workers who were

White (\$42,900), and the median annual earnings for both groups were higher than the earnings for their peers who were Black (\$30,800), Hispanic (\$30,000), Pacific Islander (\$34,100), American Indian/Alaska Native (\$29,800), and of Two or more races (\$34,400).

Figure 28.2. Median annual earnings of full-time year-round workers 25 to 34 years old, by educational attainment and race/ethnicity: 2014



‡ Reporting standards not met (too few cases for a reliable estimate).

¹ Includes equivalency credentials, such as the General Educational Development (GED) credential.

NOTE: Full-time year-round workers are those who worked 35 or more hours per week for 50 or more weeks per year. Total includes other racial/ethnic groups not separately shown, including Pacific Islander, American Indian/Alaska Native, and Two or more races, as well as respondents who wrote in some other race that was not included as an option on the questionnaire and therefore could not be placed into any of the other groups. Race categories exclude persons of Hispanic ethnicity. Median annual earnings by educational attainment for Pacific Islander young adults, American Indian/Alaska Native young adults, and young adults of Two or more races are not available because these data did not meet reporting standards.

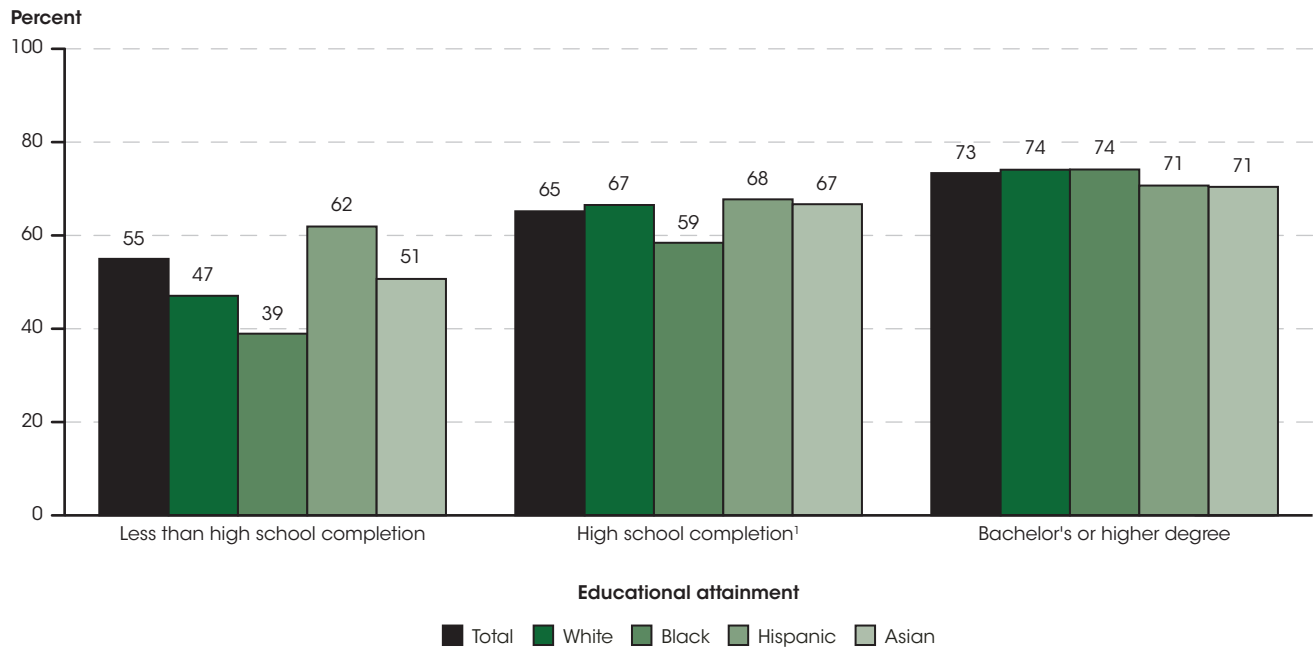
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), "Annual Social and Economic Supplement," 2015. See *Digest of Education Statistics 2015*, table 502.30.

In general, higher levels of educational attainment were associated with higher median annual earnings for 25- to 34-year-old full-time workers in each racial/ethnic group³ in 2014. While overall median annual earnings of full-time young adult workers were \$40,000, they were \$25,000 for those who did not complete high school, \$30,000 for those who completed high school, and \$52,000 for those with a bachelor's or higher degree. This same pattern was evident for Hispanic young adults ages 25–34. The median annual earnings for Black full-time workers ages 25–34 with and without a high school credential were not measurably different; however, both were lower than for those with a bachelor's or higher degree (\$46,800). This same pattern emerged for White full-time workers who completed high school.

In 2014, differences in median annual earnings were found between racial/ethnic groups at each level of educational attainment. The median annual earnings of White 25- to 34-year-olds working full time who did

not complete high school (\$28,500) were higher than the median annual earnings of their Black (\$20,500) and Hispanic (\$23,800) peers. Among those who completed high school, median annual earnings of White (\$32,900), Hispanic (\$30,000), and Asian (\$29,800) 25- to 34-year-olds working full time were higher than the median annual earnings of their Black (\$25,000) peers. In addition, the earnings of White full-time workers were higher than those of their Hispanic peers, and there was no measurable difference between the median annual earnings of White and Asian full-time workers who completed high school. Among those with a bachelor's or higher degree, the median annual income of full-time workers was higher for Asian workers (\$61,200) than the median annual earnings of their White (\$52,800) peers, and the median annual earnings for both groups were higher than those of their Black (\$46,800) and Hispanic (\$47,400) peers.

Figure 28.3. Full-time year-round workers as a percentage of the 25- to 34-year-old labor force, by educational attainment and race/ethnicity: 2014



¹ Includes equivalency credentials, such as the GED credential.

NOTE: Full-time year-round workers are those who worked 35 or more hours per week for 50 or more weeks per year. Total includes other racial/ethnic groups not separately shown, including Pacific Islander, American Indian/Alaska Native, and Two or more races, as well as respondents who wrote in some other race that was not included as an option on the questionnaire and therefore could not be placed into any of the other groups. Race categories exclude persons of Hispanic ethnicity. Full-time employment rates by educational attainment for Pacific Islander young adults, American Indian/Alaska Native young adults, and young adults of Two or more races are not available because these data did not meet reporting standards. Although rounded numbers are displayed, the figures are based on unrounded estimates.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), "Annual Social and Economic Supplement," 2015. See *Digest of Education Statistics 2015*, table 502.30.

Sixty-seven percent of the 25- to 34-year-old labor force worked full time, year round in 2014, but the percentage varied by level of educational attainment. The percentage was higher for those with a bachelor's or higher degree than for those who only completed high school (73 vs. 65 percent), and both percentages were higher than the percentage for those who did not complete high school (55 percent). This same pattern emerged for White and Black young adults ages 25–34, but the associations between higher levels of educational attainment and higher full-time employment rates were not consistently observed among the other racial/ethnic groups. For Hispanic 25- to 34-year-olds in the labor force, the percentages working full time with a bachelor's or higher degree (71 percent) and those who had completed high school (68 percent) were not measurably different. However, both of these percentages were higher than for those without a high school credential (62 percent). The percentage of Asian 25- to 34-year-olds in the labor force was higher for those with a bachelor's or higher degree (71 percent) than for those without a high school

credential (51 percent), but not measurably different than those who had completed high school.

Differences in the percentage of the 25- to 34-year-old labor force who worked full time were found between racial/ethnic groups at each level of educational attainment in 2014. Among those who did not complete high school, the percentage of the labor force who worked full time was higher for Hispanic 25- to 34-year-olds (62 percent) than for their White (47 percent) and Black (39 percent) counterparts. Among those who completed high school, the percentage of those who worked full time was higher for White and Hispanic 25- to 34-year-olds (67 and 68 percent, respectively) than their Black (59 percent) peers. Among those with a bachelor's or higher degree, the percentage of those 25- to 34-year-olds who worked full time was not measurably different for White, Black, and Hispanic individuals, but the percentage was higher for White 25- to 34-year-olds (74 percent) than their Asian peers (71 percent).

Endnotes:

¹ “Full time, year round” is used interchangeably with the shortened form “full time.”

² The labor force consists of those who reported working or looking for work.

³ Median annual earnings and full-time employment rates by educational attainment for Pacific Islander young adults,

American Indian/Alaska Native young adults, and young adults of Two or more races are not available because these data did not meet reporting standards.

Reference tables: *Digest of Education Statistics 2015*, table 502.30

Data sources: Current Population Survey (CPS)

Glossary: Bachelor’s degree, Constant dollars, Consumer Price Index (CPI), Educational attainment (Current Population Survey), High school completer, Labor force, Median earnings

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Appendix A.

Guide to Sources

The indicators in this report present data from a variety of sources. Brief descriptions of these sources and their data collections and data collection methods are presented below, grouped by sponsoring organization. Most of these sources are federal surveys and many are conducted by the National Center for Education Statistics (NCES).

The data were collected using many research methods, including surveys of a universe (such as all colleges) or of a sample and compilations of administrative records.

National Center for Education Statistics (NCES)

Common Core of Data

The Common Core of Data (CCD) is NCES's primary database on public elementary and secondary education in the United States. It is a comprehensive, annual, national statistical database of all public elementary and secondary schools and school districts containing data designed to be comparable across all states. This database can be used to select samples for other NCES surveys and provide basic information and descriptive statistics on public elementary and secondary schools and schooling in general.

The CCD collects statistical information annually from approximately 100,000 public elementary and secondary schools and approximately 18,000 public school districts (including supervisory unions and regional education service agencies) in the 50 states, the District of Columbia, Department of Defense (DoD) dependents schools, the Bureau of Indian Education (BIE), Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands. Three categories of information are collected in the CCD survey: general descriptive information on schools and school districts; data on students and staff; and fiscal data. The general school and district descriptive information includes name, address, phone number, and type of locale; the data on students and staff include selected demographic characteristics; and the fiscal data pertain to revenues and current expenditures.

