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Status and Trends in the Education of Racial and Ethnic Groups 2016

NCES 2016-007

U.S. DEPARTMENT OF EDUCATION

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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:

- The percentage of school-age children ages 5–17 in the United States who were White decreased from 62 percent in 2000 to 53 percent in 2013, and the percentage of children who were Black decreased from 15 to 14 percent during this time. In contrast, the percentage of school-age children who were from other racial/ethnic groups increased during this period: those who were Hispanic increased from 16 to 24 percent; those who were Asian, from 3 to 5 percent; and those who were of Two or more races, from 2 to 4 percent. (*Indicator 1*).
- In 2013, the percentage of all U.S. children under 18 who were born within the United States was 97 percent. The percentages of Asian, Pacific Islander, and Hispanic children who were born within the United States (79, 93, and 94 percent, respectively) were below the 97 percent average for all children. In contrast, the percentages of Black children (97.5 percent), White children and children of Two or more races (99 percent each), and American Indian/Alaska Native children (rounds to 100 percent) who were born within the United States were above the average for all children. (*Indicator 2*).
- Greater percentages of Asian and Hispanic children under 18 were born within the United States in 2013 than in 2003 (79 vs. 77 percent for Asian children and 94 vs. 89 percent for Hispanic children). (*Indicator 2*).
- In 2013, a higher percentage of Asian children (83 percent) lived with married parents than did White children (73 percent), Pacific Islander children (60 percent), Hispanic children and children of Two of more races (57 percent each), American Indian/Alaska Native children (44 percent), and Black children (32 percent). (*Indicator 3*).
- The percentage of children under age 18 living in poverty, based on the official poverty measure, varied across racial/ethnic groups. In 2013, the percentage was highest for Black children (39 percent), followed by Hispanic children (30 percent), and White and Asian children (10 percent for each). (*Indicator 4*).

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 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 2002 and fall 2012, the percentage of students enrolled in public elementary and secondary schools who were White decreased from 59 to 51 percent, and the percentage who were Black decreased from 17 to 16 percent. During the same period, however, the percentage who were Hispanic increased from 18 to 24 percent, and the percentage who were Asian/Pacific Islander increased from 4 to 5 percent. (*Indicator 6*).
- Black students accounted for a higher percentage of enrollment in public charter schools (28 percent) than in traditional public schools (15 percent) in 2012. Hispanic students also accounted for a higher percentage of enrollment in public charter schools (29 percent) than in traditional public schools (24 percent). The percentage of public charter school enrollees who were White (35 percent) was lower than the percentage of traditional public school enrollees who were White (52 percent). Asian/Pacific Islander students also made up a lower percentage of charter school enrollees (4 percent) than of traditional public school enrollees (5 percent). (*Indicator 6*).
- In 2013, about 4.6 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 2013 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 (14 percent) students participating in ELL programs were higher than the total percentage in 2013. (*Indicator 7*).

- In 2012–13, the percentage of students served under the Individuals with Disabilities Education Act (IDEA) was highest for American Indian/Alaska Native students (16 percent), followed by Black students (15 percent), White students (13 percent), students of Two or more races (13 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 2013; the White-Hispanic gap in 2013 (25 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 2013; the White-Black gap in 2013 (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 2013 (30 points) than in 1992 (24 points), while the White-Hispanic reading achievement gap in 2013 (22 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 26 points in 2013; there was no measurable difference between the 1990 and 2013 White-Hispanic gaps. (*Indicator 10*).

- At grade 8, there was no measurable difference in the White-Black or White-Hispanic mathematics achievement gaps between 1990 and 2013. (*Indicator 10*).

- The mathematics scores for White 12th-graders were higher than the scores for their Black and Hispanic peers in 2005, 2009, and 2013. There were no measurable changes in White-Black and White-Hispanic mathematics achievement gaps at grade 12 between any of these years. (*Indicator 10*).

- In 2013, the percentage of 8th-graders who reported that they had zero absences from school in the month preceding data collection was higher for Asian students (65 percent) than for students who were Black (46 percent), Hispanic (44 percent), White (43 percent), of Two or more races (42 percent), American Indian/Alaska Native (36 percent), or Pacific Islander (35 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:

- The percentage of students retained in grade between 1994 and 2014 decreased for those who were Black (from 4.5 to 3.0 percent), as well as for those who were White (from 2.5 to 2.0 percent). There was no measurable difference between the 1994 and 2014 percentages of Hispanic students retained in grade. (*Indicator 14*).

- In 2012, the percentage of Black male students who had ever been suspended from school (48.3 percent) was more than twice the percentage of Hispanic (22.6 percent), White (21.4 percent), and Asian/Pacific Islander (11.2 percent) male students who had ever been suspended. Similarly, the percentage of Black female students who had ever been suspended (29.0 percent) was more than twice the percentage of Hispanic (11.8 percent), White (9.4 percent), and Asian/Pacific Islander (7.9 percent) female students who had ever been suspended. (*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 1990 to 2013, the Hispanic status dropout rate among 16- to 24-year-olds decreased from 32 to 12 percent, while the Black rate decreased from 13 to 7 percent and the White rate decreased from 9 to 5 percent. Nevertheless, the Hispanic status dropout rate in 2013 remained higher than the Black and White status dropout rates. (*Indicator 16*).
- Among Hispanic subgroups, the high school status dropout rate for 16- to 24-year-olds in 2013 ranged from 2 percent for Peruvians to 27 percent for Guatemalans. Among Asian subgroups, status dropout rates ranged from 1 percent for Koreans to 37 percent for Bhutanese. (*Indicator 16*).
- From 1990 to 2013, the high school status completion rate for Hispanic 18- to 24-year-olds increased from 59 percent to 85 percent, while the Black and White status completion rates increased from 83 percent to 92 percent and from 90 percent to 94 percent, respectively. Although the White-Hispanic and White-Black gaps in status completion rates for 18- to 24-year-olds narrowed between 1990 and 2013, the 2013 status completion rates for Hispanic and Black individuals remained lower than the White rate. (*Indicator 17*).

Postsecondary Education:

- The 2013 total college enrollment rate for White 18- to 24-year-olds (42 percent) was higher than the rates for their Black and Hispanic peers (34 percent each). The White-Hispanic gap in the total college enrollment rate narrowed between 2003 and 2013 (from 18 to 8 percentage points); however, the White-Black gap in the total college enrollment rate did not change measurably during this period. (*Indicator 18*).
- Among Hispanic subgroups, the total college enrollment rate in 2013 ranged from 25 percent for Guatemalan young adults to 62 percent for Venezuelan young adults. Among Asian subgroups, the total college enrollment rate ranged from 20 percent for Bhutanese young adults to 84 percent for Other Southeast Asian (i.e., Indonesian and Malaysian) young adults. (*Indicator 18*).
- Between 1990 and 2013, total fall undergraduate enrollment of some racial/ethnic groups grew faster than that of other groups, and the racial/ethnic distribution of students therefore changed. The largest increases in undergraduate enrollment were observed for Hispanic and Black students; specifically, Hispanic student enrollment as a percentage of total enrollment increased 11 percentage points (from 6 to 17 percent) and Black student enrollment as a percentage of total enrollment increased 5 percentage points (from 10 to 15 percent) during this time period. (*Indicator 19*).
- Among undergraduate students in 2013, about 83 percent of Hispanic students, 81 percent of Asian students, and 79 percent of American Indian/Alaska Native students attended public institutions, higher than the percentages of students of Two or more races (77 percent), White students (76 percent), Black students (70 percent), and Pacific Islander students (68 percent) who attended them. (*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 2013 graduation rate was 59 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 2007. The 6-year graduation rate was highest for Asian students and students of Two or more races (71 percent and 68 percent, respectively), and lowest for Black and American Indian/Alaska Native students (41 percent each). (*Indicator 21*).
- The 3-year graduation rate for first-time, full-time students at public 2-year institutions in 2013 was highest for Asian students (28 percent) and lowest for Black students (11 percent). Graduation rates for first-time, full-time students at public 2-year institutions in the remaining racial/ethnic groups ranged from 15 to 22 percent. (*Indicator 21*).
- The number of bachelor's degrees conferred to Hispanic students more than doubled between 2002–03 and 2012–13, and the number conferred to Black students increased by 54 percent. During the same period, the number of degrees conferred to Asian/Pacific Islander, White, and American Indian/Alaska Native students increased by smaller percentages (48, 23, and 16 percent, respectively). (*Indicator 22*).

- In 2012–13, a higher percentage of bachelor's degrees were conferred in the field of business than in any other field across all racial/ethnic groups, ranging from 16 percent for students of Two or more races to 23 percent for Pacific Islander students. (*Indicator 23*).
- In 2012–13, the percentage of STEM (science, technology, engineering, and mathematics) bachelor's degrees conferred to Asian students (30 percent) was almost double the average conferred to all students (16 percent). In contrast, the percentages of bachelor's degrees in STEM fields conferred to Black (11 percent), Hispanic (14 percent), American Indian/Alaska Native (14 percent), and Pacific Islander students (15 percent) were lower than the average conferred to all students. (*Indicator 24*).

Outcomes of Education:

- In 2013, the percentage of 18- to 24-year-olds who had not completed high school was higher for American Indian/Alaska Native young adults (25 percent) than for any other racial/ethnic group. Among adults age 25 and older, the percentage who had not completed high school in 2013 was higher for Hispanic adults (35 percent) than for any other racial/ethnic group. (*Indicator 25*).
- The percentage of adults age 25 and older who had earned at least a bachelor's degree in 2013 was highest for Asian adults (52 percent). Of the other racial/ethnic groups, 14 percent of Hispanic adults, 15 percent of American Indian/Alaska Native adults, 16 percent of Pacific Islander adults, 19 percent of Black adults, 32 percent of adults of Two or more races, and 33 percent of White adults had earned at least a bachelor's degree. (*Indicator 25*).
- In 2013, among adults ages 25 to 64 who had not completed high school, lower percentages of Hispanic and Asian adults were unemployed (both 9 percent) than of White (14 percent), Black (25 percent), and American Indian/Alaska Native (23 percent) adults. (*Indicator 26*).
- Among adults ages 25 to 64 with a bachelor's or higher degree, a lower percentage of White adults (3 percent) were unemployed in 2013 than of Asian (4 percent), Hispanic and American Indian/Alaska Native (both 5 percent), and Black (6 percent) adults. (*Indicator 26*).
- Among young adults ages 20 to 24, higher percentages of Black and American Indian/Alaska Native young adults (29 and 38 percent, respectively) were neither enrolled in school nor working in 2014 than of White (16 percent), Hispanic (21 percent), and Asian (13 percent) young adults, as well as young adults of Two or more races (15 percent). (*Indicator 27*).
- Among full-time workers ages 25–34 who did not complete high school, median annual earnings of White workers ($30,000) were higher than median annual earnings of their Black ($20,500) and Hispanic peers ($22,800) in 2013. (*Indicator 28*).
- In 2013, among those with a bachelor's or higher degree, median annual earnings of Asian full-time workers ages 25–34 ($59,900) were higher than median annual earnings of their White ($50,000), Black ($44,600), and Hispanic peers ($45,800). (*Indicator 28*).

Contents

List of Figures

List of Tables

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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 2016* 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 2016 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: 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.whitehouse.gov/omb/fedreg_1997standards, 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 (http://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, 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 American Indians/Alaska Natives 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, 2014* (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	2003, 2008, and 2013	12-month period prior to month of collection	2, 3, 4a, 16a, 18a, 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	December 1 of survey year	8
Common Core of Data (CCD)	Public primary and secondary schools and public districts in the United States	2002, 2009, 2011, 2012, 2013	School year	6, 7, 8
Current Population Survey (CPS)	60,000 households within the United States	2000 through 2014	Prior calendar year	4, 14, 16, 17, 18, 27, 28
Early Childhood Program Participation Survey of the National Household Education Surveys Program (ECPP-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 (HSLS: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	2002–03, 2011–12, 2012–13	July 1 through June 30	22, 23, 24
	Students enrolled at postsecondary institutions in fall of survey year	1990 through 2013	*Institutions using traditional academic year calendars*: either institution's fall reporting date or October 15 *Institutions using nontraditional academic calendars*: 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	2013	*4-year institutions*: October 15, 2007 through August 31, 2013 *2-year institutions*: October 15, 2010 through August 31, 2013	21
National Assessment of Educational Progress (NAEP)	Students in grades 4, 8, and 12	*Mathematics*: 1990, 2005, 2009, 2011, 2013	School year	10, 11
		Reading: 1992, 2009, 2011, 2013	School year	9, 11
Long-Term Trend National Assessment of Educational Progress (NAEP)	9-, 13-, and 17-year-olds	*Mathematics*: 1978, 1982, 1986, 1990, 1992, 1994, 1996, 1999, 2004, 2008, 2012	School year	10
		Reading: 1975, 1980, 1984, 1988, 1990, 1992, 1994, 1996, 1999, 2004, 2008, 2012	School year	9
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
Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (PFI-NHES:2012)	Students enrolled in kindergarten through grade 12 (public or private) or homeschooled at equivalent grade levels	2012	Time of data collection (January through August 2012)	14
Population Estimates	Universe	1990 through 2013	Calendar year	1
Private School Universe Survey (PSS)	Universe (private schools in the U.S.)	2011	School year	6
Projections of Education Statistics	Public primary and secondary schools and public districts in the United States	2024	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 additional 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.'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.

For this reason, *Indicators 1* and *2* describe the size and distribution of the U.S. population in terms of race/ethnicity and nativity. Between 1990 and 2013, the Hispanic population more than doubled, from 22.6 to 54.1 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 33 percent (from 29.4 to 39.1 million), and the American Indian/Alaska Native population increased by 30 percent (from 1.8 to 2.3 million). Beginning in 2000, separate data on Asians, Pacific Islanders, and individuals of Two or more races were collected. From 2000 to 2013, the Asian population increased by 54 percent (from 10.5 to 16.1 million), the Pacific Islander population increased by 44 percent (from 370,000 to 531,000), and the population of those of Two or more races increased by 79 percent (from 3.5 to 6.2 million).

In 2013, about 87 percent of the U.S. population was born within the United States (*Indicator 2*). The percentage of the population born within the United States varied across racial/ethnic groups. For instance, in 2013, the percentage born within the United States for Asians (33 percent), Hispanics (65 percent), and Pacific Islanders (80 percent) were below the national average of 87 percent, while the percentages for Blacks and people of Two or more races (92 percent each), Whites (96 percent), and American Indians/Alaska Natives (99 percent) were above this average.

Indicators 3 and *4* examine the living arrangements and poverty status of children under the age of 18. In 2013, the majority of children under 18 of all races/ethnicities except Black and American Indian/Alaska Native were living with married parents (*Indicator 3*). About 32 percent of Black children under 18 lived with married parents, and 58 percent of Black children lived with a female parent with no spouse present. Some 44 percent of American Indian/Alaska Native children lived with married parents, and 40 percent lived with a female parent with no spouse present.

About 16 percent of children under 18 were living in poverty in 2013, according to the Supplemental Poverty Measure (*Indicator 4*). The percentage of children living in poverty was highest for Black (28 percent) and Hispanic children (27 percent), followed by Asian children (14 percent) and White children (9 percent).

Chapter 1. Demographics

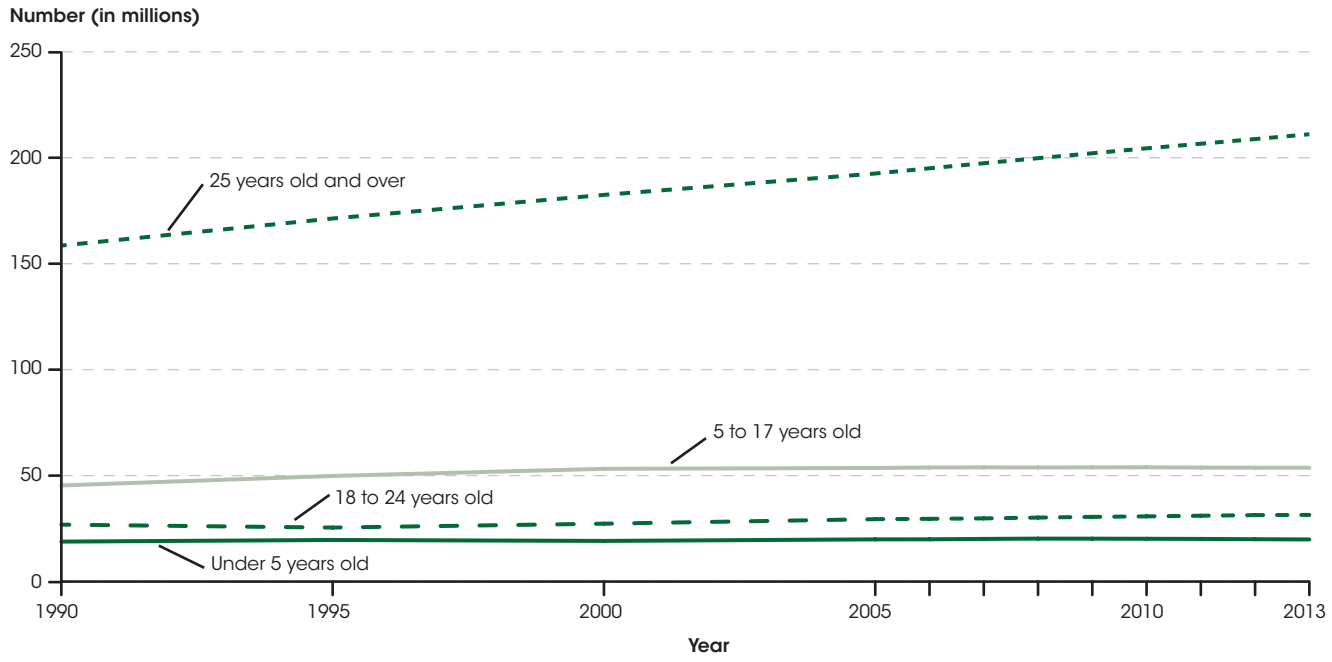
Indicator 1

Population Distribution

Between 2000 and 2013, the percentage of school-age children who were White decreased from 62 percent to 53 percent. Also, the percentage of children who were Black decreased from 15 to 14 percent. In contrast, the percentage of school-age children from some other racial/ethnic groups increased during this period: Hispanics from 16 to 24 percent, Asians from 3 to 5 percent, and children of Two or more races from 2 to 4 percent.