The CCD survey consists of five components: The Public Elementary/Secondary School Universe Survey, the Local Education Agency (School District) Universe Survey, the State Nonfiscal Survey of Public Elementary/Secondary Education, the National Public Education Financial Survey (NPEFS), and the School District Finance Survey (F-33). *Indicators 6* (Elementary and Secondary Enrollment) and *7* (English Language Learners) report data from the State Nonfiscal Survey of Public Elementary/Secondary Education.

State Nonfiscal Survey of Public Elementary/Secondary Education

The State Nonfiscal Survey of Public Elementary/Secondary Education for the 2012–13 school year provides state-level, aggregate information about students and staff in public elementary and secondary education. It includes data from the 50 states, the District of Columbia, Puerto Rico, the U.S. Virgin Islands, the Northern Mariana Islands, Guam, and American Samoa. The DoD dependents schools (overseas and domestic) and the BIE are also included in the survey universe. This survey covers public school student membership by grade, race/ethnicity, and state or jurisdiction and covers number of staff in public schools by category and state or jurisdiction. Beginning with the 2006–07 school year, the number of diploma recipients and other high school completers are no longer included in the State Nonfiscal Survey of Public Elementary/Secondary Education file. These data are now published in the public-use CCD State Dropout and Completion Data File.

For more information on the nonfiscal CCD data, contact:

Patrick Keaton
Administrative Data Division
Elementary and Secondary Branch
National Center for Education Statistics
Potomac Center Plaza (PCP)
550 12th Street SW
Washington, DC 20202
patrick.keaton@ed.gov
<http://nces.ed.gov/ccd>

EDFacts

EDFacts is a centralized data collection through which state education agencies submit K–12 education data to the U.S. Department of Education (ED). All data in *EDFacts* are organized into “data groups” and reported to ED using defined file specifications. Depending on the data group, state education agencies may submit aggregate counts for the state as a whole or detailed counts for individual schools or school districts. *EDFacts* does not collect student-level records. The entities that are required to report *EDFacts* data vary by data group but may include the 50 states, the District of Columbia, the Department of Defense (DoD) dependents schools, the Bureau of Indian Education, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands. More information about *EDFacts* file specifications and data groups can be found at <http://www.ed.gov/EDFacts>.

EDFacts is a universe collection and is not subject to sampling error, but nonsampling errors such as nonresponse and inaccurate reporting may occur. The U.S. Department of Education attempts to minimize nonsampling errors by training data submission coordinators and reviewing the quality of state data submissions. However, anomalies may still be present in the data.

Differences in state data collection systems may limit the comparability of EDFacts data across states and across time. To build EDFacts files, state education agencies rely on data that were reported by their schools and school districts. The systems used to collect these data are evolving rapidly and differ from state to state.

In some cases, EDFacts data may not align with data reported on state education agency websites. States may update their websites on schedules different from those they use to report data to ED. Furthermore, ED may use methods for protecting the privacy of individuals represented within the data that could be different from the methods used by an individual state.

Indicator 7 (English Language Learners) reports EDFacts data on public school students participating in programs for English language learners. EDFacts Limited English Proficient (LEP) students in LEP program data are collected in data group 123 within file 046. EDFacts collects this data group on behalf of the National Center for Education Statistics (NCES). The definition for this data group is “The unduplicated number of limited English proficient (LEP) students enrolled in English language instruction educational programs designed for LEP students.” The reporting period is October 1 or the closest school day to October 1. For more information about this data group, please see file specification 046 for the relevant school year, available at <http://www2.ed.gov/about/inits/ed/edfacts/file-specifications.html>.

For more information about EDFacts, contact:

EDFacts
Administrative Data Division
Elementary/Secondary Branch
National Center for Education Statistics
Potomac Center Plaza (PCP)
550 12th Street SW
Washington, DC 20202
EDFacts@ed.gov
<http://www2.ed.gov/about/inits/ed/edfacts/index.html>

High School Longitudinal Study of 2009

The High School Longitudinal Study of 2009 (HSL:09) is a nationally representative, longitudinal study of approximately 21,000 9th-grade students in 944 schools

who will be followed through their secondary and postsecondary years. The study focuses on understanding students’ trajectories from the beginning of high school into postsecondary education, the workforce, and beyond. The HSL:09 questionnaire is focused on, but not limited to, information on science, technology, engineering, and mathematics (STEM) education and careers. It is designed to provide data on mathematics and science education, the changing high school environment, and postsecondary education. This study features a new student assessment in algebra skills, reasoning, and problem solving and includes surveys of students, their parents, math and science teachers, and school administrators, as well as a new survey of school counselors.

The HSL:09 base year took place in the 2009–10 school year, with a randomly selected sample of fall-term 9th-graders in more than 900 public and private high schools that had both a 9th and an 11th grade. Students took a mathematics assessment and survey online. Students’ parents, principals, and mathematics and science teachers and the school’s lead counselor completed surveys on the phone or online.

The HSL:09 student questionnaire includes interest and motivation items for measuring key factors predicting choice of postsecondary paths, including majors and eventual careers. This study explores the roles of different factors in the development of a student’s commitment to attend college and then take the steps necessary to succeed in college (the right courses, courses in specific sequences, etc.). Questionnaires in this study have asked questions of students and parents regarding reasons for selecting specific colleges (e.g., academic programs, financial aid and access prices, and campus environment).

The first follow-up of HSL:09 occurred in the spring of 2012, when most sample members were in the 11th grade. Data files and documentation for the first follow-up were released in fall 2013 and are available on the NCES website.

A between-round postsecondary status update survey took place in the spring of students’ expected graduation year (2013). It asked respondents about college applications, acceptances, and rejections, as well as their actual college choices. In the fall of 2013 and the spring of 2014, high school transcripts were collected and coded. *Indicators 12* (High School Coursetaking) and *13* (Advanced Placement and International Baccalaureate Coursetaking) in this report use data from the First Follow-up and High School Transcript Study of HSL:09.

A full second follow-up was conducted in 2016, when most sample members were 3 years beyond high school graduation. Additional follow-ups are planned, to at least age 30.

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Integrated Postsecondary Education Data System

The Integrated Postsecondary Education Data System (IPEDS) surveys approximately 7,500 postsecondary institutions, including universities and colleges, as well as institutions offering technical and vocational education beyond the high school level. IPEDS, an annual universe collection that began in 1986, replaced the Higher Education General Information Survey (HEGIS). In order to present data in a timely manner, this report uses “provisional” IPEDS data for the most recent years. These data have been fully reviewed, edited, and imputed, but do not incorporate data revisions submitted by institutions after the close of data collection.

IPEDS consists of interrelated survey components that provide information on postsecondary institutions, student enrollment, programs offered, degrees and certificates conferred, and both the human and financial resources involved in the provision of institutionally based postsecondary education. Prior to 2000, the IPEDS survey had the following subject-matter components: Graduation Rates; Fall Enrollment; Institutional Characteristics; Completions; Salaries, Tenure, and Fringe Benefits of Full-Time Faculty; Fall Staff; Finance; and Academic Libraries (in 2000, the Academic Libraries component became a survey separate from IPEDS). Since 2000, IPEDS survey components occurring in a particular collection year have been organized into three seasonal collection periods: fall, winter, and spring. The Institutional Characteristics and Completions components first took place during the fall 2000 collection; the Employees by Assigned Position (EAP), Salaries, and Fall Staff components first took place during the winter 2001–02 collection; and the Enrollment, Student Financial Aid, Finance, and Graduation Rates components first took place during the spring 2001 collection. In the winter 2005–06 data collection, the EAP, Fall Staff, and Salaries components were merged into the Human Resources component. During the 2007–08 collection year, the Enrollment component was broken into two separate components: 12-Month Enrollment (taking place in the fall collection) and Fall Enrollment (taking place in the spring collection). In the 2011–12 IPEDS data collection year, the Student Financial Aid

component was moved to the winter data collection to aid in the timing of the net price of attendance calculations displayed on the College Navigator (<http://nces.ed.gov/collegenavigator>). In the 2012–13 IPEDS data collection year, the Human Resources component was moved from the winter data collection to the spring data collection, and in the 2013–14 data collection year, the Graduation Rates and Graduation Rates 200% components were moved from the spring data collection to the winter data collection. In this report, *Indicators 22* (Degrees Awarded), *23* (Undergraduate and Graduate Degree Fields), and *24* (STEM Degrees) present data from the Completions component; *Indicator 21* (Postsecondary Graduation Rates) presents data from the Graduation Rates component; and *Indicator 19* (Undergraduate and Graduate Enrollment) presents data from the Fall Enrollment component.

Beginning in 2008–09, the first-professional degree category was combined with the doctor’s degree category. However, some degrees formerly identified as first-professional that take more than two full-time-equivalent academic years to complete, such as those in Theology (M.Div, M.H.L./Rav), are included in the Master’s degree category. Doctor’s degrees were broken out into three distinct categories: research/scholarship, professional practice, and other doctor’s degrees.

IPEDS race/ethnicity data collection also changed in 2008–09. The “Asian” race category is now separate from a “Native Hawaiian or Other Pacific Islander” category, and a new category of “Two or more races” was added.

The degree-granting institutions portion of IPEDS is a census of colleges that award associate’s or higher degrees and are eligible to participate in Title IV financial aid programs. Prior to 1993, data from technical and vocational institutions were collected through a sample survey. Beginning in 1993, all data are gathered in a census of all postsecondary institutions. Beginning in 1997, the survey was restricted to institutions participating in Title IV programs. The data presented in this report from 1993 forward are based on lists of all institutions and are not subject to sampling errors.

The classification of institutions offering college and university education changed as of 1996. Prior to 1996, institutions that had courses leading to an associate’s or higher degree or that had courses accepted for credit toward those degrees were considered higher education institutions. Higher education institutions were accredited by an agency or association that was recognized by the U.S. Department of Education or were recognized directly by the Secretary of Education. The newer standard includes institutions that award associate’s or higher degrees and that are eligible to participate in Title IV federal financial aid programs. The impact of this change on data collected in 1996 was not large.

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Fall (Completions)

This survey was part of the HEGIS series throughout its existence. However, the degree classification taxonomy was revised in 1970–71, 1982–83, 1991–92, 2002–03, and 2009–10. Collection of degree data has been maintained through IPEDS.

Degrees-conferred trend tables arranged by the 2009–10 classification are included in the *Digest of Education Statistics* to provide consistent data from 1970–71 through the most recent year. Data in this edition on associate’s and other formal awards below the baccalaureate degree, by field of study, cannot be made comparable with figures from years prior to 1982–83. The nonresponse rate does not appear to be a significant source of nonsampling error for this survey. The response rate over the years has been high; for the fall 2014 Completions component, it rounded to 100.0 percent. Because of the high response rate, there was no need to conduct a nonresponse bias analysis. Imputation methods for the fall 2014 Completions component are discussed in the 2014–15 *Integrated Postsecondary Education Data System (IPEDS) Methodology Report* (NCES 2015-098).

The *Integrated Postsecondary Education Data System Data Quality Study* (NCES 2005-175) indicated that most Title IV institutions supplying revised data on completions in 2003–04 were able to supply missing data for the prior year. The small differences between imputed data for the prior year and the revised actual data supplied by the institution indicated that the imputed values produced by NCES were acceptable.

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Winter (Graduation Rates)

In IPEDS data collection years 2012–13 and earlier, the Graduation Rates component was collected during the spring collection. In the IPEDS 2013–14 data collection year, however, the Graduation Rates collection was moved to the winter data collection.

The 2014–15 Graduation Rates component collected counts of full-time, first-time degree/certificate-seeking undergraduate students beginning their postsecondary education in the specified cohort year and their completion status as of 150 percent of normal program completion time at the same institution where the students started. If 150 percent of normal program completions time extended beyond August 31, 2014, the counts as of that date were collected. Four-year institutions used 2008 as the cohort year, while less-than-4-year institutions used 2011 as the cohort year. Of the 6,433 institutions that were expected to respond to the Graduation Rates component, 6,430 institutions responded, resulting in a response rate that rounded to 100 percent.

The 2014–15 Graduation Rates 200 Percent component was designed to combine information reported in a prior collection via the Graduation Rates component with current information about the same cohort of students. From previously collected data, the following elements were obtained: the number of students entering the institution as full-time, first-time degree/certificate-seeking students in a cohort year; the number of students in this cohort completing within 100 and 150 percent of normal program completion time; and the number of cohort exclusions (such as students who left for military service). Then the count of additional cohort exclusions and additional program completers between 151 and 200 percent of normal program completion time was collected. Four-year institutions reported on bachelor’s or equivalent degree-seeking students and used cohort year 2006 as the reference period, while less-than-4-year institutions reported on all students in the cohort and used cohort year 2010 as the reference period. Of the 5,928 institutions that were expected to respond to the Graduation Rates 200 Percent component, 5,926 institutions responded, resulting in a response rate that rounded to 100 percent.

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Spring (Fall Enrollment)

This survey has been part of the HEGIS and IPEDS series since 1966. Response rates for this survey have been relatively high, generally exceeding 85 percent. Beginning in 2000, when web-based data collection was introduced, higher response rates have been attained. In the spring 2015 data collection, the Fall Enrollment component covered fall 2014. Of the 7,292 institutions that were expected to respond, 7,284 responded, for a response rate that rounded to 100 percent. Data collection procedures for the Fall Enrollment component of the spring 2015 data collection are presented in *Enrollment and Employees in Postsecondary Institutions, Fall 2014; and Financial Statistics and Academic Libraries, Fiscal Year 2014: First Look (Provisional Data)* (NCES 2016-005).

Beginning with the fall 1986 survey and the introduction of IPEDS (see above), the survey was redesigned. The survey allows (in alternating years) for the collection of age and residence data. Beginning in 2000, the survey collected instructional activity and unduplicated headcount data, which are needed to compute a standardized, full-time-equivalent (FTE) enrollment statistic for the entire academic year. As of 2007–08, the timeliness of the instructional activity data has been improved by collecting these data in the fall as part of the 12-Month-Enrollment component instead of in the spring as part of the Fall Enrollment component.

The *Integrated Postsecondary Education Data System Data Quality Study* (NCES 2005-175) showed that public institutions made the majority of changes to enrollment data during the 2004 revision period. The majority of changes were made to unduplicated headcount data, with the net differences between the original data and the revised data at about 1 percent. Part-time students in general and enrollment in private not-for-profit institutions were often underestimated. The fewest changes by institutions were to Classification of Instructional Programs (CIP) code data. (The CIP is a taxonomic coding scheme that contains titles and descriptions of primarily postsecondary instructional programs.)

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National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a series of cross-sectional studies initially implemented in 1969 to assess the educational achievement of U.S. students and monitor changes in those achievements. In the main national NAEP, a nationally representative sample of students is assessed at grades 4, 8, and 12 in various academic subjects. The assessments are based on frameworks developed by the National Assessment Governing Board (NAGB). Assessment items include both multiple-choice and constructed-response (requiring written answers) items. Results are reported in two ways: by average score and by achievement level. Average scores are reported for the nation, for participating states and jurisdictions, and for subgroups of the population. Percentages of students performing at or above three achievement levels (*Basic*, *Proficient*, and *Advanced*) are also reported for these groups.

From 1990 until 2001, main NAEP was conducted for states and other jurisdictions that chose to participate. In 2002, under the provisions of the No Child Left Behind Act of 2001, all states began to participate in main NAEP, and an aggregate of all state samples replaced the separate national sample.

Results are available for the mathematics assessments administered in 2000, 2003, 2005, 2007, 2009, 2011, 2013, and 2015. In 2005, NAGB called for the development of a new mathematics framework. The revisions made to the mathematics framework for the 2005 assessment were intended to reflect recent curricular emphases and better assess the specific objectives for students at each grade level.

The revised mathematics framework focuses on two dimensions: mathematical content and cognitive demand. By considering these two dimensions for each item in the assessment, the framework ensures that NAEP assesses an appropriate balance of content, as well as a variety of ways of knowing and doing mathematics.

Since the 2005 changes to the mathematics framework were minimal for grades 4 and 8, comparisons over time can be made between assessments conducted before and after the framework's implementation for these grades. The changes that the 2005 framework made to the grade 12 assessment, however, were too drastic to allow grade 12 results from before and after implementation to be directly compared. These changes included adding more questions on algebra, data analysis, and probability to reflect changes in high school mathematics standards and coursework; merging the measurement and geometry content areas; and changing the reporting scale from 0–500 to 0–300. For more information regarding the 2005 mathematics framework revisions, see <https://nces.ed.gov/nationsreportcard/mathematics/frameworkcomparison.asp>.

Results are available for the reading assessments administered in 2000, 2002, 2003, 2005, 2007, 2009, 2011, 2013, and 2015. In 2009, a new framework was developed for the 4th-, 8th-, and 12th-grade NAEP reading assessments.

Both a content alignment study and a reading trend or bridge study were conducted to determine if the new assessment was comparable to the prior assessment. Overall, the results of the special analyses suggested that the assessments were similar in terms of their item and scale characteristics and the results they produced for important demographic groups of students. Thus, it was determined that the results of the 2009 reading assessment could still be compared to those from earlier assessment years, thereby maintaining the trend lines first established in 1992. For more information regarding the 2009 reading framework revisions, see <http://nces.ed.gov/nationsreportcard/reading/whatmeasure.asp>.

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National Household Education Surveys Program

The National Household Education Surveys Program (NHES) is a data collection system that is designed to address a wide range of education-related issues. Surveys have been conducted in 1991, 1993, 1995, 1996, 1999, 2001, 2003, 2005, 2007, and 2012. NHES targets specific populations for detailed data collection. It is intended to provide more detailed data on the topics and populations of interest than are collected through supplements to other household surveys. *Indicator 5* (Early Child Care and Education Arrangements) reports data from the 2012 NHES (Early Childhood Program Participation Survey).

The 2012 Early Childhood Program Participation Survey collected data on the early care and education arrangements and early learning of children from birth through the age of 5 who were not yet enrolled in kindergarten. Questionnaires were completed for 7,893 children, for a weighted unit response rate of 78.7 percent. The overall estimated weighted unit response rate (the product of the screener weighted unit response rate of 73.8 percent and the Early Childhood Program Participation Survey unit weighted response rate) was 58.1 percent.

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National Postsecondary Student Aid Study

The National Postsecondary Student Aid Study (NPSAS) is a comprehensive nationwide study of how students and their families pay for postsecondary education. Data gathered from the study are used to help guide future federal student financial aid policy. The study covers nationally representative samples of undergraduates, graduates, and first-professional students in the 50 states, the District of Columbia, and Puerto Rico, including students attending less-than-2-year institutions, community colleges, 4-year colleges, and universities. Participants include students who do not receive aid and those who do receive financial aid. Since NPSAS identifies nationally representative samples of student subpopulations of interest to policymakers and obtains baseline data for longitudinal study of these subpopulations, data from the study provide the base-year sample for the Beginning Postsecondary Students (BPS) longitudinal study and the Baccalaureate and Beyond (B&B) longitudinal study.

Originally, NPSAS was conducted every 3 years. Beginning with the 1999–2000 study (NPSAS:2000), NPSAS has been conducted every 4 years. *Indicator 20* (Financial Aid) reports data from the 1990–2000, 2003–04, 2007–08, and 2011–12 NPSAS studies.

NPSAS:2000 included nearly 62,000 students (50,000 undergraduates and almost 12,000 graduate students) from 1,000 postsecondary institutions. NPSAS:04 collected data on about 80,000 undergraduates and 11,000 graduate students from 1,400 postsecondary institutions. For NPSAS:08, about 114,000 undergraduate students and 14,000 graduate students who were enrolled in postsecondary education during the 2007–08 school year were selected from more than 1,730 postsecondary institutions.

NPSAS:12 sampled about 95,000 undergraduates and 16,000 graduate students from approximately 1,500 postsecondary institutions. Public access to the data is available online through PowerStats (<http://nces.ed.gov/datalab/>).

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Private School Universe Survey

The purposes of the Private School Universe Survey (PSS) data collection activities are (1) to build an accurate and complete list of private schools to serve as a sampling frame for NCES sample surveys of private schools and (2) to report data on the total number of private schools, teachers, and students in the survey universe. Begun in 1989 under the U.S. Census Bureau, the PSS has been conducted every 2 years, and data for the 1989–90, 1991–92, 1993–94, 1995–96, 1997–98, 1999–2000, 2001–02, 2003–04, 2005–06, 2007–08, 2009–10, and 2011–12 school years have been released.