The resident population[1] of the United States 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 2013



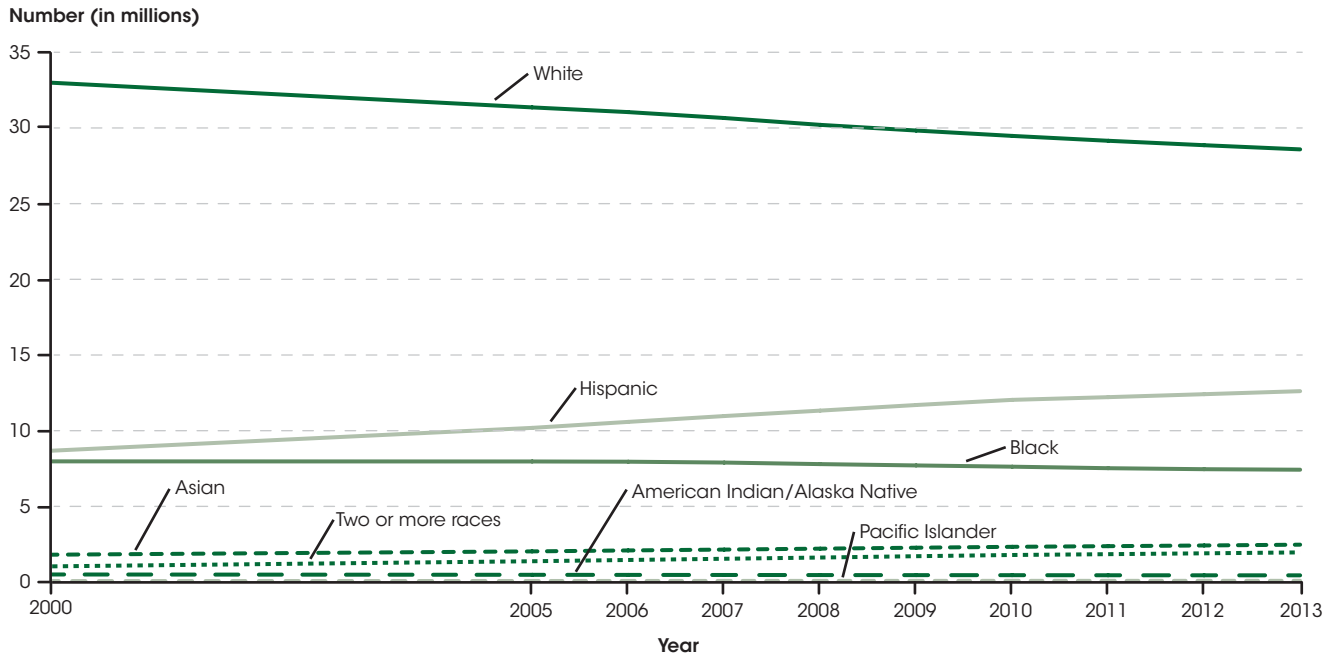
NOTE: Resident population includes civilian population and armed forces personnel residing within the United States; it excludes armed forces personnel residing overseas. Data are for resident population as of July 1 of the indicated year.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Reports, Series P-25, Nos. 1092 and 1095; 2000 through 2009 Population Estimates, retrieved August 14, 2012, from http://www.census.gov/popest/data/national/asrh/2011/index.html; and 2010 through 2013 Population Estimates, retrieved October 3, 2014, from http://www.census.gov/popest/data/national/asrh/2013/2013-nat-res.html. See *Digest of Education Statistics 2014*, table 101.20.

From 1990 to 2013, the U.S. population increased by 27 percent, from 250 to 316 million. During this period, the population of adults (25 years old and over) grew more rapidly than all other age groups. The number of adults 25 years old and over increased by 33 percent, from 159 to 211 million. The population of children under 5 years old had the smallest percentage increase (5 percent, from 18.9 to 19.9 million). The population of 5- to 17-year-olds (i.e., school-age children) increased by 18 percent, from 45.4 to 53.7 million. The population of 18- to 24-year-olds (i.e., the traditional college-age population) increased by 17 percent, from 26.9 to 31.5 million.

Since 1990, the populations of all racial/ethnic groups have increased, with the population of Hispanics increasing at a faster rate than the population of Whites, Blacks, and American Indians/Alaska Natives. Between 1990 and 2013, the Hispanic population more than doubled, from 22.6 to 54.1 million. In contrast, during this period the White population increased by 5 percent (from 189 to 198 million), the Black population increased by 33 percent (from 29.4 to 39.1 million), and the American Indian/Alaska Native population increased by 30 percent (from 1.8 to 2.3 million). As a result, the racial/ethnic composition of the U.S. population has shifted. In 1990, the White population represented 76 percent of the total population but by 2013 had decreased to 63 percent. In contrast, the percentage of Hispanics increased from 9 to 17 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, separate data on Asians, Pacific Islanders, and individuals of Two or more races were collected. From 2000 to 2013, the Asian population increased by 54 percent (from 10.5 to 16.1 million), the Pacific Islander population increased by 44 percent (from 370,000 to 531,000), and the population of those of Two or more races increased by 79 percent (from 3.5 to 6.2 million). During this period, the percentage of Asians in the total population increased from 4 to 5 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.

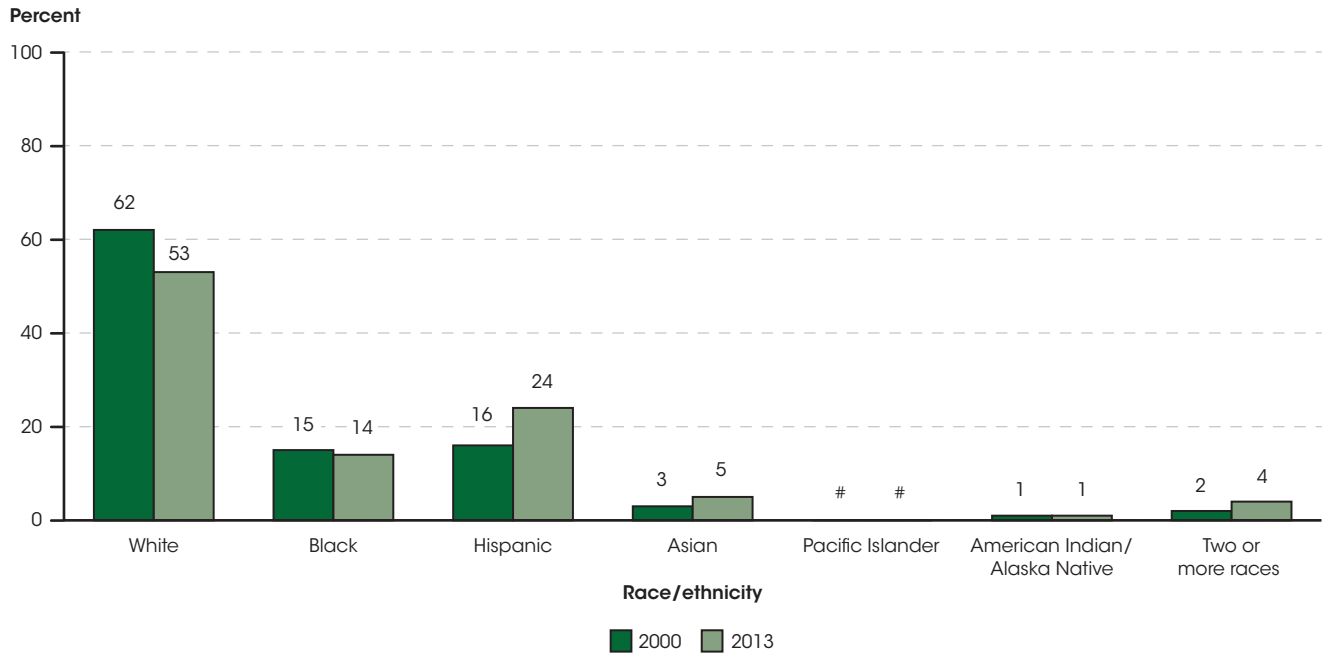
Figure 1.2. Estimates of the 5- to 17-year-old U.S. resident population, by race/ethnicity: Selected years, 2000 through 2013



NOTE: Resident population includes civilian population and armed forces personnel residing within the United States; it excludes armed forces personnel residing overseas. Data are for 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, 2000 through 2009 Population Estimates, retrieved August 14, 2012, from http://www.census.gov/popest/data/national/asrh/2011/index.html; and 2010 through 2013 Population Estimates, retrieved October 3, 2014, from http://www.census.gov/popest/data/national/asrh/2013/2013-nat-res.html. See *Digest of Education Statistics 2014*, table 101.20.

The population of school-age children ages 5–17 increased by about 8.4 million children, from 45.4 million in 1990 to 53.7 million in 2013. Most of this increase occurred during the 1990s; from 2000 to 2013 the population of school-age children increased by less than 1 million.

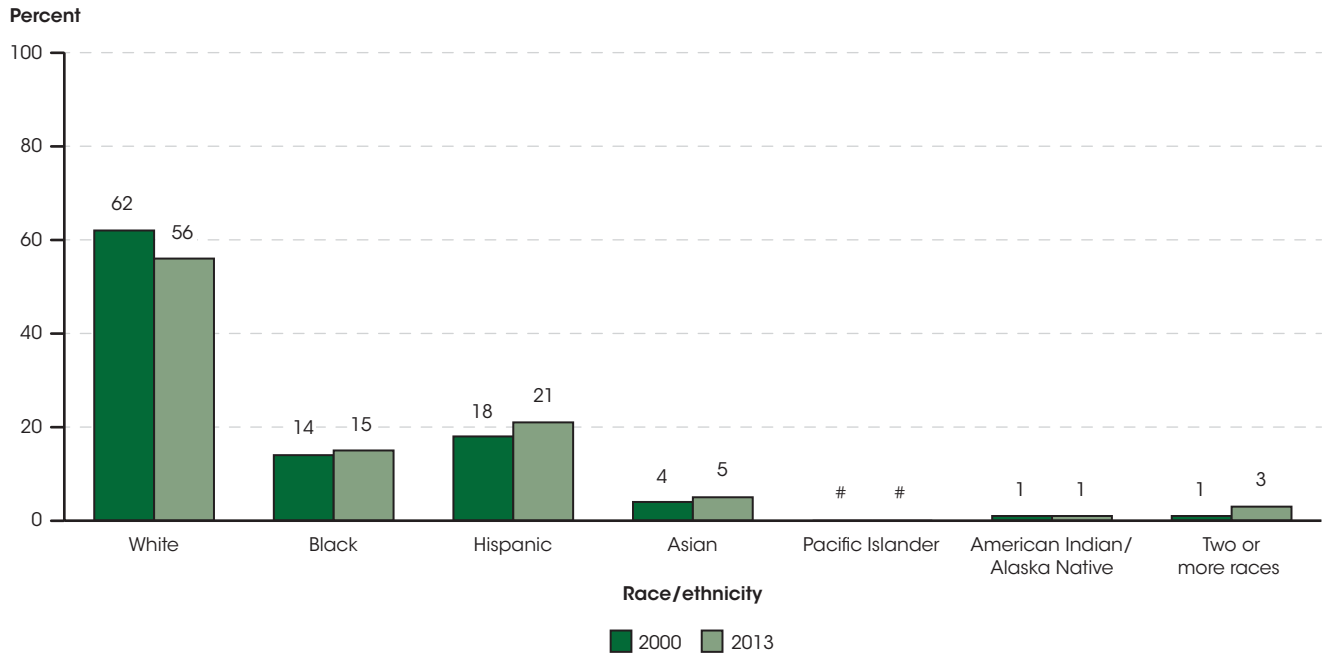
Figure 1.3. Percentage distribution of the U.S. resident population 5 to 17 years old, by race/ethnicity: 2000 and 2013



Rounds to zero.
NOTE: Resident population includes civilian population and armed forces personnel residing within the United States; it excludes armed forces personnel residing overseas. Data are for 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.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Reports, 2000 Population Estimates, retrieved August 14, 2012, from http://www.census.gov/popest/data/national/asrh/2011/index.html; and 2013 Population Estimates, retrieved October 3, 2014, from http://www.census.gov/popest/data/national/asrh/2013/2013-nat-res.html. See *Digest of Education Statistics 2014*, table 101.20.

The racial/ethnic distribution of the school-age population in the United States changed between 2000 and 2013. The percentage of school-age children who were White decreased from 62 percent to 53 percent during this time. Also, the percentage of children who were Black decreased from 15 to 14 percent. In contrast, the percentage of school-age children from other racial/ethnic groups increased during this period: Hispanics increased from 16 to 24 percent, Asians from 3 to 5 percent, and children of Two or more races from 2 to 4 percent. The percentages of school-age Pacific Islanders and American Indians/ Alaska Natives remained at less than 1 percent and 1 percent, respectively.

Figure 1.4. Percentage distribution of the U.S. resident population 18 to 24 years old, by race/ethnicity: 2000 and 2013



Rounds to zero.
NOTE: Resident population includes civilian population and armed forces personnel residing within the United States; it excludes armed forces personnel residing overseas. Data are for 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.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Reports, 2000 Population Estimates, retrieved August 14, 2012, from http://www.census.gov/popest/data/national/asrh/2011/index.html; and 2013 Population Estimates, retrieved October 3, 2014, from http://www.census.gov/popest/data/national/asrh/2013/2013-nat-res.html. See *Digest of Education Statistics 2014*, table 101.20.

The 18- to 24-year-old population, or the traditional college-age population, increased from 26.9 million in 1990 to 31.5 million in 2013. The majority of the increase, about 4.1 million, occurred between 2000 and 2013. Changes in the racial/ethnic composition of the traditional college-age population in the United States were similar to changes in the school-age population with the exception of the percentage of the Black population, which increased rather than decreased in this age group. From 2000 to 2013, the percentage of Whites in the college-age population decreased from 62 to 56 percent, while the percentages of other races/ethnicities increased: Blacks (from 14 to 15 percent), Hispanics (from 18 to 21 percent), Asians (from 4 to 5 percent), and those of Two or more races (from 1 to 3 percent). The percentage of college-age Pacific Islanders was less than 1 percent in both 2000 and 2013. The percentage of American Indians/Alaska Natives in the college-age population was 1 percent in both 2000 and 2013.

Endnotes:

[1] The resident population includes the civilian population and armed forces personnel residing within the United States; 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.* Los Angeles, CA: The Civil Rights Project, UCLA.

Reference tables: *Digest of Education Statistics 2014*, table 101.20
Data sources: Decennial Census

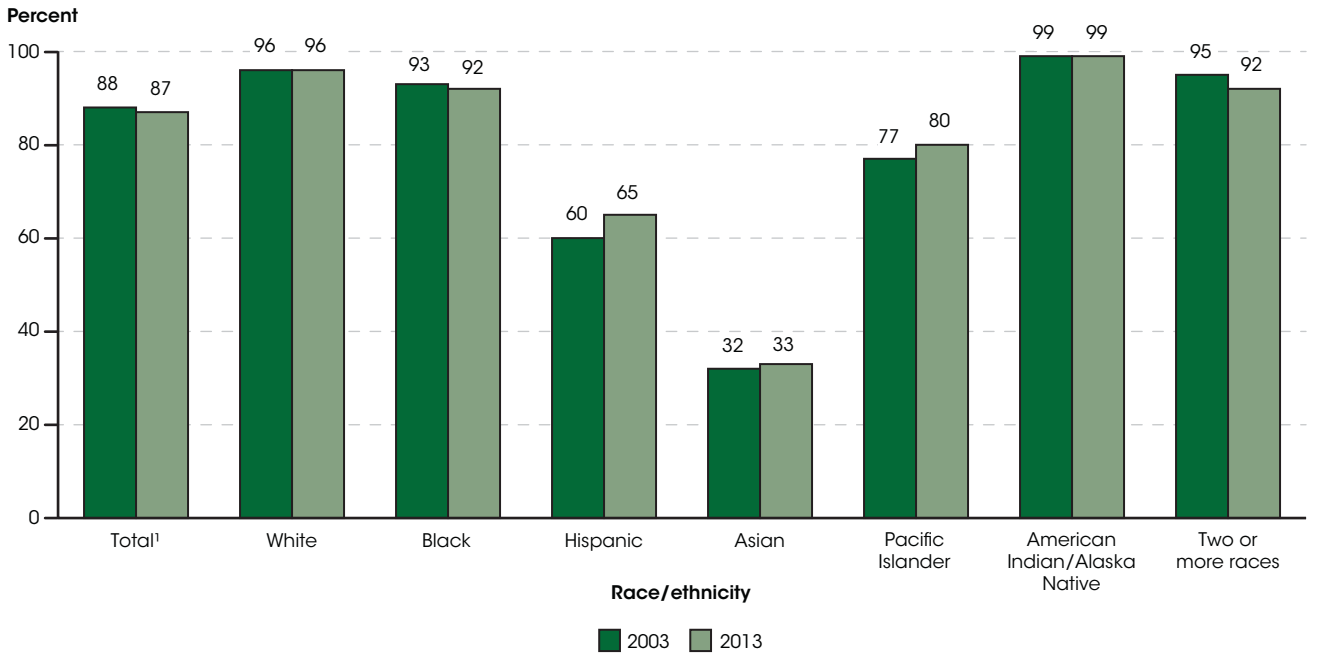
Glossary: N/A

Indicator 2

Nativity

In 2013, about 97 percent of U.S. children under age 18 were born within the United States. The percentage of children born within the United States was 2 percentage points higher in 2013 than in 2003 for Asian children (79 vs. 77 percent) and 5 percentage points higher in 2013 than in 2003 for Hispanic children (94 vs. 89 percent).

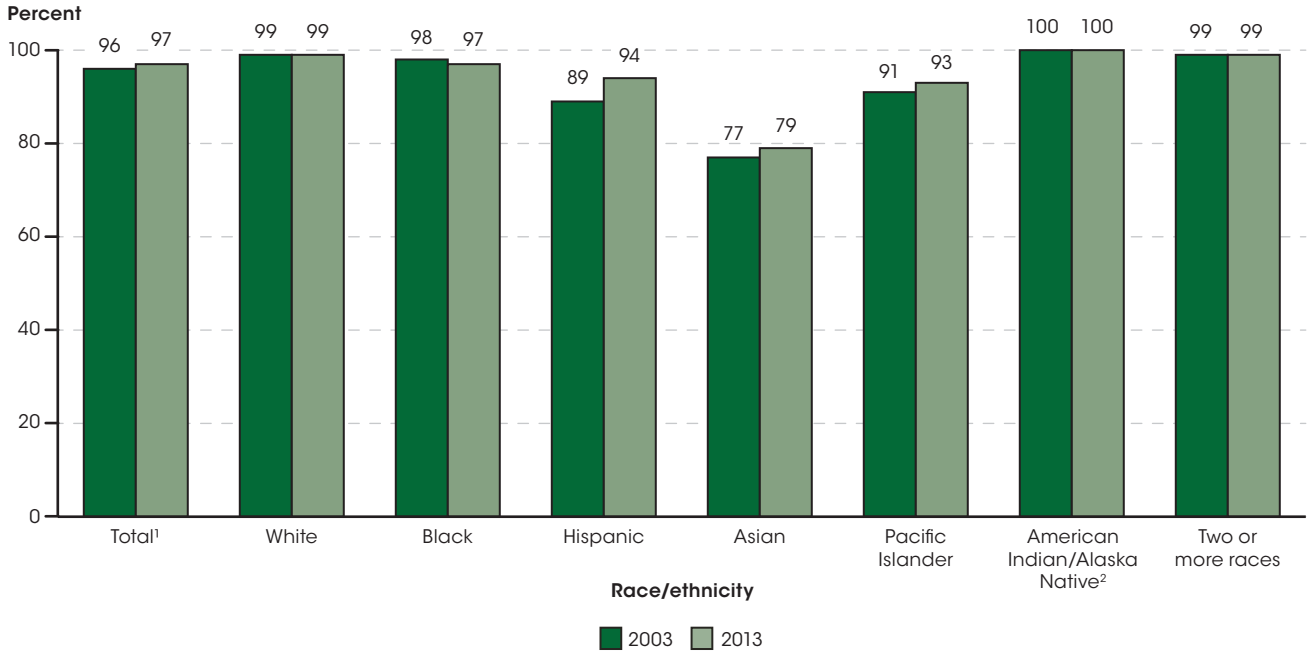
Figure 2.1. Percentage of the population born within the United States, by race/ethnicity: 2003 and 2013



[1] Total includes other racial/ethnic groups 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. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2003 and 2013. See *Digest of Education Statistics 2014*, table 101.30.

In 2013, about 87 percent of the U.S. population was born within the United States,[1] compared with 88 percent in 2003. The percentage of the population born within the United States varied across racial/ethnic groups. For instance, in 2013, the percentages born within the United States for Asians (33 percent), Hispanics (65 percent), and Pacific Islanders (80 percent) were below the national average of 87 percent, while the percentages for Blacks and people of Two or more races (92 percent each), Whites (96 percent), and American Indians/Alaska Natives (99 percent) were above this average. The percentage of the population born within the United States was lower in 2013 than in 2003 for Blacks (92 vs. 93 percent) and people of Two or more races (92 vs. 95 percent); in contrast, this percentage was higher in 2013 than in 2003 for Asians (33 vs. 32 percent) and Hispanics (65 vs. 60 percent).

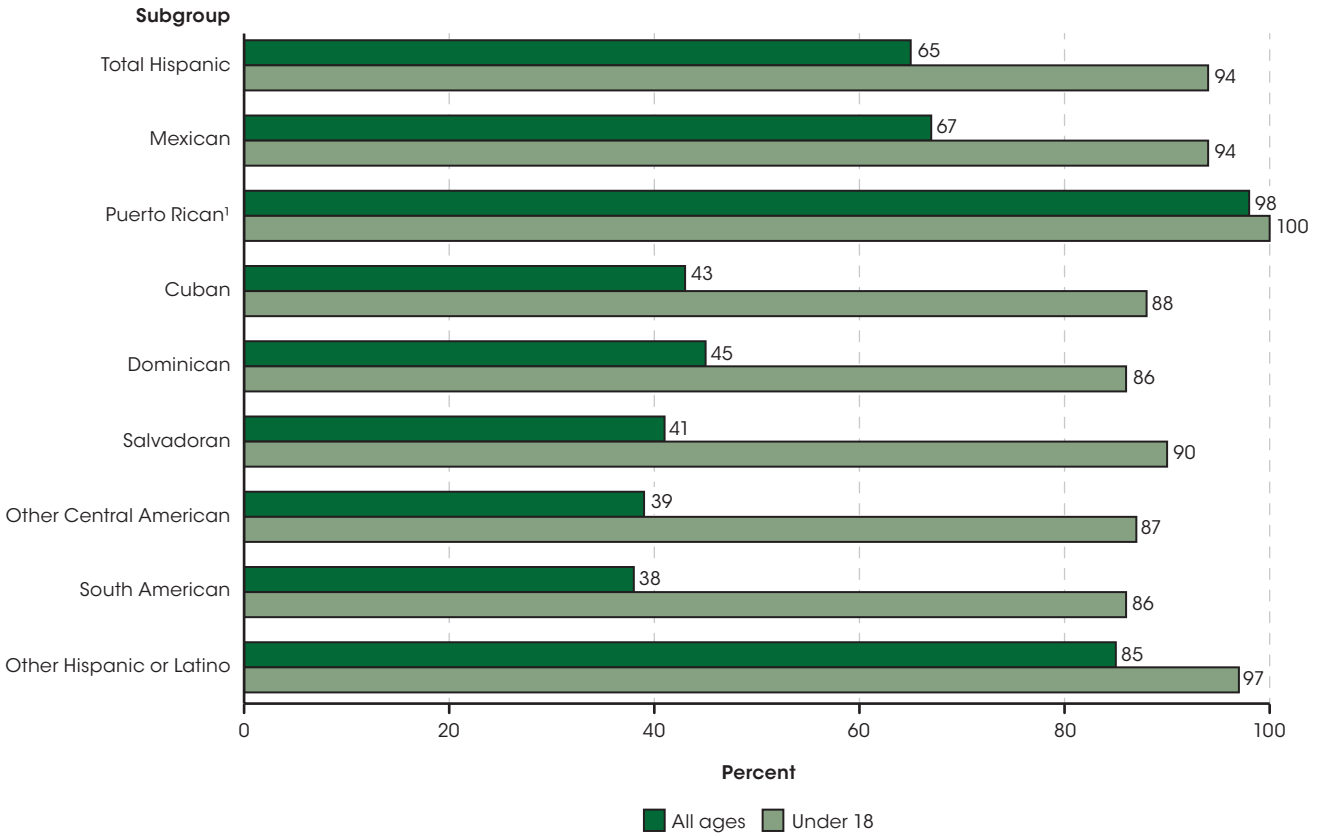
Figure 2.2. Percentage of the population under 18 years old born within the United States, by race/ethnicity: 2003 and 2013



[1] Total includes other racial/ethnic groups not shown separately.
[2] In 2003 and 2013, 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.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2003 and 2013. See *Digest of Education Statistics 2014*, table 101.30.

In 2013, about 97 percent of children under age 18 were born within the United States, compared with 96 percent in 2003. Also, in 2013, the percentages born within the United States for Asian children (79 percent), Pacific Islander children (93 percent), and Hispanic children (94 percent) were below the average of 97 percent for all children; in contrast, the percentages born within the United States for Black children (97.5 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. The percentage of children born within the United States was 2 percentage points higher in 2013 than in 2003 for Asian children (79 vs. 77 percent) and 5 percentage points higher in 2013 than in 2003 for Hispanic children (94 vs. 89 percent).

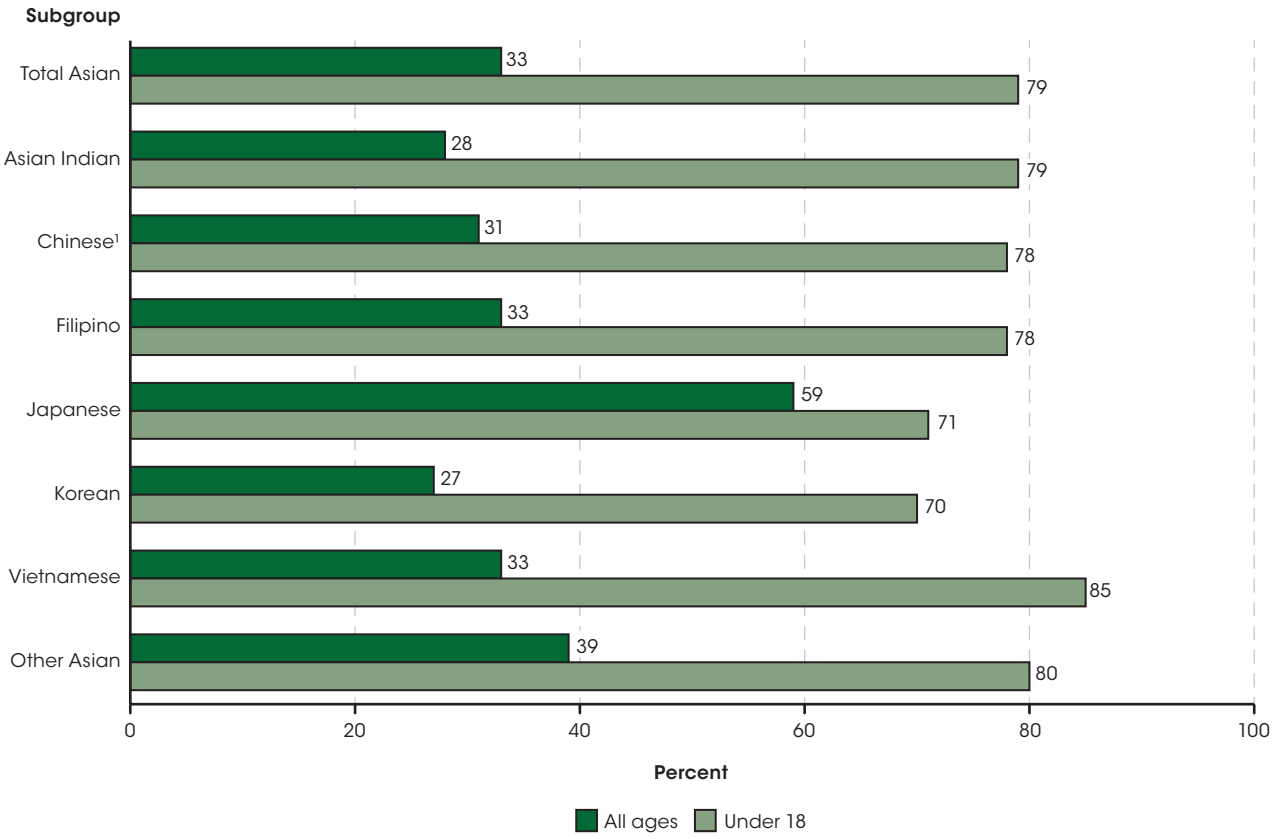
Figure 2.3. Percentage of the Hispanic population born within the United States, by subgroup and age group: 2013



[1] In 2013, the Puerto Rican 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.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2013. See *Digest of Education Statistics 2014*, table 101.30.

In 2013, about 65 percent of the U.S. Hispanic population was born within the United States. This percentage varied across Hispanic subgroups. For instance, the percentages for the following subgroups were below the Hispanic average of 65 percent: South Americans (38 percent), Other Central Americans (39 percent), Salvadorans (41 percent), Cubans (43 percent), and Dominicans (45 percent). In contrast, the percentages for the following subgroups were above the Hispanic average of 65 percent: Mexicans (67 percent), Other Hispanics or Latinos[2] (85 percent), and Puerto Ricans (98 percent). There were similar patterns across Hispanic subgroups among children under age 18. In 2013, some 94 percent of Hispanic children were born in the United States. The percentages were smaller for South American and Dominican (86 percent each), Other Central American (87 percent), Cuban (88 percent), and Salvadoran children (90 percent). The percentages of children born in the United States were above the average for Hispanic children among Mexican (94 percent), Other Hispanic or Latino (97 percent), and Puerto Rican children (rounds to 100 percent).

Figure 2.4. Percentage of the Asian population born within the United States, by subgroup and age group: 2013



[1] Excludes Taiwanese. Taiwanese is included in the "Other Asian" category.
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.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2013. See *Digest of Education Statistics 2014*, table 101.30.

In 2013, about 33 percent of the U.S. Asian population was born within the United States. This percentage varied across Asian subgroups. For instance, the percentages for Koreans (27 percent), Asian Indians (28 percent), and Chinese[3] (31 percent) were below the average of 33 percent; in contrast, the percentages for Other Asians[4] (39 percent) and Japanese (59 percent) were above the average of 33 percent. However, there were no measurable differences between the percentages for Vietnamese and Filipinos (33 percent each) and that for all Asians. Among Asian children under age 18 in 2013, some 79 percent were born in the United States. The percentages varied by subgroup; they were smaller than the average for Korean (70 percent) and Japanese children (71 percent) and higher than the average for Vietnamese children (85 percent). The percentages for Chinese and Filipino (78 percent each), Asian Indian (79 percent), and Other Asian children (80 percent) were not measurably different from the average for all Asian 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] Includes other Hispanic ethnic subgroups not shown separately, for example, Spaniards.
[3] The "Chinese" category excludes Taiwanese.
[4] Taiwanese is included in the "Other Asian" category along with other subgroups such as Bangladeshi, Bhutanese, Burmese, Cambodian, Hmong, Indonesian, Laotian, Malaysian, Mongolian, Nepalese, Pakistani, Sri Lankan, and Thai.

Reference tables: *Digest of Education Statistics 2014*, table 101.30
Data sources: American Community Survey (ACS)
Glossary: N/A

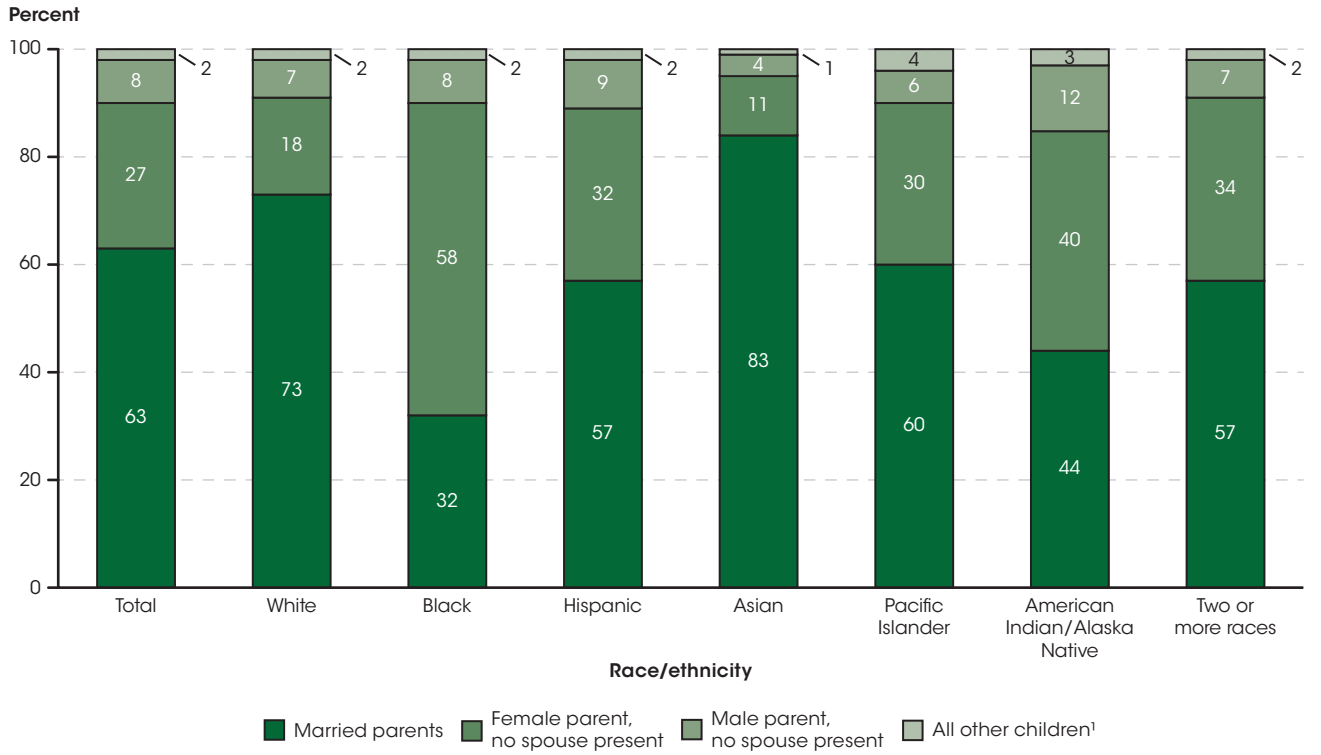
Indicator 3

Children's Living Arrangements

In 2013, a higher percentage of Asian children (83 percent) lived with married parents than did White children (73 percent), Pacific Islander children (60 percent), Hispanic children and children of Two of more races (57 percent each), American Indian/Alaska Native children (44 percent), and Black children (32 percent).

In 2013, 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. These variations are examined in this indicator.

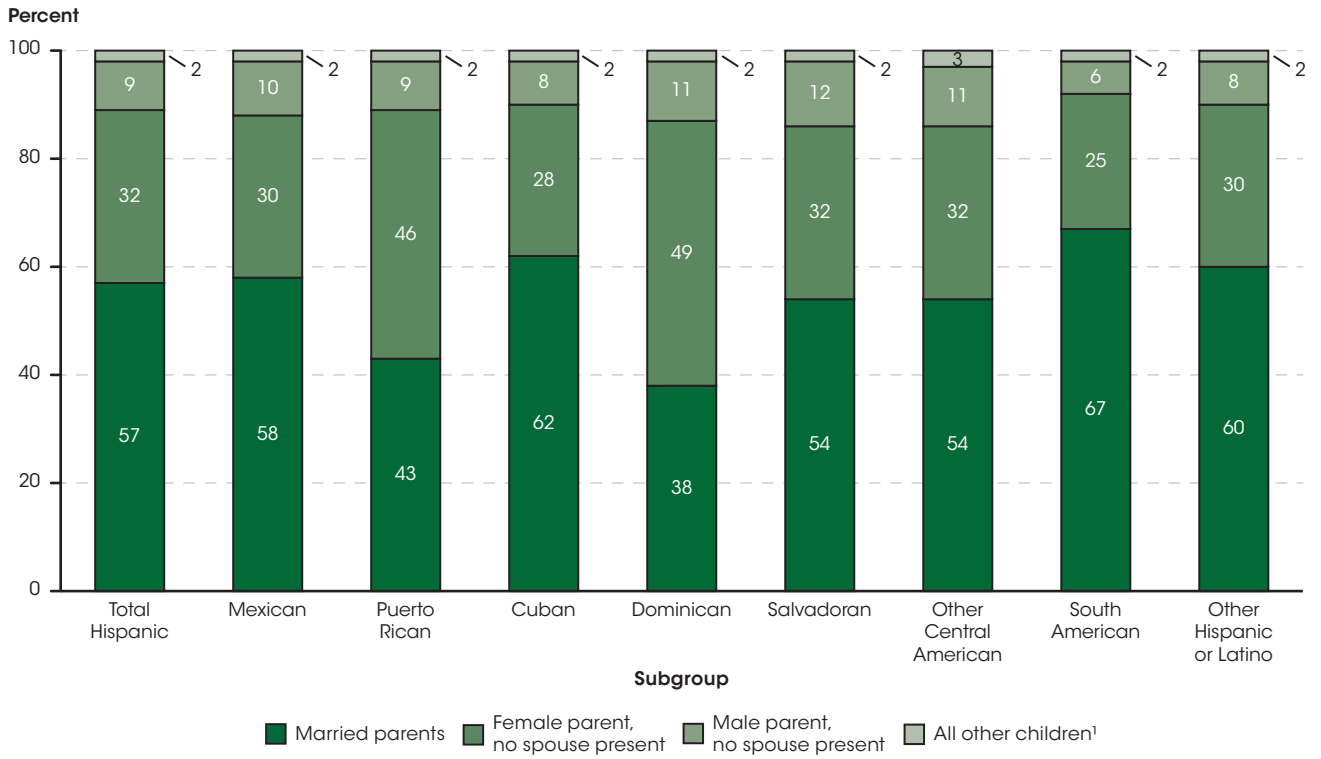
Figure 3.1. Percentage distribution of children under age 18, by race/ethnicity and living arrangement: 2013



[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), 2013. See *Digest of Education Statistics 2014*, table 102.20.