The PSS produces data similar to that of the Common Core of Data for public schools, and can be used for public-private comparisons. The data are useful for a variety of policy- and research-relevant issues, such as the growth of religiously affiliated schools, the number of private high school graduates, the length of the school year for various private schools, and the number of private school students and teachers. In this report, *Indicator 6* (Elementary and Secondary Enrollment) uses PSS data for private school student enrollment.

The target population for this universe survey is all private schools in the United States that meet the PSS criteria of a private school (i.e., the private school is an institution that provides instruction for any of grades K through 12, has one or more teachers to give instruction, is not administered by a public agency, and is not operated in a private home).

The survey universe is composed of schools identified from a variety of sources. The main source is a list frame initially developed for the 1989–90 PSS. The list is updated regularly by matching it with lists provided by nationwide private school associations, state departments of education, and other national guides and sources that list private schools. The other source is an area frame search in approximately 124 geographic areas, conducted by the U.S. Census Bureau.

Of the 39,325 schools included in the 2011–12 sample, 10,030 cases were considered as out-of-scope (not eligible for the PSS). A total of 26,983 private schools completed a PSS interview (15.8 percent completed online), while 2,312 schools refused to participate, resulting in an unweighted response rate of 92.1 percent.

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Other Department of Education Agencies

Office for Civil Rights

Civil Rights Data Collection

The U.S. Department of Education's Office for Civil Rights (OCR) has surveyed the nation's public elementary and secondary schools since 1968. The survey was first known as the OCR Elementary and Secondary School (E&S) Survey; in 2004, it was renamed the Civil Rights Data Collection (CRDC). The survey provides information about the enrollment of students in public schools in every state and about some education services provided to those students. These data are reported by race/ethnicity, sex, and disability.

Data in the survey are collected pursuant to 34 C.F.R. Section 100.6(b) of the Department of Education regulation implementing Title VI of the Civil Rights Act of 1964. The requirements are also incorporated by reference in Department regulations implementing Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. School, district, state, and national data are currently available. Data from individual public schools and districts are used to generate national and state data.

The CRDC has generally been conducted biennially in each of the 50 states plus the District of Columbia. The 2009–10 CRDC was collected from a sample of approximately 7,000 school districts and over 72,000 schools in those districts. It was made up of two parts: part 1 contained beginning-of-year “snapshot” data and part 2 contained cumulative, or end-of-year, data.

The 2011–12 CRDC survey, which collected data from approximately 16,500 school districts and 97,000 schools, was the first CRDC survey since 2000 that included data from every public school district and school in the nation. The 2013–14 CRDC survey also collected information from a universe of every public school district and school in the nation.

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Office of Special Education Programs

Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act

The Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education, and related services to more than 6.5 million eligible infants, toddlers, children, and youth with disabilities.

IDEA, formerly the Education of the Handicapped Act (EHA), requires the Secretary of Education to transmit to Congress annually a report describing the progress made in serving the nation's children with disabilities. This annual report contains information on children served by public schools under the provisions of Part B of IDEA and on children served in state-operated programs for persons with disabilities under Chapter I of the Elementary and Secondary Education Act. *Indicator 8* (Children with Disabilities) reports data on children served under Part B of IDEA.

Statistics on children receiving special education and related services in various settings and school personnel providing such services are reported in an annual submission of data to the Office of Special Education Programs (OSEP) by the 50 states, the District of Columbia, the Bureau of Indian Education schools, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, the U.S. Virgin Islands, the Federated States of Micronesia, Palau, and the Marshall Islands. The child count information is based on the number of children with disabilities receiving special education and related services on December 1 of each year. Count information is available from <http://www.ideadata.org>.

Since all participants in programs for persons with disabilities are reported to OSEP, the data are not subject to sampling error. However, nonsampling error can arise from a variety of sources. Some states only produce counts of students receiving special education services by disability category because Part B of the EHA requires it. In those states that typically produce counts of students receiving special education services by disability category without regard to EHA requirements, definitions and labeling practices vary.

Further information on this annual report to Congress may be obtained from:

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<http://www.ed.gov/about/reports/annual/osep/index.html>
<http://idea.ed.gov/>
<http://www.ideadata.org>

Other Governmental Agencies and Programs

Bureau of Labor Statistics

Consumer Price Indexes

The Consumer Price Index (CPI) represents changes in prices of all goods and services purchased for consumption by urban households. Indexes are available for two population groups: a CPI for All Urban Consumers (CPI-U) and a CPI for Urban Wage Earners and Clerical Workers (CPI-W). Unless otherwise specified, data are adjusted for inflation using the CPI-U. These values are generally adjusted to a school-year basis by averaging the July through June figures. Price indexes are available for the United States, the four Census regions, size of city, cross-classifications of regions and size classes, and 26 local areas. The major uses of the CPI include as an economic indicator, as a deflator of other economic series, and as a means of adjusting income. In this report, *Indicators 20* (Financial Aid) and *28* (Employment and Earnings) use the CPI.

Further information on consumer price indexes may be obtained from:

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Census Bureau

American Community Survey

The Census Bureau introduced the American Community Survey (ACS) in 1996. Fully implemented in 2005, it provides a large monthly sample of demographic, socioeconomic, and housing data comparable in content to the Long Forms of the Decennial Census up to and including the 2000 long form. Aggregated over time, these data serve as a replacement for the Long Form of the Decennial Census. The survey includes questions mandated by federal law, federal regulations, and court decisions.

Since 2011, the survey has been mailed to approximately 295,000 addresses in the United States and Puerto Rico each month, or about 3.5 million addresses annually. A larger proportion of addresses in small governmental units (e.g., American Indian reservations, small counties, and towns) also receive the survey. The monthly sample size is designed to approximate the ratio used in the 2000 Census, which requires more intensive distribution in these areas. The ACS covers the U.S. resident population, which includes the entire civilian, noninstitutionalized population; incarcerated persons; institutionalized persons; and the active duty military who are in the United States. In 2006, the ACS began interviewing residents in group quarter facilities. Institutionalized group quarters include adult and juvenile correctional facilities, nursing facilities, and other health care facilities. Noninstitutionalized group quarters include college and university housing, military barracks, and other noninstitutional facilities such as workers and religious group quarters and temporary shelters for the homeless.

National-level data from the ACS are available from 2000 onward. The ACS produces 1-year estimates for jurisdictions with populations of 65,000 and over, 3-year estimates for jurisdictions with populations of 20,000 or over, and 5-year estimates for jurisdictions with smaller populations. The 2014 1-year estimates used data collected between January 1, 2014, and December 31, 2014, and the 2010–14 5-year estimates used data collected between January 1, 2010, and December 31, 2014. The ACS produced 3-year estimates (for jurisdictions with populations of 20,000 or over) for the periods 2005–07, 2006–08, 2007–09, 2008–10, 2009–11, 2010–12, and 2011–13. Three-year estimates for these periods will continue to be available to data users, but no further 3-year estimates will be produced.

Further information about the ACS is available at <http://www.census.gov/acs/www/>.

Current Population Survey

The Current Population Survey (CPS) is a monthly survey of about 60,000 households conducted by the U.S. Census Bureau for the Bureau of Labor Statistics. The CPS is the

primary source of information of labor force statistics for the U.S. noninstitutionalized population (e.g., it excludes military personnel and their families living on bases and inmates of correctional institutions). In addition, supplemental questionnaires are used to provide further information about the U.S. population. Specifically, in October, detailed questions regarding school enrollment and school characteristics are asked. In March, detailed questions regarding income are asked.

The current sample design, introduced in July 2001, includes about 72,000 households. Each month about 58,900 of the 72,000 households are eligible for interview, and of those, 7 to 10 percent are not interviewed because of temporary absence or unavailability. Information is obtained each month from those in the household who are 15 years of age and older, and demographic data are collected for children 0–14 years of age. In addition, supplemental questions regarding school enrollment are asked about eligible household members ages 3 and older in the October survey. Prior to July 2001, data were collected in the CPS from about 50,000 dwelling units. The samples are initially selected based on the decennial census files and are periodically updated to reflect new housing construction.

A major redesign of the CPS was implemented in January 1994 to improve the quality of the data collected. Survey questions were revised, new questions were added, and computer-assisted interviewing methods were used for the survey data collection. Further information about the redesign is available in *Current Population Survey, October 1995: (School Enrollment Supplement) Technical Documentation* at <http://www.census.gov/prod/techdoc/cps/cpsoct95.pdf>.

Caution should be used when comparing data from 1994 through 2001 with data from 1993 and earlier. Data from 1994 through 2001 reflect 1990 census-based population controls, while data from 1993 and earlier reflect 1980 or earlier census-based population controls. Changes in population controls generally have relatively little impact on summary measures such as means, medians, and percentage distributions. They can have a significant impact on population counts. For example, use of the 1990 census-based population controls resulted in about a 1 percent increase in the civilian noninstitutional population and in the number of families and households. Thus, estimates of levels for data collected in 1994 and later years will differ from those for earlier years by more than what could be attributed to actual changes in the population. These differences could be disproportionately greater for certain subpopulation groups than for the total population.

Beginning in 2003, race/ethnicity questions expanded to include information on people of two or more races. Native Hawaiian/Pacific Islander data are collected separately from Asian data. The questions have also been worded to make it clear that self-reported data on race/

ethnicity should reflect the race/ethnicity with which the responder identifies, rather than what may be written in official documentation.

The estimation procedure employed for monthly CPS data involves inflating weighted sample results to independent estimates of characteristics of the civilian noninstitutional population in the United States by age, sex, and race. These independent estimates are based on statistics from decennial censuses; statistics on births, deaths, immigration, and emigration; and statistics on the population in the armed services. Generalized standard error tables are provided in the Current Population Reports; methods for deriving standard errors can be found within the CPS technical documentation at <http://www.census.gov/programs-surveys/cps/technical-documentation/complete.html>. The CPS data are subject to both nonsampling and sampling errors.