In 2013, 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 (83 percent) lived with married parents than did White children (73 percent), Pacific Islander children (60 percent), Hispanic children and children of Two of more races (57 percent each), American Indian/Alaska Native children (44 percent), and Black children (32 percent). Among children living with a female parent with no spouse present, there was a higher percentage of Black children (58 percent) than American Indian/Alaska Native children (40 percent), children of Two or more races (34 percent), Hispanic children (32 percent), Pacific Islander children (30 percent), White children (18 percent), and Asian children (11 percent). Among children living with a male parent with no spouse present, there was a higher percentage of American Indian/Alaska Native children (12 percent) than Hispanic children (9 percent), Black children (8 percent), children of Two or more races and White children (7 percent each), Pacific Islander children (6 percent), and Asian children (4 percent).

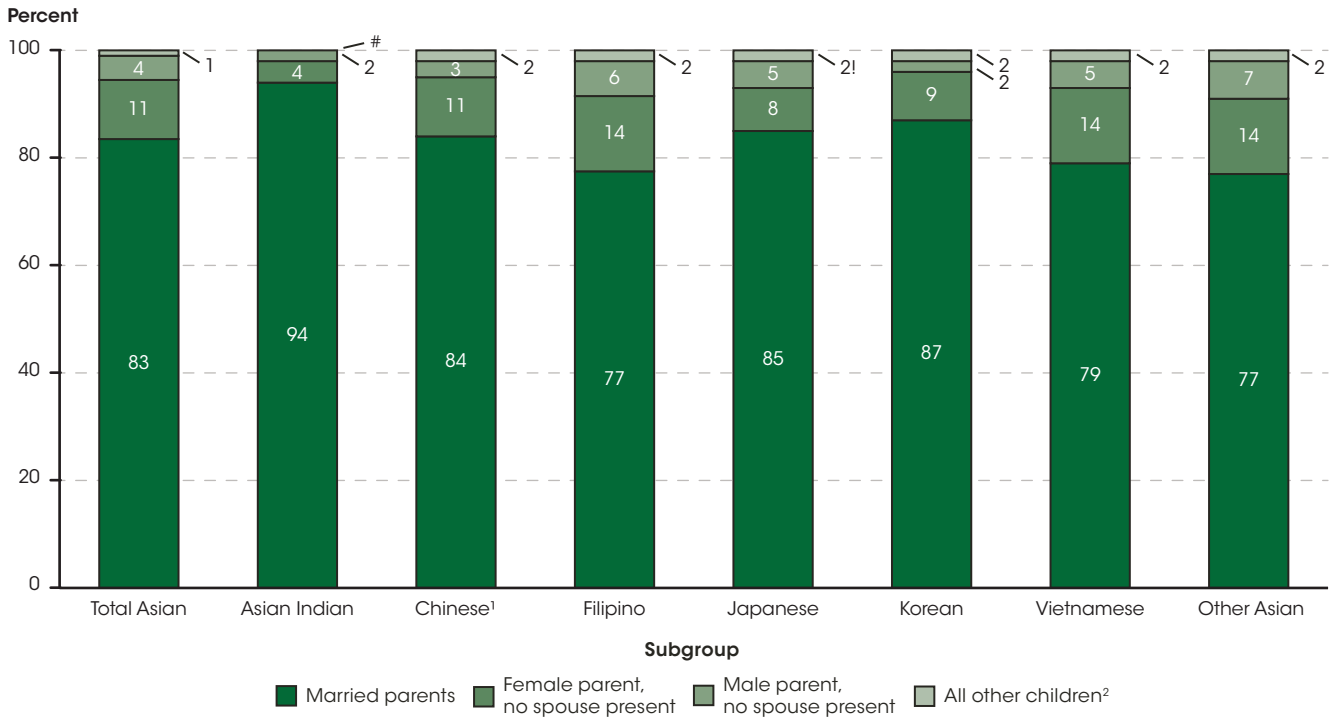
Figure 3.2. Percentage distribution of Hispanic children under age 18, by subgroup and living arrangement: 2013



[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: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2013. See *Digest of Education Statistics 2014*, table 102.20.

Among Hispanic children under age 18, about 57 percent lived with married parents, 32 percent lived with a female parent with no spouse present, 9 percent lived with a male parent with no spouse present, and 2 percent lived in other arrangements in 2013. However, these percentages varied across subgroups. Among children living with married parents, the percentages for the following subgroups were below the Hispanic average of 57 percent: Dominicans (38 percent), Puerto Ricans (43 percent), and Other Central Americans (54 percent). In contrast, the percentage of Mexican (58 percent), Cuban (62 percent), South American (67 percent), and Other Hispanic children[3] (60 percent) living with married parents was higher than the Hispanic average. The percentages for the other Hispanic subgroups were not measurably different from the Hispanic average. Among children living with a female parent with no spouse present, the percentages for the following subgroups were below the Hispanic average of 32 percent: South Americans (25 percent), Cubans (28 percent), and Mexicans (30 percent). The percentages of Puerto Rican (46 percent) and Dominican (49 percent) children living with a female parent with no spouse present were above the Hispanic average. The percentages for the other Hispanic subgroups were not measurably different from the Hispanic average.

Figure 3.3. Percentage distribution of Asian children under age 18, by subgroup and living arrangement: 2013



Rounds to zero.
! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
¹ Excludes Taiwanese. Taiwanese is included in the "Other Asian" category.
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.
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), 2013. See *Digest of Education Statistics 2014*, table 102.20.

Living arrangements for Asian children also varied across subgroups. Overall, about 83 percent of Asian children under age 18 lived with married parents, 11 percent lived with a female parent with no spouse present, 4 percent lived with a male parent with no spouse present, and 1 percent lived in other arrangements in 2013. Among Asian children living with married parents, the percentages for the following subgroups were below the Asian average of 83 percent: Vietnamese (79 percent), Filipinos (77 percent), and Other Asians[4] (77 percent). In contrast, the percentages of Korean (87 percent) and Asian Indian (94 percent) children living with married parents were higher than the Asian average. Among Asian children living with a female parent with no spouse present, the percentage of Asian Indian children (4 percent) was below the Asian average of 11 percent. In contrast, the percentages of Filipino, Vietnamese, and Other Asian children (14 percent for each) 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 other Hispanic ethnic subgroups not shown separately, for example, Spaniards.

[4] Taiwanese is included in the "Other Asian" category along with other subgroups such as Bangladeshi, Bhutanese, Burmese, Cambodian, Hmong, Indonesian, Laotian, Malaysian, Mongolian, Nepalese, Pakistani, Sri Lankan, and Thai.

Reference tables: *Digest of Education Statistics 2014*, table 102.20
Data sources: American Community Survey (ACS)

Glossary: N/A

Indicator 4

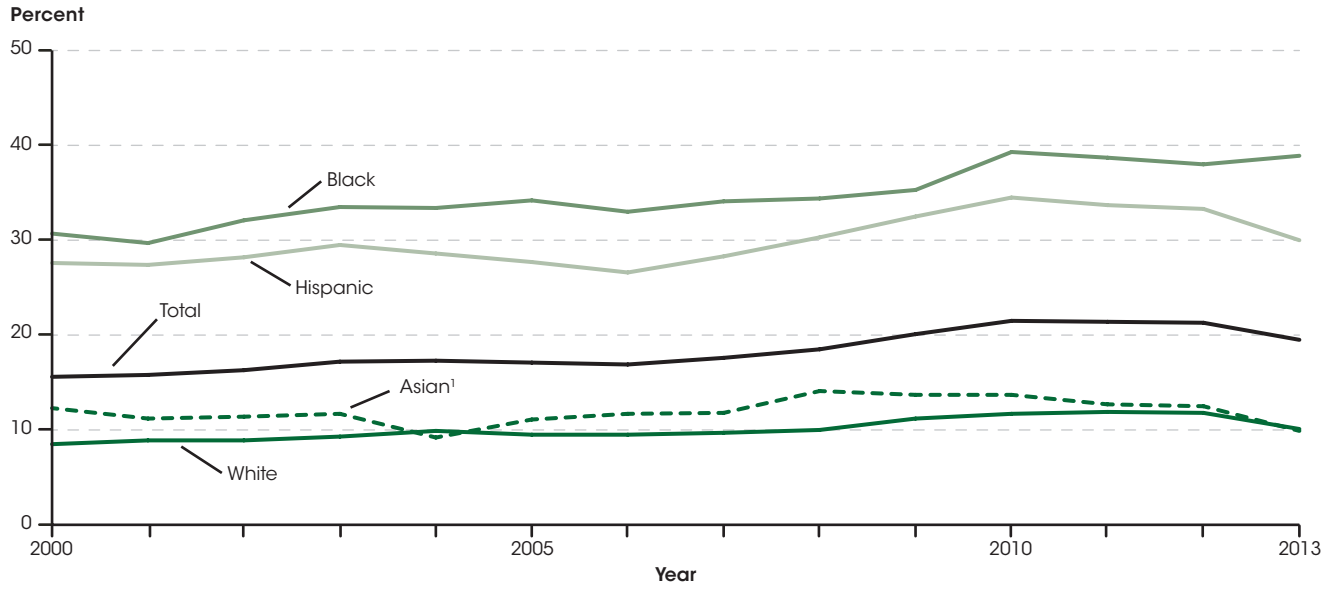
Children Living in Poverty

In 2013, the Supplemental Poverty Measure (SPM) percentage was highest for Black (28 percent) and Hispanic children (27 percent), followed by Asian children (14 percent), and White children (9 percent). No measurable difference was found between the SPM poverty rates of Black and Hispanic children in 2013.

In 2013, approximately 14.1 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 kindergarten[1] and extends through high school, leading to lower than average rates of school completion.[2] The U.S. Census Bureau has developed two methods of measuring poverty, the official poverty measure and the Supplemental Poverty Measure (SPM). 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. Developed more recently, the SPM can be used for data years 2009 and later. It 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]

This indicator examines changes in the percentage of children under the age of 18 in families living in poverty, including differences across racial/ethnic groups. Estimates for 2013 by race/ethnicity calculated using both the official poverty measure and the SPM are compared to illustrate differences between the two methods of measuring poverty.

Figure 4.1. Percentage of children under age 18 in families living in poverty based on the official poverty measure, by race/ethnicity: 2000–13



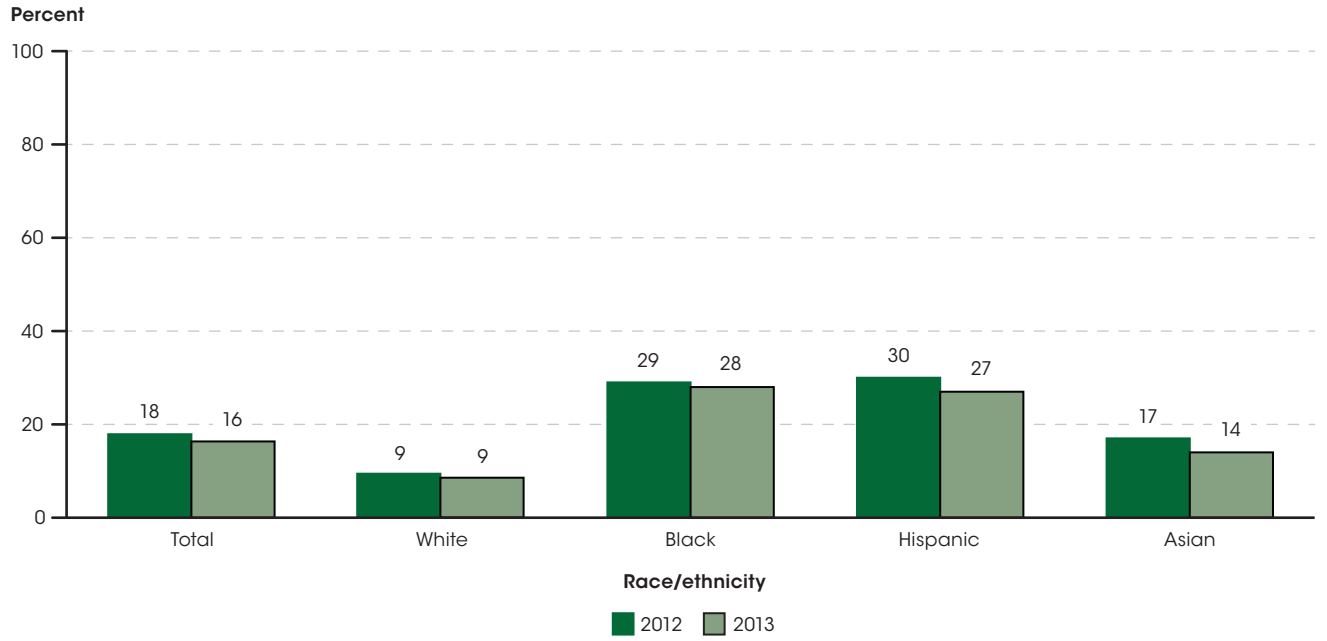
[1] In 2000 and 2001, Asian includes Pacific Islanders as well as Asians.
NOTE: Data are based on sample surveys of the civilian noninstitutional population. Total includes other racial/ethnic groups not separately shown. Race categories exclude persons of Hispanic ethnicity. The official poverty measure 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/hhes/www/poverty/about/overview/measure.html.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2001 through 2014. See *Digest of Education Statistics 2014*, table 102.50.

Using the official poverty measure, approximately 19 percent of all related children under age 18 were in families living in poverty in 2013, an increase over the 16 percent of children living in poverty in 2000. However, the 2013 official poverty measure rate was lower than the rate in 2012 (19 vs. 21 percent). From 2000 to 2013, the

official poverty measure rate increased for Black (from 31 to 39 percent), Hispanic (from 28 to 30 percent), and White children (from 9 to 10 percent), but did not measurably change over the period 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 2013, the percentage was highest for Black children (39 percent), followed by Hispanic children (30 percent), and White and Asian children (10 percent for each). No measurable difference was found between White and Asian children.

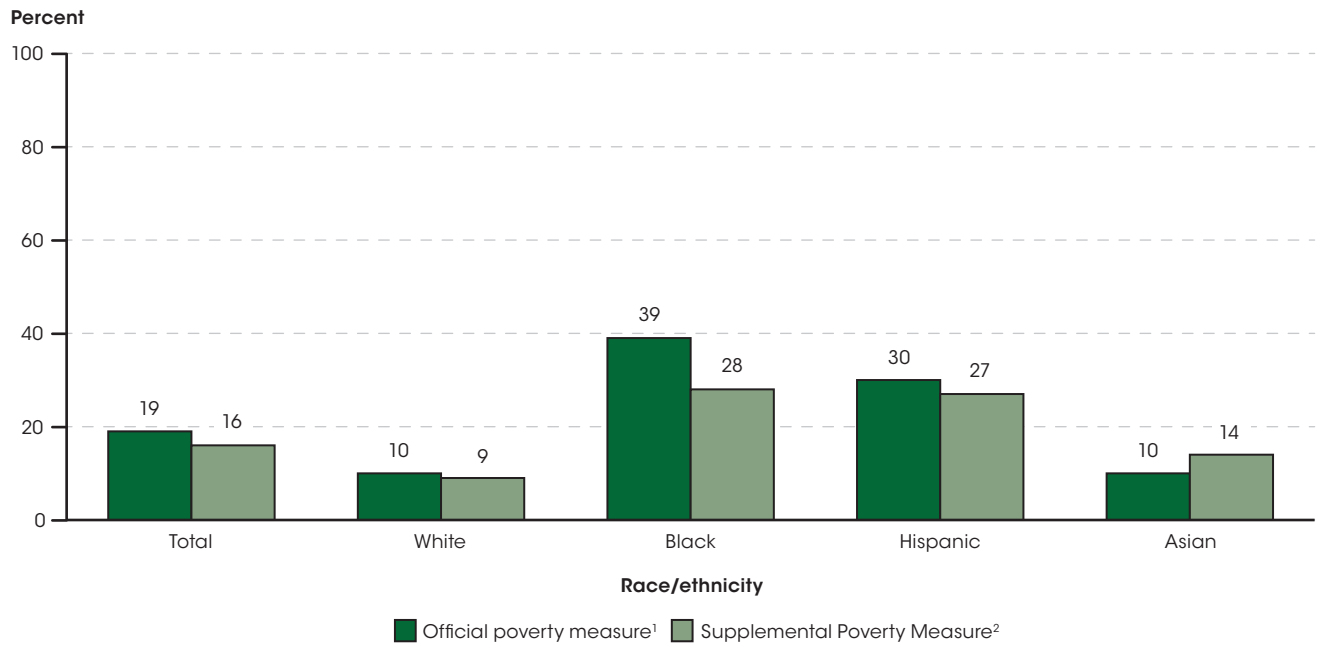
Figure 4.2. Percentage of children under age 18 in families living in poverty based on the Supplemental Poverty Measure, by race/ethnicity: 2012 and 2013



NOTE: Data are based on sample surveys of the civilian noninstitutional population. Total includes other racial/ethnic groups not separately shown. Race categories exclude persons of Hispanic ethnicity. 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, 2012 and 2013. See *Digest of Education Statistics 2014*, table 102.50.

The newer method of measuring poverty, the SPM, became available in 2009. The total SPM percentages of children under age 18 living in poverty in 2009 and 2013 were not measurably different and are therefore not discussed here. Please see the reference tables for data on the percentage of children living in poverty in 2009. In 2013, approximately 16 percent of all children under age 18 were in families living in poverty based on the SPM. However, the SPM percentage was lower in 2013 than in 2012 (16 vs. 18 percent). In 2013, the percentage of children under age 18 living in poverty based on the SPM varied across racial/ethnic groups. The SPM percentage was highest for Black (28 percent) and Hispanic children (27 percent), followed by Asian children (14 percent), and White children (9 percent). No measurable difference was found between the SPM poverty rates of Black and Hispanic children in 2013.

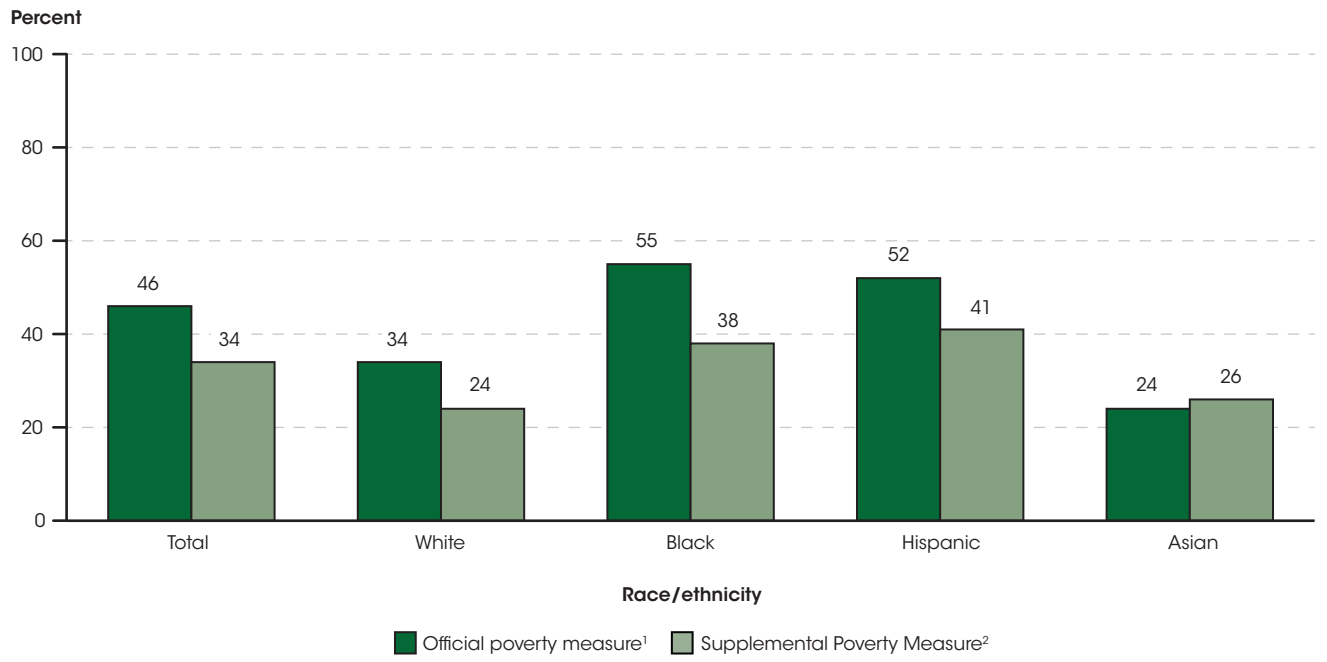
Figure 4.3. Percentage of children under age 18 in families living in poverty, by race/ethnicity and type of poverty measure: 2013



[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/hhes/www/poverty/about/overview/measure.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. 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, 2013. See *Digest of Education Statistics 2014*, table 102.50.

Comparing the official poverty measure percentage with the SPM percentage 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 2013, 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 based on the SPM (19 vs. 16 percent). The pattern was similar across racial/ethnic groups, with the exception of Asian children. The percentage in poverty based on the official poverty measure was higher than the percentage in poverty based on the SPM for White, Black, and Hispanic children. The percentage-point difference between the official poverty measure and the SPM was larger for Black children (11 percentage points) than for Hispanic (3 percentage points) and White children (1 percentage point). In contrast, the official poverty measure percentage was lower than the SPM percentage for Asian children (10 vs. 14 percent).

Figure 4.4. Percentage of children under age 18 in mother-only households living in poverty, by race/ethnicity and type of poverty measure: 2013



[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/hhes/www/poverty/about/overview/measure.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. 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, 2013. See *Digest of Education Statistics 2014*, table 102.50.

The poverty rates 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 2013, the poverty rate for children under 18 living in mother-only households was higher based on the official measure than based on the SPM (46 vs. 34 percent). A similar pattern was found across racial/ethnic groups, with the exception of Asian children. Among children living in mother-only households in 2013, the official poverty measure percentage was higher than the SPM percentage for White (34 vs. 24 percent), Black (55 vs. 38 percent), and Hispanic (52 vs. 41 percent) children. The percentage-point difference between the official poverty measure and the SPM was larger for Black children (17 percentage points) than for White children (10 percentage points). No measurable percentage-point differences were found between Hispanic children (11 percentage points) and Black or White children. For Asian children in mother-only households, the official poverty measure percentage was not measurably different from the SPM percentage.

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

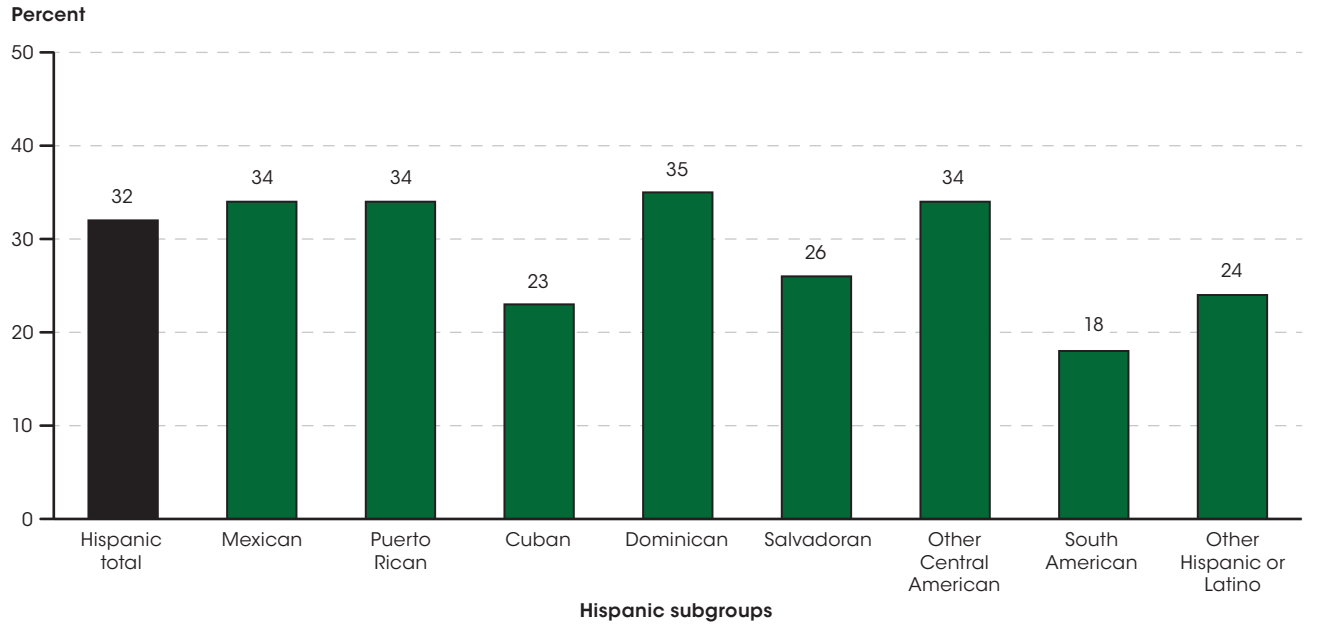
Reference tables: *Digest of Education Statistics 2014*, table 102.50
Data sources: Current Population Survey (CPS)
Glossary: Poverty (official measure), Supplemental Poverty Measure (SPM)

Children Living in Poverty for Racial/Ethnic Subgroups

Among Hispanic subgroups in 2013, the percentage of children under age 18 living in poverty ranged from 18 percent to 35 percent. Among Asian subgroups, the percentage of children living in poverty ranged from 6 percent to 25 percent.

While the indicator Children Living in Poverty uses data from the Current Population Survey (CPS) to present poverty rates for Hispanic and Asian children, this snapshot uses data from the American Community Survey (ACS) to illustrate the diversity in child poverty rates within these racial/ethnic groups. (Note that percentages from the CPS and ACS may differ slightly). The percentage of children under age 18 living in poverty[1] is estimated using the official poverty measure for many specific Hispanic and Asian subgroups, including, for example, Mexican, Puerto Rican, Chinese, and Asian Indian. In addition, this snapshot discusses differences between specific subgroups of children of Two or more races, including, for example, White-Black children and White-Asian children. Data were not collected for any other White or Black subgroups.

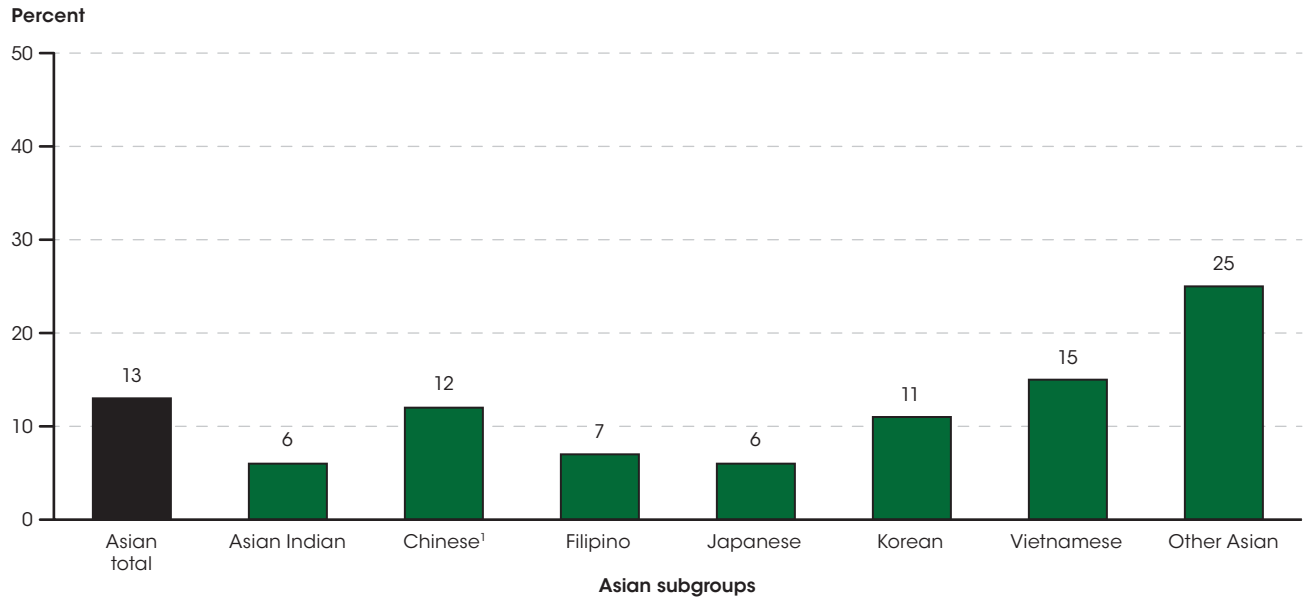
Figure 4.1a. Percentage of children under age 18 living in poverty, by selected Hispanic subgroups: 2013



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), 2013. See *Digest of Education Statistics 2014*, table 102.60.

In 2013, some 32 percent of Hispanic children under age 18 were living in poverty. Among Hispanic subgroups, the percentages of Cuban children (23 percent), Salvadoran children (26 percent), South American children (18 percent), and Other Hispanic or Latino children[2] (24 percent) living in poverty were lower than the overall Hispanic percentage, while the percentage for Mexican children (34 percent) was higher than the overall Hispanic percentage. The percentages of Puerto Rican, Dominican, and Other Central American children living in poverty were not measurably different from the overall Hispanic percentage.

Figure 4.2a. Percentage of children under age 18 living in poverty, by selected Asian subgroups: 2013



[1] Excludes Taiwanese. Taiwanese is included in "Other Asian."
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), 2013. See *Digest of Education Statistics 2014*, table 102.60.

In 2013, some 13 percent of Asian children under age 18 were living in poverty. Among Asian subgroups, the percentages of Asian Indian children (6 percent), Filipino children (7 percent), and Japanese children (6 percent) living in poverty were lower than the overall Asian percentage, while the percentages of Chinese children,[3] Korean children, and Vietnamese children living in poverty were not measurably different from the overall Asian percentage. The percentage of Other Asian children[4] living in poverty (25 percent) was higher than the overall Asian percentage.

In 2013, some 21 percent of children of Two or more races were living in poverty. Among children of Two or more races, the percentage of White-Asian children living in poverty (8 percent) was lower than the overall percentage of children of Two or more races, while the percentage of White-Black children living in poverty (29 percent) was higher than the overall percentage of children of Two or more races. The percentages of White-American Indian/Alaska Native children and Other children of Two or more races living in poverty were not measurably different from the overall Two or more races percentage.

About 36 percent of American Indian/Alaska Native and 27 percent of Pacific Islander children were living in poverty in 2013. The percentages for both groups were higher than the percentage for all children (22 percent).

Endotes:

[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. Households are defined as all families in which some children are related to the householder by birth or adoption, or through marriage. The householder is the person (or one of the people) who owns or rents (maintains) the housing unit. In 2013, the poverty threshold for a family of four with two related children under 18 years old was $23,624.

[2] Includes other Hispanic ethnic subgroups not shown separately, for example, Spaniards.
[3] The "Chinese" category excludes Taiwanese.
[4] Taiwanese is included in the "Other Asian" category along with other subgroups such as Bangladeshi, Bhutanese, Burmese, Cambodian, Hmong, Indonesian, Laotian, Malaysian, Mongolian, Nepalese, Pakistani, Sri Lankan, and Thai.

Reference tables: *Digest of Education Statistics 2014*, table 102.60
Data sources: American Community Survey (ACS)

Glossary: Poverty (official measure)

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 has changed over time. Between fall 2002 and fall 2012, the percentage of students enrolled in public elementary and secondary school who were White decreased from 59 to 51 percent, and the percentage who were Black decreased from 17 to 16 percent. During the same period, however, the percentage who were Hispanic increased from 18 to 24 percent, and the percentage who were Asian/Pacific Islander increased from 4 to 5 percent. Enrollment across racial/ethnic groups also differed by school type. Black students accounted for a higher percentage of enrollment in public charter schools (28 percent) than in traditional public schools (15 percent), and the same pattern emerged for Hispanic students (29 vs. 24 percent). The percentage of public charter school enrollees who were White (35 percent) was lower than the percentage of traditional public school enrollees who were White (52 percent). The percentage of private school enrollees in 2011 who were White was higher than the percentage of public school enrollees in 2012 who were White. However, each other racial/ethnic group accounted for a lower percentage of private school enrollment in 2011 than of public school enrollment in 2012.

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 2013, about 4.6 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*). ELL program participation rates in 2013 for Hispanic (28.7 percent), Asian (20.4 percent), and Pacific Islander (13.7 percent) students were higher than the total participation rate (9.2 percent). The percentage of students served under the Individuals with Disabilities Education Act (IDEA) was highest for American Indian/Alaska Native students (16 percent), followed by Black students (15 percent), White students (13 percent), students of Two or more races (13 percent), Hispanic students (12 percent), Pacific Islander students (11 percent), and Asian students (6 percent) (*Indicator 8*).

Chapter 2. Preprimary, Elementary, and Secondary Education Participation

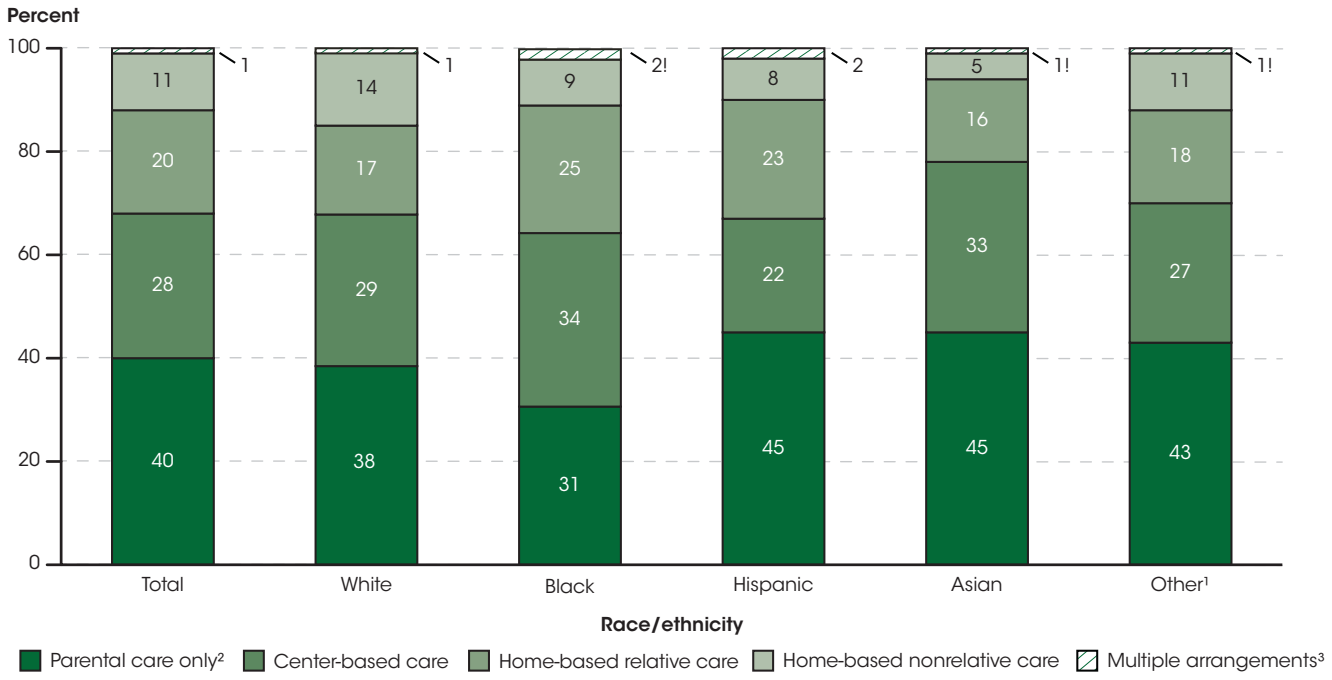
Indicator 5

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 parents[1] and did not attend a primary care arrangement on a regular basis. The remaining 60 percent of young children[2] 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



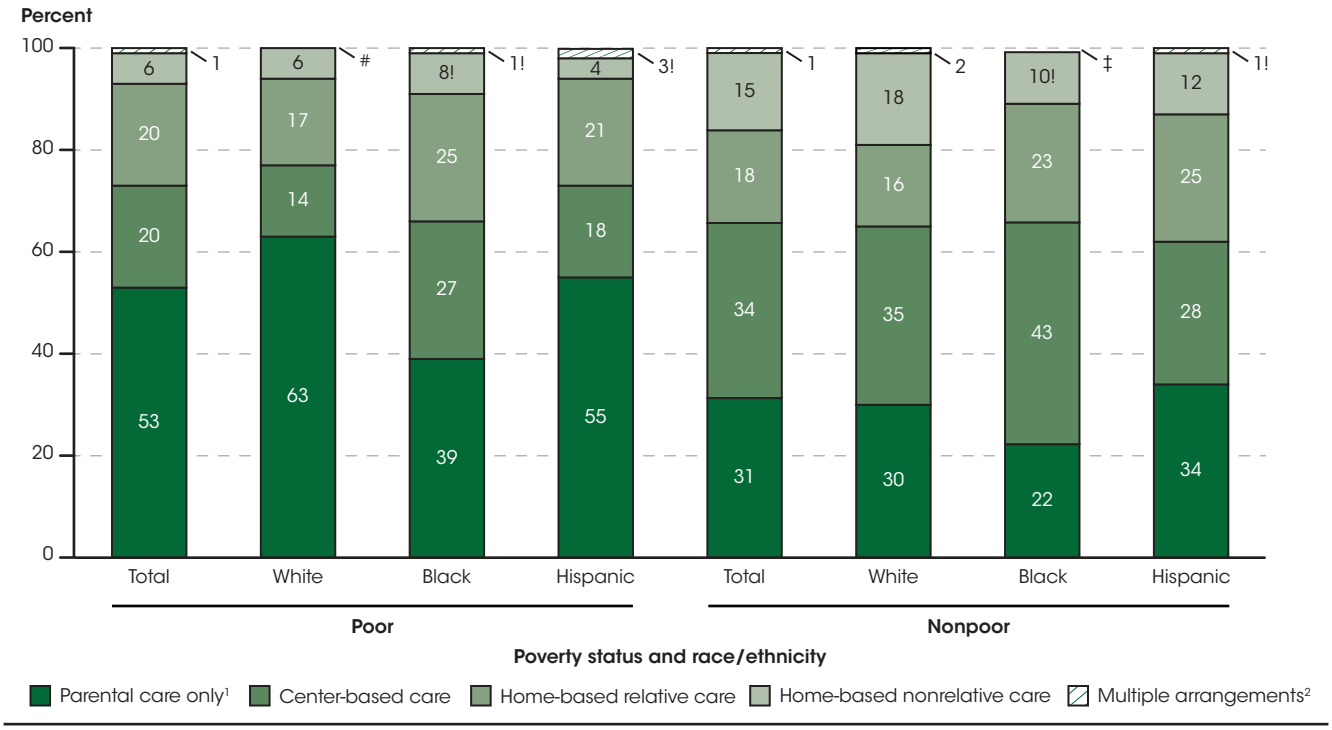
! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
[1] Includes persons of all other races and Two or more races. This group is not discussed in the text due to the large standard errors.
[2] Children who had no regularly scheduled care arrangement and mainly received care only from their parents.
[3] 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 (ECPP-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