Prior to 2009, standard errors were estimated using the generalized variance function. The generalized variance function is a simple model that expresses the variance as a function of the expected value of a survey estimate. Beginning with March 2009 CPS data, standard errors were estimated using replicate weight methodology. Those interested in using CPS household-level supplement replicate weights to calculate variances may refer to *Estimating Current Population Survey (CPS) Household-Level Supplement Variances Using Replicate Weights* at [http://thedataweb.rm.census.gov/pub/cps/supps/HH-level Use of the Public Use Replicate Weight File.doc](http://thedataweb.rm.census.gov/pub/cps/supps/HH-level%20Use%20of%20the%20Public%20Use%20Replicate%20Weight%20File.doc).

Further information on the CPS may be obtained from:

Education and Social Stratification Branch
Population Division
Census Bureau
U.S. Department of Commerce
4600 Silver Hill Road
Washington, DC 20233
<http://www.census.gov/cps>

Dropouts

Each October, the Current Population Survey (CPS) includes supplemental questions on the enrollment status of the population ages 3 years and over as part of the monthly basic survey on labor force participation. In addition to gathering the information on school enrollment, with the limitations on accuracy as noted below under “School Enrollment,” the survey data permit calculations of dropout rates. Both status and event dropout rates are tabulated from the October CPS. Event rates describe the proportion of students who leave school each year without completing a high school program. Status rates provide cumulative data on dropouts among all young adults within a specified age range. Status rates are higher than event rates because they include all dropouts ages 16 through 24, regardless of when they last attended school.

In addition to other survey limitations, dropout rates may be affected by survey coverage and exclusion of the institutionalized population. The incarcerated population has grown more rapidly and has a higher dropout rate than the general population. Dropout rates for the total population might be higher than those for the noninstitutionalized population if the prison and jail populations were included in the dropout rate calculations. On the other hand, if military personnel, who tend to be high school graduates, were included, it might offset some or all of the impact from the theoretical inclusion of the jail and prison populations.

Another area of concern with tabulations involving young people in household surveys is the relatively low coverage ratio compared to older age groups. CPS undercoverage results from missed housing units and missed people within sample households. Overall CPS undercoverage for October 2015 is estimated to be about 11 percent. CPS coverage varies with age, sex, and race. Generally, coverage is larger for females than for males and larger for non-Blacks than for Blacks. This differential coverage is a general problem for most household-based surveys. Further information on CPS methodology may be found in the technical documentation at <http://www.census.gov/cps>.

Further information on the calculation of dropouts and dropout rates may be obtained from *Trends in High School Dropout and Completion Rates in the United States: 2013* (NCES 2016-117) at <https://nces.ed.gov/pubs2016/2016117rev.pdf> or by contacting:

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Washington, DC 20202
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School Enrollment

Each October, the Current Population Survey (CPS) includes supplemental questions on the enrollment status of the population ages 3 years and over. Prior to 2001, the October supplement consisted of approximately 47,000 interviewed households. Beginning with the October 2001 supplement, the sample was expanded by 9,000 to a total of approximately 56,000 interviewed households. The main sources of nonsampling variability in the responses to the supplement are those inherent in the survey instrument. The question of current enrollment may not be answered accurately for various reasons. Some respondents may not know current grade information for every student in the household, a problem especially prevalent for households with members in college or in nursery school. Confusion over college credits or hours taken by a student may make it difficult to determine the year in which the student is enrolled. Problems may occur with the definition of nursery school (a group or class organized to provide educational experiences for children)

where respondents' interpretations of "educational experiences" vary.

For the October 2015 basic CPS, the household-level nonresponse rate was 12.9 percent. The person-level nonresponse rate for the school enrollment supplement was an additional 8.9 percent. Since the basic CPS nonresponse rate is a household-level rate and the school enrollment supplement nonresponse rate is a person-level rate, these rates cannot be combined to derive an overall nonresponse rate. Nonresponding households may have fewer persons than interviewed ones, so combining these rates may lead to an overestimate of the true overall nonresponse rate for persons for the school enrollment supplement.

Further information on CPS methodology may be obtained from <http://www.census.gov/cps>.

Further information on the CPS School Enrollment Supplement may be obtained from:

Education and Social Stratification Branch
Census Bureau
U.S. Department of Commerce
4600 Silver Hill Road
Washington, DC 20233
<https://www.census.gov/topics/education/school-enrollment.html>

Decennial Census, Population Estimates, and Population Projections

The decennial census is a universe survey mandated by the U.S. Constitution. It is a questionnaire sent to every household in the country, and it is composed of seven questions about the household and its members (name, sex, age, relationship, Hispanic origin, race, and whether the housing unit is owned or rented). The Census Bureau also produces annual estimates of the resident population by demographic characteristics (age, sex, race, and Hispanic origin) for the nation, states, and counties, as well as national and state projections for the resident population. The reference date for population estimates is July 1 of the given year. With each new issue of July 1 estimates, the Census Bureau revises estimates for each year back to the last census. Previously published estimates are superseded and archived.

Census respondents self-report race and ethnicity. The race questions on the 1990 and 2000 censuses differed in some significant ways. In 1990, the respondent was instructed to select the one race "that the respondent considers himself/herself to be," whereas in 2000, the respondent could select one or more races that the person considered himself or herself to be. American Indian, Eskimo, and Aleut were three separate race categories in 1990; in 2000, the American Indian and Alaska Native categories were

combined, with an option to write in a tribal affiliation. This write-in option was provided only for the American Indian category in 1990. There was a combined Asian and Pacific Islander race category in 1990, but the groups were separated into two categories in 2000.

The census question on ethnicity asks whether the respondent is of Hispanic origin, regardless of the race option(s) selected; thus, persons of Hispanic origin may be of any race. In the 2000 census, respondents were first asked, "Is this person Spanish/Hispanic/Latino?" and then given the following options: No, not Spanish/Hispanic/Latino; Yes, Puerto Rican; Yes, Mexican, Mexican American, Chicano; Yes, Cuban; and Yes, other Spanish/Hispanic/Latino (with space to print the specific group). In the 2010 census, respondents were asked "Is this person of Hispanic, Latino, or Spanish origin?" The options given were No, not of Hispanic, Latino, or Spanish origin; Yes, Mexican, Mexican Am., Chicano; Yes, Puerto Rican; Yes, Cuban; and Yes, another Hispanic, Latino, or Spanish origin—along with instructions to print "Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on" in a specific box.

The 2000 and 2010 censuses each asked the respondent "What is this person's race?" and allowed the respondent to select one or more options. The options provided were largely the same in both the 2000 and 2010 censuses: White; Black, African American, or Negro; American Indian or Alaska Native (with space to print the name of enrolled or principal tribe); Asian Indian; Japanese; Native Hawaiian; Chinese; Korean; Guamanian or Chamorro; Filipino; Vietnamese; Samoan; Other Asian; Other Pacific Islander; and Some other race. The last three options included space to print the specific race. Two significant differences between the 2000 and 2010 census questions on race were that no race examples were provided for the "Other Asian" and "Other Pacific Islander" responses in 2000, whereas the race examples of "Hmong, Laotian, Thai, Pakistani, Cambodian, and so on" and "Fijian, Tongan, and so on," were provided for the "Other Asian" and "Other Pacific Islander" responses, respectively, in 2010.

The census population estimates program modified the enumerated population from the 2010 census to produce the population estimates base for 2010 and onward. As part of the modification, the Census Bureau recoded the "Some other race" responses from the 2010 census to one or more of the five OMB race categories used in the estimates program (for more information, see <http://www.census.gov/programs-surveys/popest/technical-documentation/methodology.html>).

Further information on the decennial census may be obtained from <http://www.census.gov>.

Centers for Disease Control and Prevention

Youth Risk Behavior Surveillance System

The Youth Risk Behavior Surveillance System (YRBSS) is an epidemiological surveillance system developed by the Centers for Disease Control and Prevention (CDC) to monitor the prevalence of youth behaviors that most influence health. The YRBSS focuses on priority health-risk behaviors established during youth that result in the most significant mortality, morbidity, disability, and social problems during both youth and adulthood. The YRBSS includes a national school-based Youth Risk Behavior Survey (YRBS), as well as surveys conducted in states and large urban school districts. *Indicator 15* (Safety at School) in this report uses 2013 YRBSS data.

The national YRBS uses a three-stage cluster sampling design to produce a nationally representative sample of students in grades 9–12 in the United States. The target population consisted of all public and private school students in grades 9–12 in the 50 states and the District of Columbia. The first-stage sampling frame included selecting primary sampling units (PSUs) from strata formed on the basis of urbanization and the relative percentage of Black and Hispanic students in the PSU. These PSUs are counties; subareas of large counties; or groups of smaller, adjacent counties. At the second stage, schools were selected with probability proportional to school enrollment size.

The final stage of sampling consisted of randomly selecting, in each chosen school and in each of grades 9–12, one or two classrooms from either a required subject, such as English or social studies, or a required period, such as homeroom or second period. All students in selected classes were eligible to participate. In surveys conducted before 2013, three strategies were used to oversample Black and Hispanic students: (1) larger sampling rates were used to select PSUs that are in high-Black and high-Hispanic strata; (2) a modified measure of size was used that increased the probability of selecting schools with a disproportionately high minority enrollment; and (3) two classes per grade, rather than one, were selected in schools with a high percentage of combined Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native enrollment. In 2013, only selection of two classes per grade was needed to achieve an adequate precision with minimum variance. Approximately 13,600 students participated in the 2013 survey.

The overall response rate was 68 percent for the 2013 survey. NCES standards call for response rates of 85 percent or better for cross-sectional surveys, and bias analyses are required by NCES when that percentage is

not achieved. For YRBS data, a full nonresponse bias analysis has not been done because the data necessary to do the analysis are not available. The weights were developed to adjust for nonresponse and the oversampling of Black and Hispanic students in the sample. The final weights were constructed so that only weighted proportions of students (not weighted counts of students) in each grade matched national population projections.

In the 2013 national survey, race/ethnicity was computed from two questions: (1) “Are you Hispanic or Latino?” (response options were “yes” and “no”), and (2) “What is your race?” (response options were “American Indian or Alaska Native,” “Asian,” “Black or African American,” “Native Hawaiian or Other Pacific Islander,” or “White”). For the second question, students could select more than one response option. For this report, students were classified as “Hispanic” if they answered “yes” to the first question, regardless of how they answered the second question. Students who answered “no” to the first question and selected more than one race/ethnicity in the second category were classified as “More than one race.” Students who answered “no” to the first question and selected only one race/ethnicity were classified as that race/ethnicity. Race/ethnicity was classified as missing for students who did not answer the first question and for students who answered “no” to the first question but did not answer the second question.