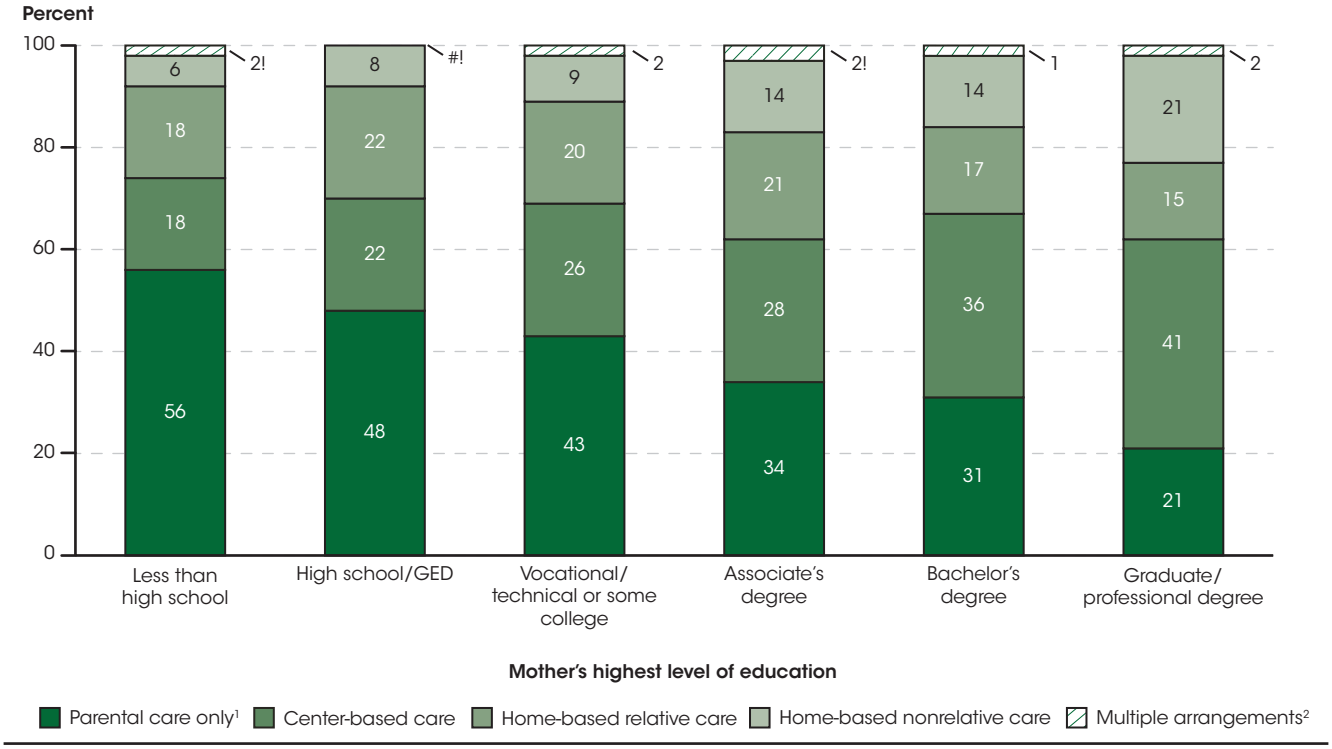


Rounds to zero.
! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.
[1] Children who had no regularly scheduled care arrangement and 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 (ECPP-NHES: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 yet 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)

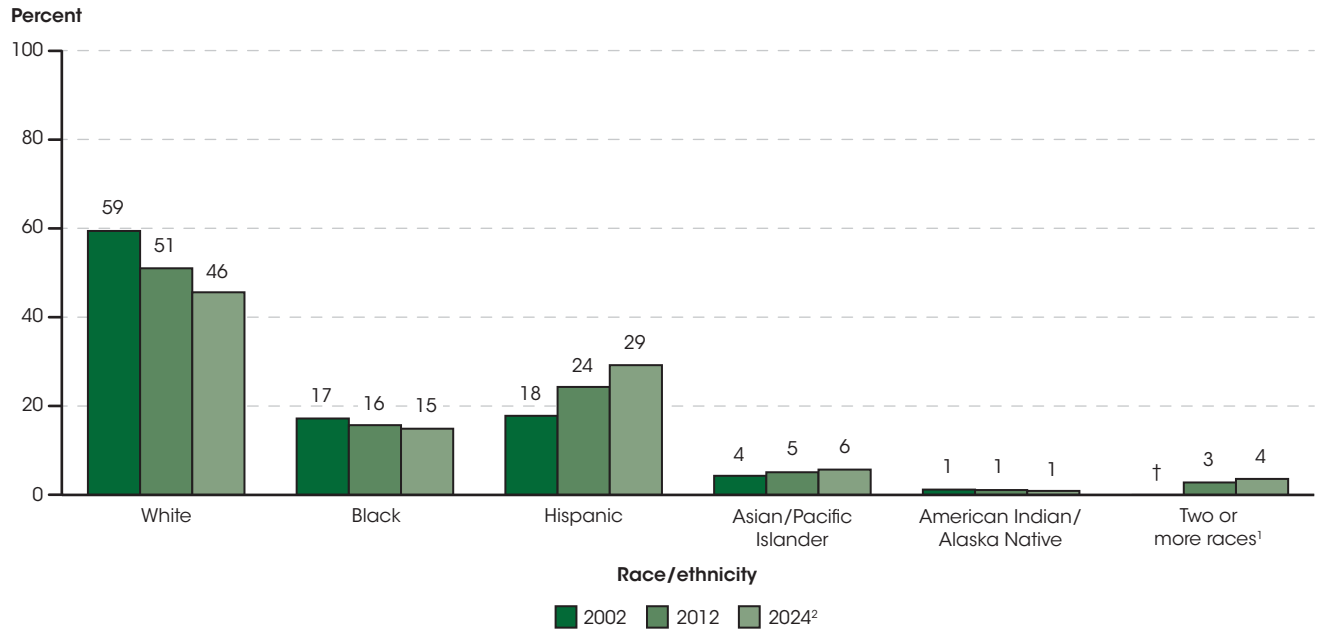
Indicator 6

Elementary and Secondary Enrollment

Between fall 2002 and fall 2012, the percentage of students enrolled in public elementary and secondary schools decreased for students who were White (from 59 to 51 percent), and Black (from 17 to 16 percent). In contrast, the percentage increased for students who were Hispanic (from 18 to 24 percent) and Asian/Pacific Islander (from 4 to 5 percent) during the same time period.

Overall public elementary and secondary school enrollment increased from 48.2 million to 49.8 million between 2002 and 2012 and is projected to continue increasing to 52.9 million in fall 2024 (which is the last year for which projected data are available). In addition, racial/ethnic distributions of students in public schools have been shifting. Between fall 2002 and fall 2012, the percentage of students enrolled in public elementary and secondary schools decreased for students who were White (from 59 to 51 percent) and Black (from 17 to 16 percent). Enrollment for American Indian/Alaska Native students remained at around 1 percent during this time. In contrast, the percentage of students enrolled in public schools increased for students who were Hispanic (from 18 to 24 percent) and Asian/Pacific Islander (4 to 5 percent) during this time period. Enrollment data for public school students of Two or more races began to be collected in 2008. From 2008 to 2012, the percentage of students enrolled in public schools who were of Two or more races increased from 1 to 3 percent.

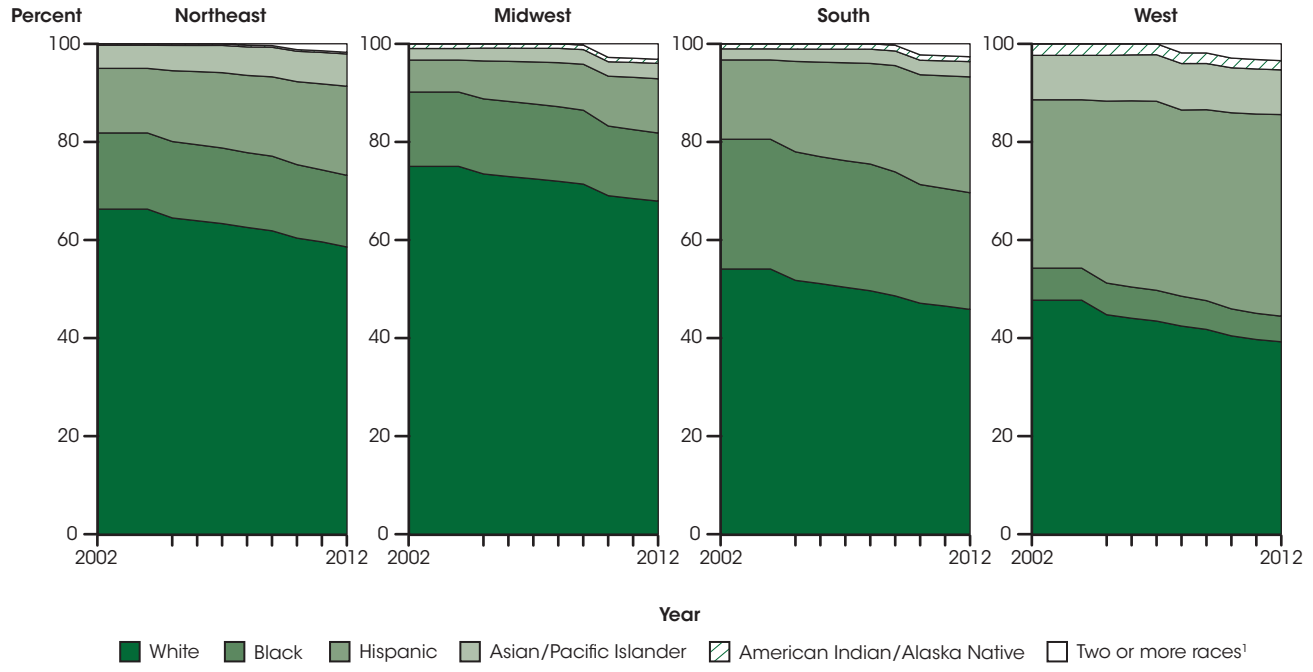
Figure 6.1. Percentage distribution of U.S. public school students enrolled in prekindergarten through 12th grade, by race/ethnicity: Selected years, fall 2002, fall 2012, and fall 2024



† Not applicable.
[1] In 2002, 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.
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," 1995–96 through 2012–13; and National Elementary and Secondary Enrollment Projection Model, 1972 through 2024. See *Digest of Education Statistics 2014*, table 203.50.

Between fall 2012 and fall 2024, the percentages of students enrolled in public schools are projected to continue to decrease for students who are White (from 51 to 46 percent) and Black (from 16 to 15 percent). Similarly, enrollment for students who are American Indian/Alaska Native is projected to remain around 1 percent. In contrast, the percentages of students enrolled in public schools are projected to increase over this period for children who are Hispanic (from 24 to 29 percent), Asian/Pacific Islander (from 5 to 6 percent), or of Two or more races (from 3 to 4 percent).

Figure 6.2. Percentage distribution of U.S. public school students enrolled in prekindergarten through 12th grade, by region and race/ethnicity: Fall 2002 through fall 2012

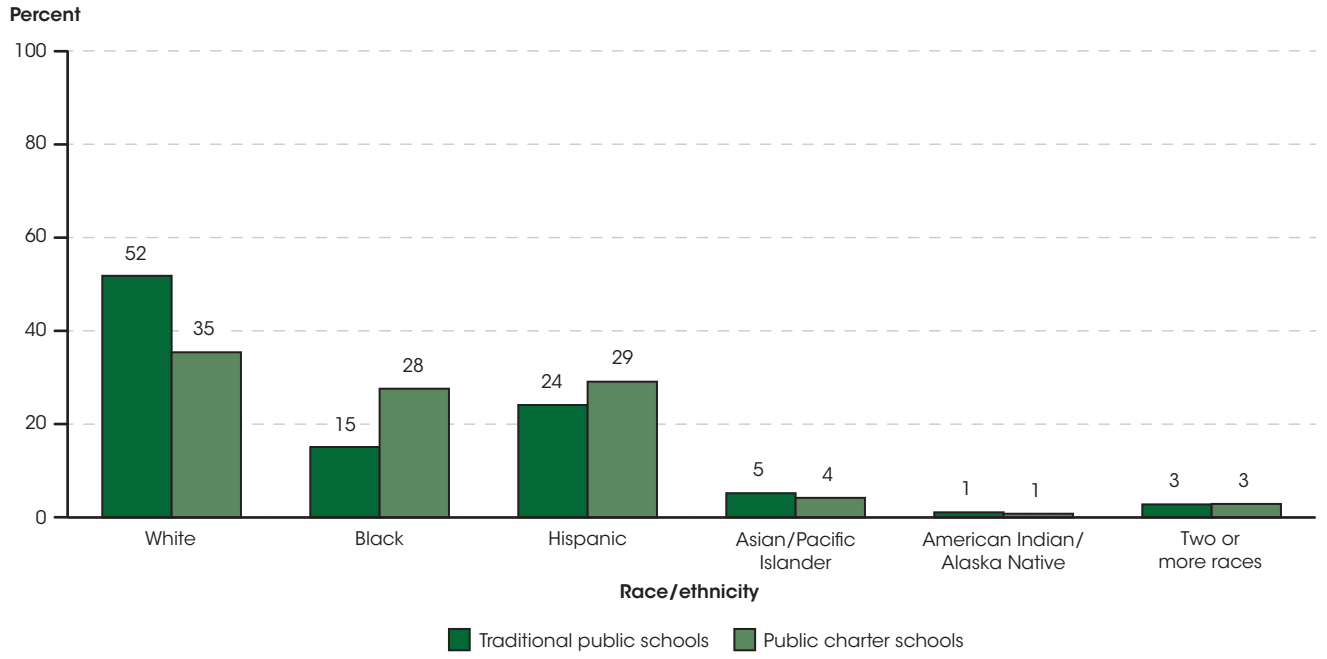


[1] Prior to 2008, data on students of Two or more races were not collected. Since data on students of Two or more races for 2008 and 2009 were reported by only a small number of states, figures for these years are not comparable to figures for 2010 and later years.
NOTE: Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding. Prior to 2008, data on students of Two or more races were not collected.
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," 2002–03 through 2012–13. See *Digest of Education Statistics 2014*, table 203.50.

Between 2002 and 2012, the percentage distributions 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 distribution of Hispanic student enrollment between 2002 and 2012 increased in all regions of the United States. For example, it increased from 34 to 41 percent in the West and from 16 to 24 percent in the South. The percentage distribution of Asian/Pacific Islander students enrolled in the Northeast, Midwest, and South between 2002 and 2012 increased between 1 and 2 percentage points; however, it did not change for those enrolled in the West during this time period. Between 2002 and 2012, the percentage distribution of American Indian/Alaska Native student enrollment changed less than 0.5 percentage points across all U.S. regions.

In the 2012–13 school year, the percentage distribution of racial/ethnic groups enrolled in elementary and secondary public schools varied by state or jurisdiction. White students had the highest share of enrollment in Vermont (92 percent) and the lowest in the District of Columbia (8 percent). Black students had the highest enrollment shares in the District of Columbia and Mississippi (75 and 49 percent, respectively), and the lowest in Montana (less than 1 percent). The highest shares of Hispanic enrollment were in New Mexico and California (at 60 and 53 percent, respectively), and the lowest was in West Virginia (at 1 percent). Hawaii and California had the highest enrollment shares of Asian students (33 and 11 percent, respectively), and West Virginia had the lowest (less than 1 percent). Hawaii also had the highest enrollment share of Pacific Islander students (33 percent), whereas West Virginia and Mississippi had the lowest shares (both less than one half of 1 percent). Alaska and Oklahoma had the highest shares of American Indian/Alaska Native students (24 and 16 percent, respectively), and the District of Columbia had the lowest (less than one half of one percent). Hawaii and Alaska had the highest shares of students of Two or more races (9 and 8 percent, respectively), and Mississippi had the lowest (less than 1 percent).

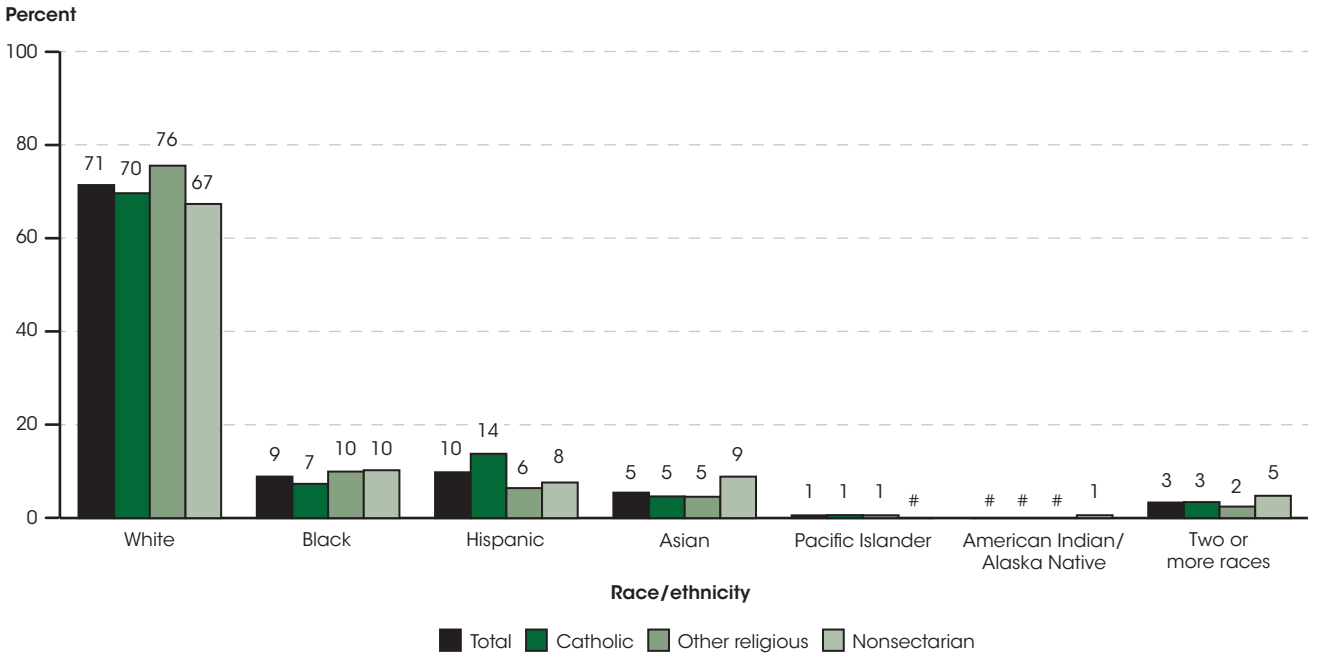
Figure 6.3. Percentage distribution of U.S. public school students enrolled in prekindergarten through 12th grade, by traditional or charter school status and race/ethnicity: Fall 2012



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), "Public Elementary/Secondary School Universe Survey," 2012–13. See *Digest of Education Statistics 2014,* table 216.30.

Although the majority of students enrolled in public school 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 340,000 in 1999 to 2.3 million in 2012. There were differences in the racial/ethnic distribution of students attending traditional public schools and public charter schools in 2012. The percentage of Black students enrolled in public charter schools (28 percent) was greater than the percentage of Black students enrolled in traditional public schools (15 percent), and the same pattern emerged for Hispanic students (29 vs. 24 percent). For White students, the percentage enrolled in public charter schools (35 percent) was lower than it was in traditional public schools (52 percent). The percentage of Asian/Pacific Islander students enrolled in charter schools (4 percent) was also lower than it was in traditional public schools (5 percent).

Figure 6.4. Percentage distribution of private elementary and secondary students, by orientation of school and race/ethnicity: Fall 2011



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. Race/ethnicity was not collected for prekindergarten students (773,000 in fall 2011).
SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2011–12. See *Digest of Education Statistics 2013*, table 205.40.

There were also differences in the racial/ethnic distribution of students attending different types of elementary and secondary private schools. The percentage of White students in private schools was higher than it was in public schools, whereas the percentage of students of all other racial/ethnic groups was lower in private schools than it was in public schools. The share of enrollment in particular types of private schools also varied by race/ethnicity. In 2011, Hispanic students had a greater share of enrollment in Catholic schools (14 percent) than in other religious schools (6 percent) or in nonsectarian schools (8 percent). In contrast, White students had a greater share of enrollment in other religious schools (76 percent) than in Catholic schools (70 percent) or nonsectarian schools (67 percent). Black students had a greater share of enrollment in nonsectarian schools (10 percent) than in Catholic schools (7 percent). Similarly, Asian students and students of Two or more races had a greater share of enrollment in nonsectarian schools than in Catholic or 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 elementary and secondary private schools.

Reference tables: *Digest of Education Statistics 2013*, table 205.40; *Digest of Education Statistics 2014*, tables 203.50, 203.60, 203.70, 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

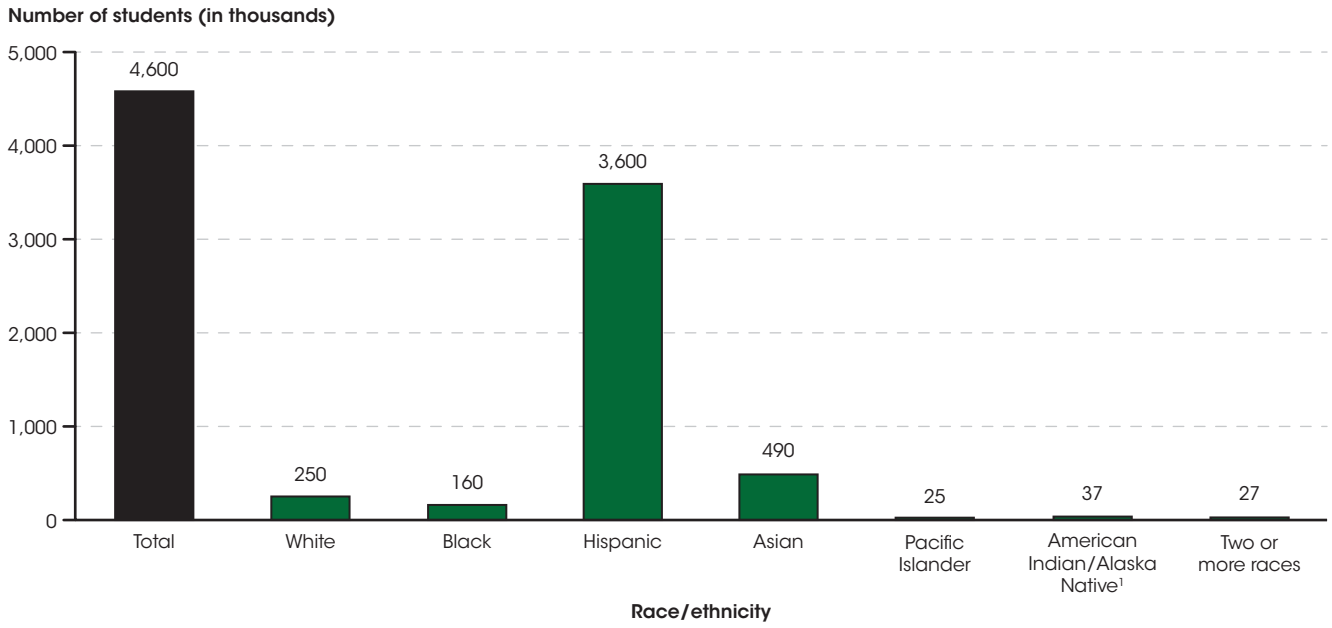
Indicator 7

English Language Learners

In 2013, about 4.6 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.

The racial/ethnic diversity of the U.S. population is increasing both overall and in public schools.[1] This diversity is also reflected in participation in English language learner (ELL) programs by students' race/ethnicity. Students who are ELL 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]

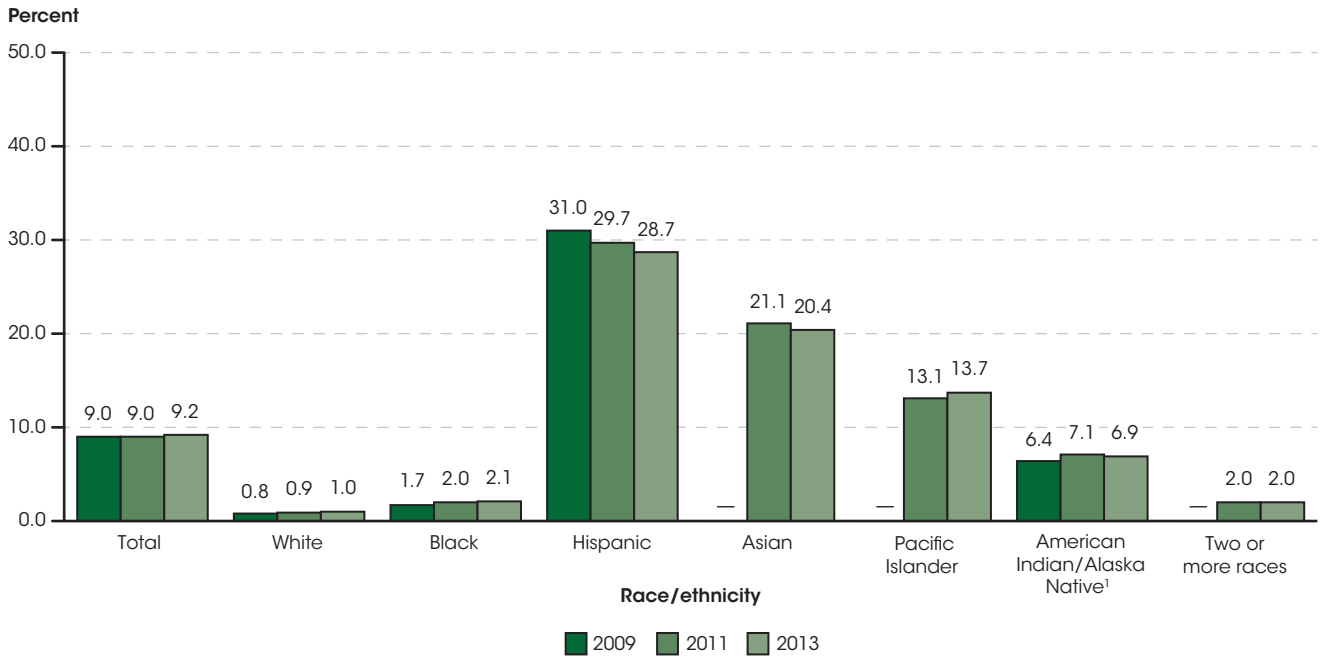
Figure 7.1. Number of English language learner (ELL) students, by race/ethnicity: 2013



[1] Does not include data for Bureau of Indian Education (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.
SOURCE: U.S. Department of Education, National Center for Education Statistics, ED*Facts* file 046, Data Group 123, extracted March 6, 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 2012–13; and National Elementary and Secondary Enrollment Projection Model, 1972 through 2024. See *Digest of Education Statistics 2014*, table 204.25.

In 2013, about 4.6 million public school students participated in ELL programs. Hispanic students made up the majority of this group (78.4 percent), with around 3.6 million participating in ELL programs. Asian students were the second largest group participating in ELL programs (10.6 percent), with about 487,000 students participating in 2013. White students accounted for 5.5 percent (252,000 students) of all ELL program participants, and Black students represented 3.5 percent (161,000 students). American Indian/Alaska Native students (36,600 students), students of Two or more races (27,500 students) and Pacific Islander students (25,100 students) accounted for less than one percent each of ELL program participants.

Figure 7.2. Number of English language learner (ELL) program participants as a percentage of public school enrollment, by race/ethnicity: 2009, 2011, and 2013



— Not available.
[1] Does not include data for Bureau of Indian Education (BIE) schools.
NOTE: Race categories exclude persons of Hispanic ethnicity. Enrollment base for percentage of enrollment is projected.
SOURCE: U.S. Department of Education, National Center for Education Statistics, ED*Facts* file 046, Data Group 123, extracted March 6, 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 2012–13; and National Elementary and Secondary Enrollment Projection Model, 1972 through 2024. See *Digest of Education Statistics 2014*, table 204.25.

In 2013, the ELL program participation rate varied by race/ethnicity. For some racial/ethnic groups, the ELL program participation rate was lower than the total participation rate (9.2 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 1.0 percent of White students participated in ELL programs. In contrast, the percentages of Hispanic (28.7 percent), Asian (20.4 percent), and Pacific Islander (13.7 percent) students participating in ELL programs were higher than the total percentage in 2013. Overall, the percentage of students in ELL programs in U.S. public schools remained relatively steady, at about 9 percent, from 2009 to 2013. The ELL program participation rate increased for White students (from 0.8 to 1.0 percent) and Black students (from 1.7 to 2.1 percent) during this period. The percentage for Hispanic students decreased (from 31.0 to 28.7 percent) despite the increase in the number of Hispanic ELL participants from 3.4 million in 2009 to 3.6 million in 2013. The percentage of ELL program participants did not change measurably from 2009 to 2013 for American Indian/Alaska Native students or from 2010 (the first year data were available) to 2013 for Asian and Pacific Islander students and students of Two or more races.

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.

Reference tables: *Digest of Education Statistics 2014*, table 204.25

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

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

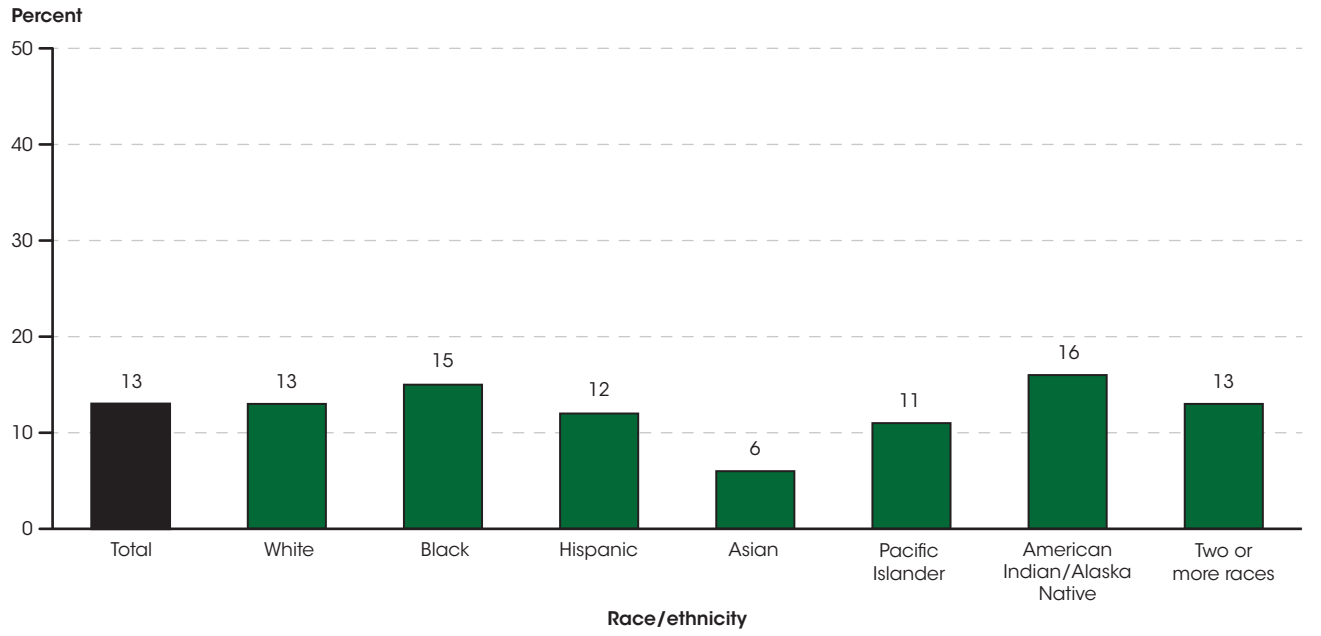
Indicator 8

Children with Disabilities

The percentage of students served under the Individuals with Disabilities Education Act (IDEA) was highest for American Indian/Alaska Native students (16 percent), followed by Black students (15 percent), White students (13 percent), students of Two or more races (13 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 the resident population served by IDEA and the 2012–13 prevalence rates of different disabilities by race/ethnicity.

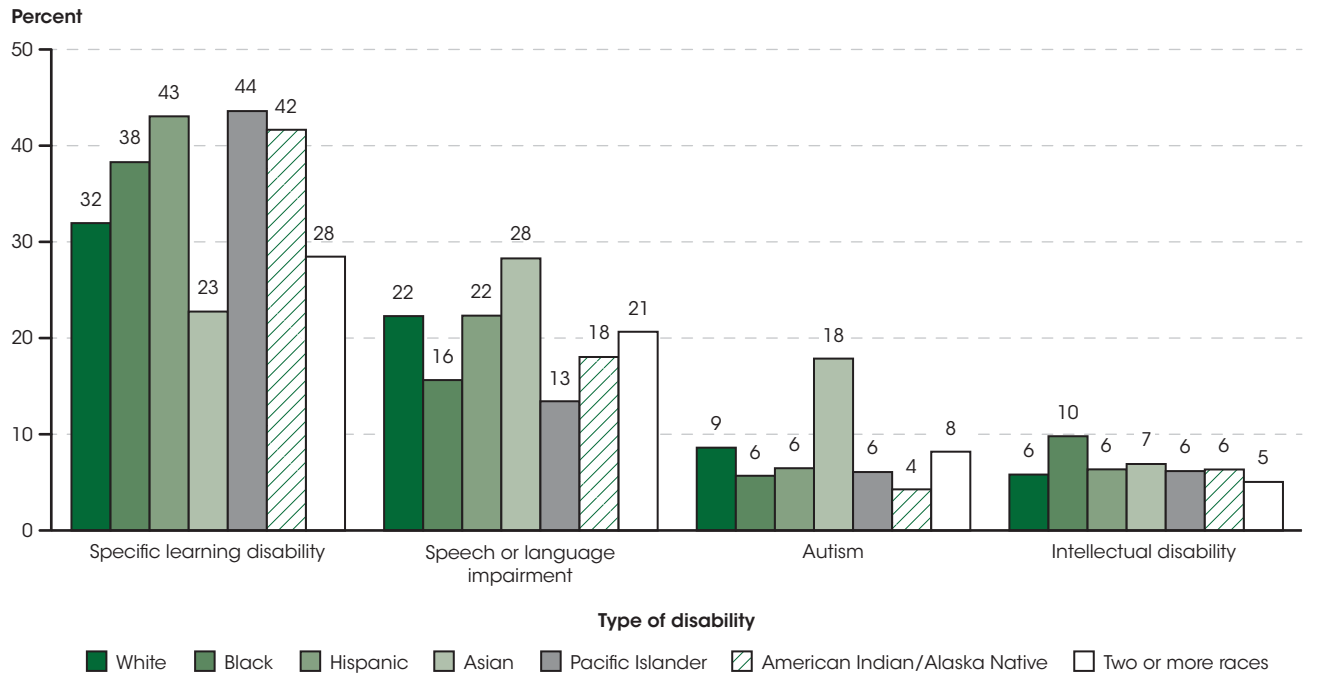
Figure 8.1. Percentage of children 3 to 21 years old served under the Individuals with Disabilities Education Act (IDEA), Part B, by race/ethnicity: School year 2012–13



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) database, retrieved October 3, 2014, from https://inventory.data.gov/dataset/8715a3e8-bf48-4eef-9deb-fd9bb76a196e/resource/a68a23f3-3981-47db-ac75-98a167b65259; and National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2012–13. See *Digest of Education Statistics 2014*, table 204.40.

Thirteen percent of children and youth ages 3 to 21 were served under IDEA in 2012–13, a total of about 6.4 million individuals. In 2012–13, the number of students served under IDEA as a percentage of total public school enrollment varied by race/ethnicity. The percentage of students served under IDEA was highest for American Indian/Alaska Native students (16 percent), followed by Black students (15 percent), White students (13 percent), students of Two or more races (13 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 2012–13



NOTE: Race categories exclude persons of Hispanic ethnicity. Detail may not sum to 100 percent because some types of disabilities are not shown.
SOURCE: U.S. Department of Education, Office of Special Education Programs, Individuals with Disabilities Education Act (IDEA) database, retrieved October 3, 2014, from https://inventory.data.gov/dataset/8715a3e8-bf48-4eef-9deb-fd9bb76a196e/resource/a68a23f3-3981-47db-ac75-98a167b65259; and National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2012–13. See *Digest of Education Statistics 2014*, table 204.50.