Further information on the YRBSS may be obtained from:

Laura Kann
Division of Adolescent and School Health
National Center for HIV/AIDS, Viral Hepatitis, STD,
and TB Prevention
Centers for Disease Control and Prevention
Mailstop E-75
1600 Clifton Road NE
Atlanta, GA 30329
(404) 718-8132
llk1@cdc.gov
www.cdc.gov/yrbs

Bureau of Justice Statistics

A division of the U.S. Department of Justice Office of Justice Programs, the Bureau of Justice Statistics (BJS) collects, analyzes, publishes, and disseminates statistical information on crime, criminal offenders, victims of crime, and the operations of the justice system at all levels of government and internationally. It also provides technical and financial support to state governments for development of criminal justice statistics and information systems on crime and justice.

For information on the BJS, see www.ojp.usdoj.gov/bjs/.

National Crime Victimization Survey (NCVS)

The National Crime Victimization Survey (NCVS), administered for the U.S. Bureau of Justice Statistics (BJS) by the U.S. Census Bureau, is the nation's primary source of information on crime and the victims of crime. Initiated in 1972 and redesigned in 1992, the NCVS collects detailed information on the frequency and nature of the crimes of rape, sexual assault, robbery, aggravated and simple assault, theft, household burglary, and motor vehicle theft experienced by Americans and American households each year.

Readers should note that in 2003, in accordance with changes to the Office of Management and Budget's standards for the classification of federal data on race and ethnicity, the NCVS item on race/ethnicity was modified. A question on Hispanic origin is now followed by a new question on race. The new question about race allows the respondent to choose more than one race and delineates Asian as a separate category from Native Hawaiian or Other Pacific Islander.

NCVS-eligible households were selected using a stratified, multistage cluster design. In the first stage, the primary sampling units (PSUs), consisting of counties or groups of counties, were selected. In the second stage, smaller areas, called Enumeration Districts (EDs), were selected from each sampled PSU. Finally, from selected EDs, clusters of four households, called segments, were selected for interview. At each stage, the selection was done proportionate to population size in order to create a self-weighting sample. The final sample was augmented to account for households constructed after the decennial Census.

The first NCVS interview with a housing unit is conducted in person. Subsequent interviews are conducted by telephone, if possible. Households remain in the sample for 3 years and are interviewed seven times at 6-month intervals. After a household has been interviewed its seventh time, it is replaced by a new sample household.

Further information on the NCVS may be obtained from:

Barbara A. Oudekerk
Victimization Statistics Branch
Bureau of Justice Statistics
barbara.a.oudekerk@usdoj.gov
<http://www.bjs.gov/>

School Crime Supplement (SCS)

Created as a supplement to the NCVS and co-designed by the National Center for Education Statistics and Bureau of Justice Statistics, the School Crime Supplement (SCS) survey has been conducted in 1989, 1995, and biennially

since 1999 to collect additional information about school-related victimizations on a national level. The SCS was designed to assist policymakers, as well as academic researchers and practitioners at federal, state, and local levels, to make informed decisions concerning crime in schools. The survey asks students a number of key questions about their experiences with and perceptions of crime and violence that occurred inside their school, on school grounds, on the school bus, or on the way to or from school. *Indicator 15* (Safety at School) reports data from the 2013 SCS.

The SCS survey was conducted for a 6-month period from January through June in all households selected for the NCVS (see discussion above for information about the NCVS sampling design and changes to the race/ethnicity variable beginning in 2003). Within these households, the eligible respondents for the SCS were those household members who had attended school at any time during the 6 months preceding the interview, were enrolled in grades 6–12, and were not home schooled. In 2007, the questionnaire was changed and household members who attended school sometime during the school year of the interview were included. The age range of students covered in this report is 12–18 years of age. Eligible respondents were asked the supplemental questions in the SCS only after completing their entire NCVS interview. It should be noted that the first or unbounded NCVS interview has always been included in analysis of the SCS data and may result in the reporting of events outside of the requested reference period.

A total of about 5,700 students participated in the 2013 SCS. In the 2013 SCS, the household completion rate was 86 percent and the student completion rate was 60 percent. The overall unweighted SCS unit response rate (calculated by multiplying the household completion rate by the student completion rate) was about 51 percent in 2013.

There are two types of nonresponse: unit and item nonresponse. NCES requires that any stage of data collection within a survey that has a unit base-weighted response rate of less than 85 percent be evaluated for the potential magnitude of unit nonresponse bias before the data or any analysis using the data may be released (U.S. Department of Education 2003). Due to the low unit response rate in 2005, 2007, 2009, 2011, and 2013, a unit nonresponse bias analysis was done. Unit response rates indicate how many sampled units have completed interviews. Because interviews with students could only be completed after households had responded to the NCVS, the unit completion rate for the SCS reflects both the household interview completion rate and the student interview completion rate. Nonresponse can greatly affect the strength and application of survey data by leading to an increase in variance as a result of a reduction in the actual size of the sample and can produce bias if the

nonrespondents have characteristics of interest that are different from the respondents.

In order for response bias to occur, respondents must have different response rates and responses to particular survey variables. The magnitude of unit nonresponse bias is determined by the response rate and the differences between respondents and nonrespondents on key survey variables. Although the bias analysis cannot measure response bias since the SCS is a sample survey and it is not known how the population would have responded, the SCS sampling frame has four key student or school characteristic variables for which data are known for respondents and nonrespondents: sex, race/ethnicity, household income, and urbanicity, all of which are associated with student victimization. To the extent that there are differential responses by respondents in these groups, nonresponse bias is a concern.

In 2013, the analysis of unit nonresponse bias found evidence of potential bias for the age variable in the SCS respondent sample. Students age 14 and those from the western region showed percentage bias exceeding 5 percent; however, both subgroups had the highest response rate out of their respective categories. All other subgroups evaluated showed less than 1 percent

nonresponse bias and had between 0.3 and 2.6 percent difference between the response population and the eligible population.

Response rates for most SCS survey items in all survey years were high—typically over 97 percent of all eligible respondents, meaning there is little potential for item nonresponse bias for most items in the survey. Weights were developed to compensate for differential probabilities of selection and nonresponse. The weighted data permit inferences about the eligible student population who were enrolled in schools in all SCS data years.

Further information about the SCS may be obtained from:

Rachel Hansen
Sample Surveys Division
Cross-Sectional Surveys Branch
National Center for Education Statistics
Potomac Center Plaza (PCP)
550 12th Street SW
Washington, DC 20202
(202) 502-7486
rachel.hansen@ed.gov
<http://nces.ed.gov/programs/crime>

Appendix B.

Glossary

A

Achievement gap Occurs when one group of students outperforms another group, and the difference in average scores for the two groups is statistically significant (that is, larger than the margin of error).

Advanced Placement (AP) A program of tertiary-level courses and examinations, taught by specially qualified teachers, that provides opportunities for secondary school students to earn undergraduate credits for first-year university courses. The schools and teachers offering AP programs must meet College Board requirements and are monitored.

Associate's degree A degree granted for the successful completion of a sub-baccalaureate program of studies, usually requiring at least 2 years (or equivalent) of full-time college-level study. This includes degrees granted in a cooperative or work-study program.

B

Bachelor's degree A degree granted for the successful completion of a baccalaureate program of studies, usually requiring at least 4 years (or equivalent) of full-time college-level study. This includes degrees granted in a cooperative or work-study program.

C

Career/technical education (CTE) In high school, encompasses occupational education, which teaches skills required in specific occupations or occupational clusters, as well as nonoccupational CTE, which includes family and consumer sciences education (i.e., courses that prepare students for roles outside the paid labor market) and general labor market preparation (i.e., courses that teach general employment skills such as word processing and introductory technology skills).

Certificate A formal award certifying the satisfactory completion of a postsecondary education program. Certificates can be awarded at any level of postsecondary education and include awards below the associate's degree level.

Charter school See Public charter school.

Classification of Instructional Programs (CIP) The CIP is a taxonomic coding scheme that contains titles and descriptions of primarily postsecondary instructional programs. It was developed to facilitate NCES' collection and reporting of postsecondary degree completions by

major field of study using standard classifications that capture the majority of reportable program activity. It was originally published in 1980 and was revised in 1985, 1990, 2000, and 2010.

College A postsecondary school that offers general or liberal arts education, usually leading to an associate's, bachelor's, master's, or doctor's degree. Junior colleges and community colleges are included under this terminology.

Constant dollars Dollar amounts that have been adjusted by means of price and cost indexes to eliminate inflationary factors and allow direct comparison across years.

Consumer Price Index (CPI) This price index measures the average change in the cost of a fixed market basket of goods and services purchased by consumers. Indexes vary for specific areas or regions, periods of time, major groups of consumer expenditures, and population groups. The CPI reflects spending patterns for two population groups: (1) all urban consumers and urban wage earners and (2) clerical workers. CPIs are calculated for both the calendar year and the school year using the U.S. All Items CPI for All Urban Consumers (CPI-U). The calendar year CPI is the same as the annual CPI-U. The school year CPI is calculated by adding the monthly CPI-U figures, beginning with July of the first year and ending with June of the following year, and then dividing that figure by 12.

D

Degree-granting institutions Postsecondary institutions that are eligible for Title IV federal financial aid programs and grant an associate's or higher degree. For an institution to be eligible to participate in Title IV financial aid programs it must offer a program of at least 300 clock hours in length, have accreditation recognized by the U.S. Department of Education, have been in business for at least 2 years, and have signed a participation agreement with the Department.

Disabilities, children with Those children evaluated as having any of the following impairments and who, by reason thereof, receive special education and related services under the Individuals with Disabilities Education Act (IDEA) according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.

Autism Having a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects

educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. A child is not considered autistic if the child's educational performance is adversely affected primarily because of an emotional disturbance.

Deaf-blindness Having concomitant hearing and visual impairments which cause such severe communication and other developmental and educational problems that the student cannot be accommodated in special education programs solely for deaf or blind students.

Developmental delay Having developmental delays, as defined at the state level, and as measured by appropriate diagnostic instruments and procedures in one or more of the following cognitive areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development.

Emotional disturbance Exhibiting one or more of the following characteristics over a long period of time, to a marked degree, and adversely affecting educational performance: an inability to learn which cannot be explained by intellectual, sensory, or health factors; an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate types of behavior or feelings under normal circumstances; a general pervasive mood of unhappiness or depression; or a tendency to develop physical symptoms or fears associated with personal or school problems. This term does not include children who are socially maladjusted, unless they also display one or more of the listed characteristics.

Hearing impairment Having a hearing impairment, whether permanent or fluctuating, which adversely affects the student's educational performance. It also includes a hearing impairment which is so severe that the student is impaired in processing linguistic information through hearing (with or without amplification) and which adversely affects educational performance.

Intellectual disability Having significantly subaverage general intellectual functioning, existing concurrently with defects in adaptive behavior and manifested during the developmental period, which adversely affects the child's educational performance.

Multiple disabilities Having concomitant impairments (such as intellectually disabled-blind, intellectually disabled-orthopedically impaired, etc.), the combination of which causes such severe educational problems that the student cannot be accommodated in special education programs solely for one of the impairments. Term does not include deaf-blind students.

Orthopedic impairment Having a severe orthopedic impairment which adversely affects a student's educational performance. The term includes impairment resulting from congenital anomaly, disease, or other causes.

Other health impairment Having limited strength, vitality, or alertness due to chronic or acute health problems, such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes which adversely affect the student's educational performance.

Specific learning disability Having a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, motor, or intellectual disabilities, or of environmental, cultural, or economic disadvantage.

Speech or language impairment Having a communication disorder, such as stuttering, impaired articulation, language impairment, or voice impairment, which adversely affects the student's educational performance.

Traumatic brain injury Having an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment or both, that adversely affects the student's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative or to brain injuries induced by birth trauma.

Visual impairment Having a visual impairment which, even with correction, adversely affects the student's educational performance. The term includes partially seeing and blind children.

Doctor's degree An earned degree that generally carries the title of Doctor. The Doctor of Philosophy degree (Ph.D.) is the highest academic degree and requires mastery within a field of knowledge and demonstrated ability to perform scholarly research. Other doctor's degrees are awarded for fulfilling specialized requirements in professional fields, such as education (Ed.D.), musical arts (D.M.A.), business administration (D.B.A.), and

engineering (D.Eng. or D.E.S.). Many doctor's degrees in academic and professional fields require an earned master's degree as a prerequisite. The doctor's degree classification includes most degrees that NCES formerly classified as first-professional degrees. Such degrees are awarded in the fields of dentistry (D.D.S. or D.M.D.), medicine (M.D.), optometry (O.D.), osteopathic medicine (D.O.), pharmacy (Pharm.D.), podiatry (D.P.M., Pod.D., or D.P.), veterinary medicine (D.V.M.), chiropractic (D.C. or D.C.M.), and law (L.L.B. or J.D.).

Dropout The term is used to describe both the event of leaving school before completing high school and the status of an individual who is not in school and who is not a high school completer. High school completers include both graduates of school programs as well as those completing high school through equivalency programs such as the GED program. Transferring from a public school to a private school, for example, is not regarded as a dropout event. A person who drops out of school may later return and graduate but is called a "dropout" at the time he or she leaves school. Measures to describe these behaviors include the event dropout rate (or the closely related school persistence rate), the status dropout rate, and the high school completion rate.

E

Educational attainment The highest grade of regular school attended and completed.

Educational attainment (Current Population Survey) This measure uses March CPS data to estimate the percentage of civilian, noninstitutionalized people who have achieved certain levels of educational attainment. Estimates of educational attainment do not differentiate between those who graduated from public schools, those who graduated from private schools, and those who earned a GED; these estimates also include individuals who earned their credential or completed their highest level of education outside of the United States. Respondents are asked to report their highest level of school completed or their highest degree received by choosing one of the following categories:

- High school graduate, high school diploma, or the equivalent (e.g., GED)
- Some college but no degree
- Associate's degree in college, occupational/vocational program
- Associate's degree in college, academic program (e.g., A.A., A.S., A.A.S.)
- Bachelor's degree (e.g., B.A., A.B., B.S.)
- Master's degree (e.g., M.A., M.S., M.Eng., M.Ed., M.S.W., M.B.A.)
- Professional school degree (e.g., M.D., D.D.S., D.V.M., LL.B., J.D.)
- Doctor's degree (e.g., Ph.D., Ed.D.)

Elementary school A school classified as elementary by state and local practice and composed of any span of grades not above grade 8.

Employment status A classification of individuals as employed (either full or part time), unemployed (looking for work or on layoff), or not in the labor force (due to being retired, having unpaid employment, or some other reason).

English A group of instructional programs that describes the English language arts, including composition, creative writing, and the study of literature.

English language learner (ELL) An individual who, due to any of the reasons listed below, has sufficient difficulty speaking, reading, writing, or understanding the English language to be denied the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in the larger U.S. society. Such an individual (1) was not born in the United States or has a native language other than English; (2) comes from environments where a language other than English is dominant; or (3) is an American Indian or Alaska Native and comes from environments where a language other than English has had a significant impact on the individual's level of English language proficiency.

Enrollment The total number of students registered in a given school unit at a given time, generally in the fall of a year. At the postsecondary level, separate counts are also available for full-time and part-time students, as well as full-time-equivalent enrollment. See also Full-time enrollment and Part-time enrollment.

Expulsion Removing a student from his or her regular school for an extended length of time or permanently for disciplinary purposes.

F

Fields of study The primary field of concentration in postsecondary certificates and degrees. In the Integrated Postsecondary Education Data System (IPEDS), refers to degree programs that are broken out only to the 2-digit level of the Classification of Instructional Programs (CIP).

Financial aid Grants, loans, assistantships, scholarships, fellowships, tuition waivers, tuition discounts, veteran's benefits, employer aid (tuition reimbursement), and other monies (other than from relatives or friends) provided to students to help them meet expenses. Except where designated, includes Title IV subsidized and unsubsidized loans made directly to students.

First-time student (undergraduate) A student who has no prior postsecondary experience (except as noted below) attending any institution for the first time at the undergraduate level. Includes students enrolled in the fall term who attended college for the first time in the prior

summer term, and students who entered with advanced standing (college credits earned before graduation from high school).

For-profit institution A private institution in which the individual(s) or agency in control receives compensation other than wages, rent, or other expenses for the assumption of risk.

Full-time enrollment The number of students enrolled in postsecondary education courses with total credit load equal to at least 75 percent of the normal full-time course load. At the undergraduate level, full-time enrollment typically includes students who have a credit load of 12 or more semester or quarter credits. At the postbaccalaureate level, full-time enrollment includes students who typically have a credit load of 9 or more semester or quarter credits, as well as other students who are considered full time by their institutions.

G

GED certificate This award is received following successful completion of the GED test. The GED program—sponsored by the GED Testing Service (a joint venture of the American Council on Education and Pearson)—enables individuals to demonstrate that they have acquired a level of learning comparable to that of high school graduates. See also High school equivalency certificate.

Geographic region One of the four regions of the United States used by the U.S. Census Bureau, as follows:

Northeast

Connecticut (CT)
Maine (ME)
Massachusetts (MA)
New Hampshire (NH)
New Jersey (NJ)
New York (NY)
Pennsylvania (PA)
Rhode Island (RI)
Vermont (VT)

Midwest

Illinois (IL)
Indiana (IN)
Iowa (IA)
Kansas (KS)
Michigan (MI)
Minnesota (MN)
Missouri (MO)
Nebraska (NE)
North Dakota (ND)
Ohio (OH)
South Dakota (SD)
Wisconsin (WI)

South

Alabama (AL)
Arkansas (AR)
Delaware (DE)
District of Columbia (DC)
Florida (FL)
Georgia (GA)
Kentucky (KY)
Louisiana (LA)
Maryland (MD)
Mississippi (MS)
North Carolina (NC)
Oklahoma (OK)
South Carolina (SC)
Tennessee (TN)
Texas (TX)
Virginia (VA)
West Virginia (WV)

West

Alaska (AK)
Arizona (AZ)
California (CA)
Colorado (CO)
Hawaii (HI)
Idaho (ID)
Montana (MT)
Nevada (NV)
New Mexico (NM)
Oregon (OR)
Utah (UT)
Washington (WA)
Wyoming (WY)

Graduation Formal recognition given to an individual for the successful completion of a prescribed program of studies.

Group quarters Living arrangements where people live or stay in a group situation that is owned or managed by an entity or organization providing housing and/or services for the residents. Group quarters include such places as college residence halls, residential treatment centers, skilled nursing facilities, group homes, military barracks, correctional facilities, and workers' dormitories.

Noninstitutionalized group quarters Include college and university housing, military quarters, facilities for workers and religious groups, and temporary shelters for the homeless.

Institutionalized group quarters Include adult and juvenile correctional facilities, nursing facilities, and other health care facilities.

H

High school completer An individual who has been awarded a high school diploma or an equivalent credential, including a GED certificate.

High school diploma A formal document regulated by the state certifying the successful completion of a prescribed secondary school program of studies. In some states or communities, high school diplomas are differentiated by type, such as an academic diploma, a general diploma, or a vocational diploma.

High school equivalency certificate A formal document certifying that an individual has met the state requirements for high school graduation equivalency by obtaining satisfactory scores on an approved examination and meeting other performance requirements (if any) set by a state education agency or other appropriate body. This certificate is most frequently awarded on the basis of the GED test. The GED test is a comprehensive test used primarily to appraise the educational development of students who have not completed their formal high school education and who may earn a high school equivalency certificate by achieving satisfactory scores. GEDs are awarded by the states or other agencies, and the test is developed and distributed by the GED Testing Service (a joint venture of the American Council on Education and Pearson).

I

Individuals with Disabilities Education Act (IDEA)

IDEA is a federal law enacted in 1990 and reauthorized in 1997 and 2004. IDEA requires services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education, and related services to eligible infants,

toddlers, children, and youth with disabilities. Infants and toddlers with disabilities (birth–age 2) and their families receive early intervention services under IDEA, Part C. Children and youth (ages 3–21) receive special education and related services under IDEA, Part B.

International Baccalaureate (IB) A recognized international program of primary, middle, and secondary studies leading to the International Baccalaureate (IB) Diploma. This diploma (or certificate) is recognized in Europe and elsewhere as qualifying holders for direct access to university studies. Schools offering the IB program are approved by the International Baccalaureate Organization (IBO) and their regional office and may use IBO instructional materials, local school materials, or a combination.

L

Labor force People employed (either full time or part time) as civilians, unemployed but looking for work, or in the armed services during the survey week. The “civilian labor force” comprises all civilians classified as employed or unemployed.

M

Master’s degree A degree awarded for successful completion of a program generally requiring 1 or 2 years of full-time college-level study beyond the bachelor’s degree. One type of master’s degree, including the Master of Arts degree, or M.A., and the Master of Science degree, or M.S., is awarded in the liberal arts and sciences for advanced scholarship in a subject field or discipline and demonstrated ability to perform scholarly research. A second type of master’s degree is awarded for the completion of a professionally oriented program, for example, an M.Ed. in education, an M.B.A. in business administration, an M.F.A. in fine arts, an M.M. in music, an M.S.W. in social work, and an M.P.A. in public administration. Some master’s degrees—such as divinity degrees (M.Div. or M.H.L./Rav), which were formerly classified as “first-professional”—may require more than 2 years of full-time study beyond the bachelor’s degree.

Median earnings The amount which divides the income distribution into two equal groups, half having income above that amount and half having income below that amount. Earnings include all wage and salary income. Unlike mean earnings, median earnings either do not change or change very little in response to extreme observations.

N

Nonprofit institution A private institution in which the individual(s) or agency in control receives no compensation other than wages, rent, or other expenses

for the assumption of risk. Nonprofit institutions may be either independent nonprofit (i.e., having no religious affiliation) or religiously affiliated.

Nursery school An instructional program for groups of children during the year or years preceding kindergarten that provides educational experiences under the direction of teachers.

P

Part-time enrollment The number of students enrolled in postsecondary education courses with a total credit load less than 75 percent of the normal full-time credit load. At the undergraduate level, part-time enrollment typically includes students who have a credit load of less than 12 semester or quarter credits. At the postbaccalaureate level, part-time enrollment typically includes students who have a credit load of less than 9 semester or quarter credits.

Postbaccalaureate enrollment The number of students working towards advanced degrees and of students enrolled in graduate-level classes but not enrolled in degree programs.

Postsecondary education The provision of formal instructional programs with a curriculum designed primarily for students who have completed the requirements for a high school diploma or equivalent. This includes programs of an academic, vocational, and continuing professional education purpose, and excludes avocational and adult basic education programs.

Postsecondary institutions (basic classification by level)

4-year institution An institution offering at least a 4-year program of college-level studies wholly or principally creditable toward a baccalaureate degree.

2-year institution An institution offering at least a 2-year program of college-level studies which terminates in an associate degree or is principally creditable toward a baccalaureate degree. Data prior to 1996 include some institutions that have a less-than-2-year program, but were designated as institutions of higher education in the Higher Education General Information Survey.

Less-than-2-year institution An institution that offers programs of less than 2 years’ duration below the baccalaureate level. Includes occupational and vocational schools with programs that do not exceed 1,800 contact hours.

Poverty (official measure) The U.S. Census Bureau uses a set of money income thresholds that vary by family size and composition. A family, along with each individual in it, is considered poor if the family’s total income is

less than that family's threshold. The poverty thresholds do not vary geographically and are adjusted annually for inflation using the Consumer Price Index. The official poverty definition counts money income before taxes and does not include capital gains and noncash benefits (such as public housing, Medicaid, and food stamps). See also Supplemental Poverty Measure (SPM).

Private institution An institution that is controlled by an individual or agency other than a state, a subdivision of a state, or the federal government, which is usually supported primarily by other than public funds, and the operation of whose program rests with other than publicly elected or appointed officials.

Private nonprofit institution An institution in which the individual(s) or agency in control receives no compensation other than wages, rent, or other expenses for the assumption of risk. These include both independent nonprofit institutions and those affiliated with a religious organization.

Private for-profit institution An institution in which the individual(s) or agency in control receives compensation other than wages, rent, or other expenses for the assumption of risk (e.g., proprietary schools).

Private school Private elementary/secondary schools surveyed by the Private School Universe Survey (PSS) are assigned to one of three major categories (Catholic, other religious, or nonsectarian) and, within each major category, one of three subcategories based on the school's religious affiliation provided by respondents.

Catholic Schools categorized according to governance, provided by Catholic school respondents, into parochial, diocesan, and private schools.

Other religious Schools that have a religious orientation or purpose but are not Roman Catholic. Other religious schools are categorized according to religious association membership, provided by respondents, into Conservative Christian, other affiliated, and unaffiliated schools. Conservative Christian schools are those "Other religious" schools with membership in at least one of four associations: Accelerated Christian Education, American Association of Christian Schools, Association of Christian Schools International, and Oral Roberts University Education Fellowship. Affiliated schools are those "Other religious" schools not classified as Conservative Christian with membership in at least 1 of 11 associations—Association of Christian Teachers and Schools, Christian Schools International, Evangelical Lutheran Education Association, Friends Council on Education, General Conference of the Seventh-Day Adventist Church, Islamic School League of America, National Association of Episcopal Schools, National Christian School Association, National Society for Hebrew Day Schools, Solomon Schechter Day Schools, and Southern Baptist Association of

Christian Schools—or indicating membership in "other religious school associations." Unaffiliated schools are those "Other religious" schools that have a religious orientation or purpose but are not classified as Conservative Christian or affiliated.

Nonsectarian Schools that do not have a religious orientation or purpose and are categorized according to program emphasis, provided by respondents, into regular, special emphasis, and special education schools. Regular schools are those that have a regular elementary/secondary or early childhood program emphasis. Special emphasis schools are those that have a Montessori, vocational/technical, alternative, or special program emphasis. Special education schools are those that have a special education program emphasis.

Public charter school A school providing free public elementary and/or secondary education to eligible students under a specific charter granted by the state legislature or other appropriate authority, and designated by such authority to be a public charter school.

Public school or institution A school or institution controlled and operated by publicly elected or appointed officials and deriving its primary support from public funds.

R

Racial/ethnic group Classification indicating general racial or ethnic heritage. Race/ethnicity data are based on the *Hispanic* ethnic category and the race categories listed below (five single-race categories, plus the *Two or more races* category). Race categories exclude persons of Hispanic ethnicity unless otherwise noted.

White A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Black or African American A person having origins in any of the black racial groups of Africa. Used interchangeably with the shortened term Black.

Hispanic or Latino A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. Used interchangeably with the shortened term Hispanic.

Asian A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. Prior to 2010–11, the Common Core of Data (CCD) combined Asian and Pacific Islander categories.

Native Hawaiian or Other Pacific Islander A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Prior to 2010–11, the Common Core of Data (CCD) combined Asian and Pacific Islander categories. Used interchangeably with the shortened term Pacific Islander.

American Indian or Alaska Native A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

Two or more races A person identifying himself or herself as of two or more of the following race groups: White, Black, Asian, Native Hawaiian or Other Pacific Islander, or American Indian or Alaska Native. Some, but not all, reporting districts use this category. “Two or more races” was introduced in the 2000 Census and became a regular category for data collection in the Current Population Survey (CPS) in 2003. The category is sometimes excluded from a historical series of data with constant categories. It is sometimes included within the category “Other.”

Retention in grade Retaining a student in the same grade from one school year to the next.

S

Secondary school A school comprising any span of grades beginning with the next grade following an elementary or middle school (usually 7, 8, or 9) and ending with or below grade 12. Both junior high schools and senior high schools are included.

Status dropout rate (American Community Survey) Similar to the status dropout rate (Current Population Survey), except that institutionalized persons, incarcerated persons, and active duty military personnel living in barracks in the United States may be included in this calculation.

Status dropout rate (Current Population Survey) The percentage of civilian, noninstitutionalized young people ages 16–24 who are not in school and have not earned a high school credential (either a diploma or equivalency credential such as a GED certificate). The numerator of the status dropout rate for a given year is the number of individuals ages 16–24 who, as of October of that year, have not completed a high school credential and are not currently enrolled in school. The denominator is the total number of individuals ages 16–24 in the United States in October of that year. Status dropout rates also count the following individuals as dropouts: those who never attended school and immigrants who did not complete the equivalent of a high school education in their home country.

STEM fields Science, Technology, Engineering, and Mathematics (STEM) fields of study that are considered to be of particular relevance to advanced societies. For the purposes of *Status and Trends in the Education of Racial and Ethnic Groups*, STEM fields include agriculture and natural resources, architecture, biology and biomedical sciences, computer and information sciences, engineering and engineering technologies, health studies, mathematics and statistics, and physical and social sciences. STEM occupations include computer scientists and mathematicians; engineers and architects; life, physical, and social scientists; medical professionals; and managers of STEM activities. health studies, mathematics and statistics, and physical and social sciences. STEM occupations include computer scientists and mathematicians; engineers and architects; life, physical, and social scientists; medical professionals; and managers of STEM activities.

Supplemental Poverty Measure (SPM) An alternative measure of poverty that supplements the U.S. Census Bureau’s official poverty measure by adding to family income the value of benefits—including nutritional assistance, housing subsidies, and home energy assistance—from many government programs designed to assist those with low incomes, subtracting taxes and necessary expenses such as child care costs (for working families) and out-of-pocket medical expenses, and adjusting poverty thresholds for geographic differences in housing costs. See also Poverty (official measure).

Suspension Temporarily removing a student from his or her regular classroom (an in-school suspension) or from his or her regular school (an out-of-school suspension) generally for disciplinary purposes.

T

Traditional public school Publicly funded schools other than public charter schools. See also Public school or institution and Public charter school.

Transcript An official list of all courses taken by a student at a school or college showing the final grade received for each course, with definitions of the various grades given at the institution.

U

Undergraduate students Students registered at an institution of postsecondary education who are working in a baccalaureate degree program or other formal program below the baccalaureate, such as an associate’s degree, vocational, or technical program.



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