In 2012–13, the percentage of students with disabilities who received services 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 disability was higher for Pacific Islander students (44 percent), Hispanic students (43 percent), and American Indian/Alaska Native students (42 percent) than for students of the other races/ethnicities shown (ranging from 23 to 38 percent). The percentage of students with disabilities who received services for a speech or language impairment was highest for Asian students (28 percent). Percentages for students of other races/ethnicities shown ranged from 13 to 22 percent. The percentage of students with disabilities who received services under IDEA for autism was highest for Asian students (18 percent); percentages for students of other races/ethnicities shown ranged from 4 to 9 percent. Additionally, the percentage of students with disabilities who received services for an intellectual disability was highest for Black students (10 percent); percentages for students of other races/ethnicities shown ranged from 5 to 7 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 IDEA history and requirements.

Reference tables: *Digest of Education Statistics 2014*, tables 204.40 and 204.50

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

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

Chapter 3 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 gap at grade 4 narrowed from 32 points in 1992 to 26 points in 2013; the White-Hispanic gap in 2013 (25 points) was not measurably different from the gap in 1992 (*Indicator 9*). At grade 8, the White-Hispanic gap narrowed from 26 points in 1992 to 21 points in 2013; the White-Black gap in 2013 (26 points) was not measurably different from the gap in 1992. At grade 12, the White-Black gap was larger in 2013 (30 points) than in 1992 (24 points), while the White-Hispanic gap in 2013 (22 points) was not measurably different from the gap in 1992.

On the NAEP mathematics assessment, the White-Black achievement gap narrowed from 32 points in 1990 to 26 points in 2013 at grade 4; there were no measurable differences in the White-Hispanic gap between 1990 and 2013 (*Indicator 10*). At grade 8, there were no measurable differences in the White-Black achievement gap and the White-Hispanic achievement gap between 1990 and 2013.

Indicator 11 examines student absences from school. In 2013, 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 Black (46 percent), Hispanic (44 percent), White (43 percent), of Two or more races (42 percent), American Indian/Alaska Native (36 percent), or Pacific Islander (35 percent). Eighth-graders 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

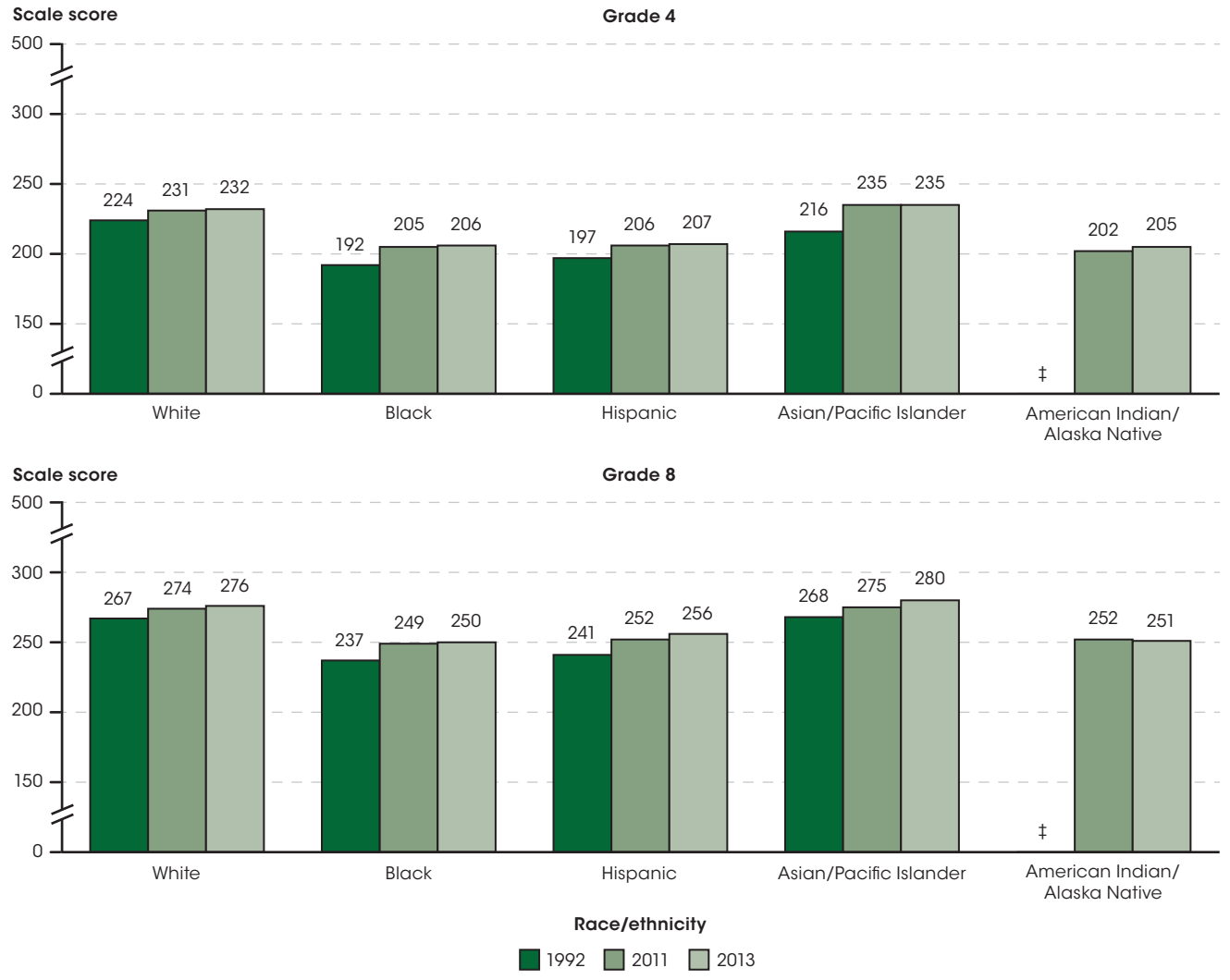
Indicator 9

Reading Achievement

At grade 4, the White-Black gap in reading narrowed from 32 points in 1992 to 26 points in 2013; the White-Hispanic gap in 2013 (25 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 2013; the White-Black gap in 2013 (26 points) was not measurably different from the gap in 1992. At grade 12, the White-Black gap was larger in 2013 (30 points) than in 1992 (24 points), while the White-Hispanic gap in 2013 (22 points) was not measurably different from the gap in 1992.

The National Assessment of Educational Progress (NAEP) assesses student performance in reading at grades 4, 8, and 12. NAEP reading scale scores range from 0 to 500 for each grade tested. NAEP reading assessments are administered periodically: prior to 2013, the most recent assessment was in 2011 at grades 4 and 8 and in 2009 at grade 12.

Figure 9.1. Average reading scale scores of 4th- and 8th-grade students, by race/ethnicity: 1992, 2011, and 2013



‡ Reporting standards not met (too few cases for a reliable estimate).
NOTE: Includes public and private schools. The National Assessment of Educational Progress (NAEP) reading scale ranges 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.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 2011, and 2013 Reading Assessments, NAEP Data Explorer. See *Digest of Education Statistics 2014*, table 221.10.

At grade 4, the average reading scale score for White students was higher in 2013 (232) than in both 2011 (231) and 1992 (224). The 2013 scores for Black (206), Hispanic (207), and Asian/Pacific Islander (235) 4th-graders were not measurably different from the 2011 scores, but the 2013 scores were higher than the 1992 scores. Average reading scores for 8th-grade White (276), Black (250), Hispanic (256), and Asian/Pacific Islander (280) students were higher in 2013 than in 2011 and 1992. In 2013, the scores for American Indian/Alaska Native 4th-graders (205) and 8th-graders (251) were not measurably different from their respective 2011 scores.

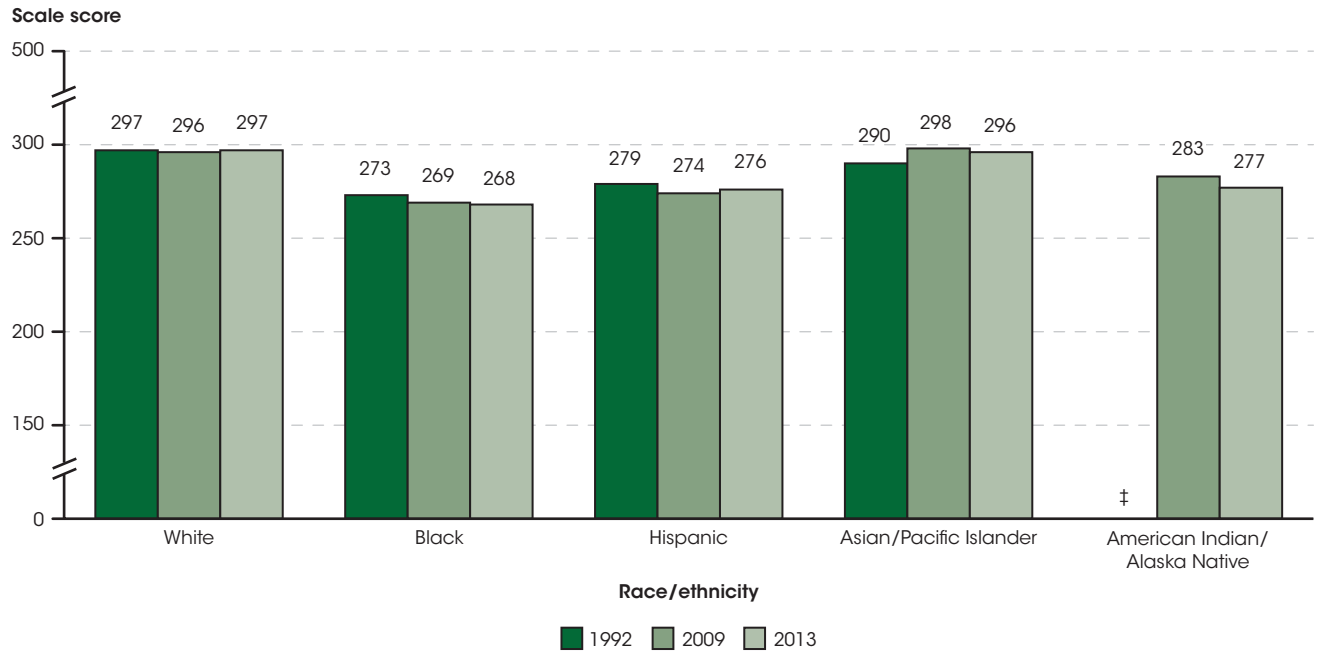
Prior to 2011, separate data for Asians, Pacific Islanders, and students of Two or more races were not collected at the school level. At grade 4, the 2013 average reading scores for Asians (237), Pacific Islanders (212), and students of Two or more races (227) were not measurably different from the 2011 scores. At grade 8, Asian students scored higher in 2013 (282) than in 2011 (277); the 2013 scores for Pacific Islanders (259) and students of Two or more races (271) were not measurably different from the 2011 scores.

Closing achievement gaps is a goal among education policy makers. From 1992 through 2013, the average reading scores for White 4th- and 8th-graders were higher of those of their Black and Hispanic peers. Although the White-Black and White-Hispanic achievement gaps did not change measurably from 2011 to 2013 for either grade 4 or 8, some of the 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 2013. The White-Hispanic gap in 2013 (25 points) was not measurably different from the gap in 1992. White students scored higher than Asian/Pacific Islander students in 1992 (8 point gap), whereas in 2013, White students scored lower than Asian/Pacific Islander students (3 point gap). In 1992, data for American Indian/Alaska Native students did not meet reporting standards. In 2013, the White-American Indian/Alaska Native gap was 27 points.

At grade 8, the White-Hispanic gap narrowed from 26 points in 1992 to 21 points in 2013; the White-Black gap in 2013 (26 points) was not measurably different from the gap in 1992. There was no measurable difference in scores for White and Asian/Pacific Islander students in 1992, and in 2013, Asian/Pacific Islander students scored higher than White students (4 point gap). In 1992, data for American Indian/Alaska Native students did not meet reporting standards. In 2013, the White-American Indian/Alaska Native gap was 25 points.

Figure 9.2. Average reading scale scores of 12th-grade students, by race/ethnicity: 1992, 2009, and 2013



‡ Reporting standards not met (too few cases for a reliable estimate).
NOTE: Includes public and private schools. The National Assessment of Educational Progress (NAEP) reading scale ranges 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.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 2009, and 2013 Reading Assessments, NAEP Data Explorer. See *Digest of Education Statistics 2014*, table 221.10.

At grade 12, the average reading scale score did not change measurably from 1992 to 2013 for White, Hispanic, or Asian/Pacific Islander students. For Black students, the 2013 score (268) was lower than the score in 1992 (273) but was not measurably different from the 2009 score. Similarly, the score for American Indian/Alaska Native students in 2013 (277) was not measurably different from the score in 2009. In 2013, the reading scores for Asians, Pacific Islanders, and students of Two or more races were 296, 289, and 291, respectively.

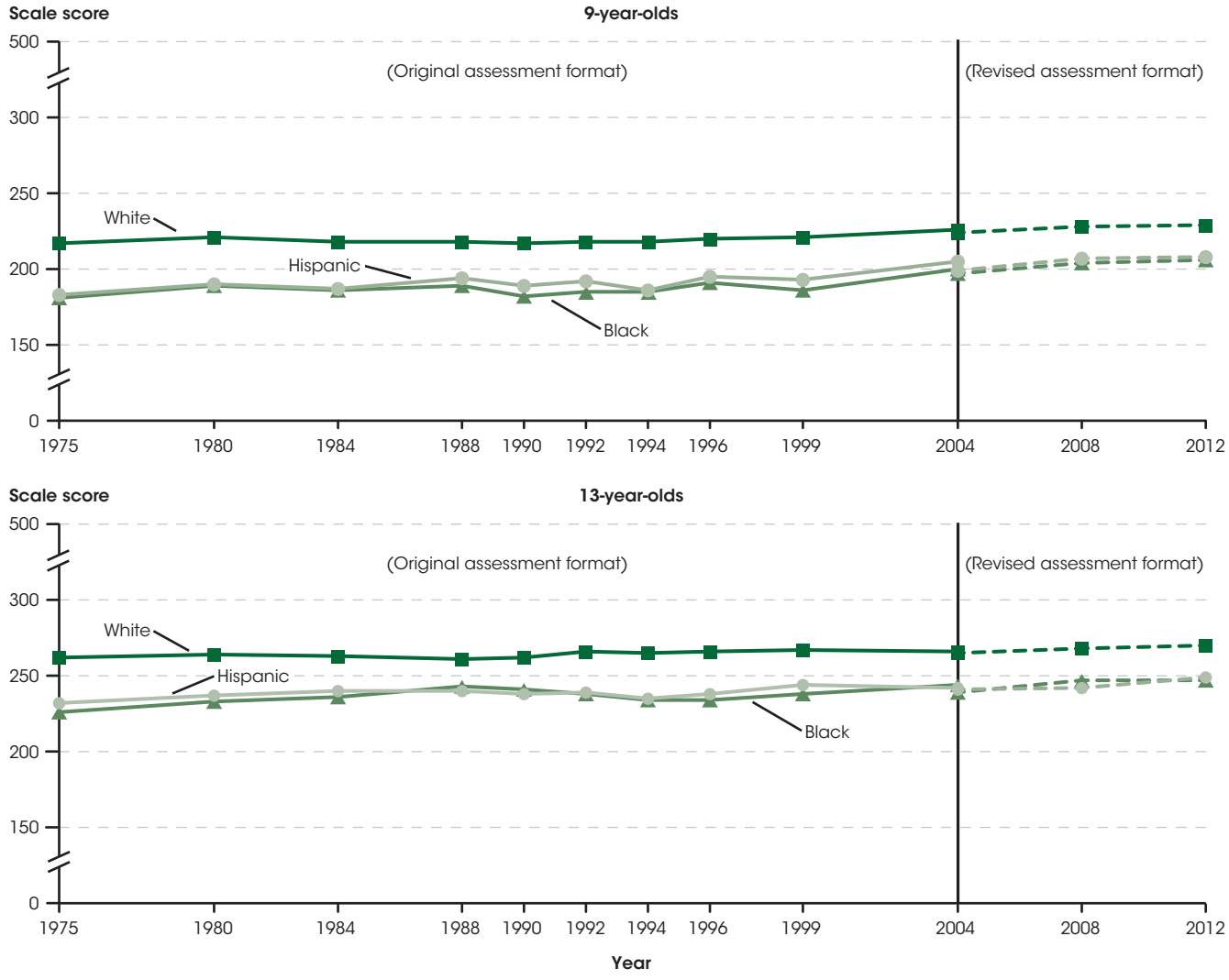
Achievement gaps were also evident for 12th-grade students. The White-Black gap was larger in 2013 (30 points) than in 1992 (24 points), while the White-Hispanic gap in 2013 (22 points) was not measurably different from the gap in 1992. White students scored higher than Asian/Pacific Islander students in 1992 (7 point gap). In 2013, there was no measurable difference in the scores for White and Asian/Pacific Islander students. In 1992, data for American Indian/Alaska Native students did not meet reporting standards. In 2013, the White-American Indian/Alaska Native gap was 20 points.

NAEP assessments have been conducted using several different designs, among which are the national main NAEP that was described above and the national long-term trend NAEP. The long-term trend NAEP assessments are designed to give information on the changes in the basic achievement level of America's youth since the early 1970s. They are administered nationally and report student performance in reading and mathematics at ages 9, 13, and 17. Measuring long-term trends of student achievement requires the precise replication of past procedures. For example, students of specific ages rather than grade levels are sampled in order to maintain consistency with the original sample design.[1] Similarly, the long-term trend instrument does not evolve based on changes in curricula or in educational practices. The difference in procedures between the main NAEP and the long-term NAEP mean that their results cannot be compared directly. Despite these differences, the examination of long-term trends can provide important information about achievement gaps for racial/ethnic groups over an extended period, and are particularly relevant for understanding the long-term changes that have occurred over time in the progress toward closing achievement gaps.

The results from the 2012 NAEP long-term trend assessments show some progress toward closing achievement gaps, particularly during the 1970s and 1980s. Overall, from the 1970s to 2012 the White-Black and White-Hispanic scale score gaps in reading narrowed as Black and Hispanic students made larger gains in achievement during that period than White students.

The average scale score gaps in reading between White and Black students and between White and Hispanic students for 9-, 13-, and 17-year-olds were smaller in 2012 than in 1975. Black and Hispanic students both made larger gains in average scale scores from 1975 to 2012 than White students did. However, the average scale score of White students remained 20 or more points higher than the average scale scores for Black and Hispanic students in 2012, regardless of age group.

Figure 9.3. Average reading scale scores on the long-term trend National Assessment of Educational Progress (NAEP) for 9-year-olds and 13-year-olds, by race/ethnicity: Selected years, 1975 to 2012

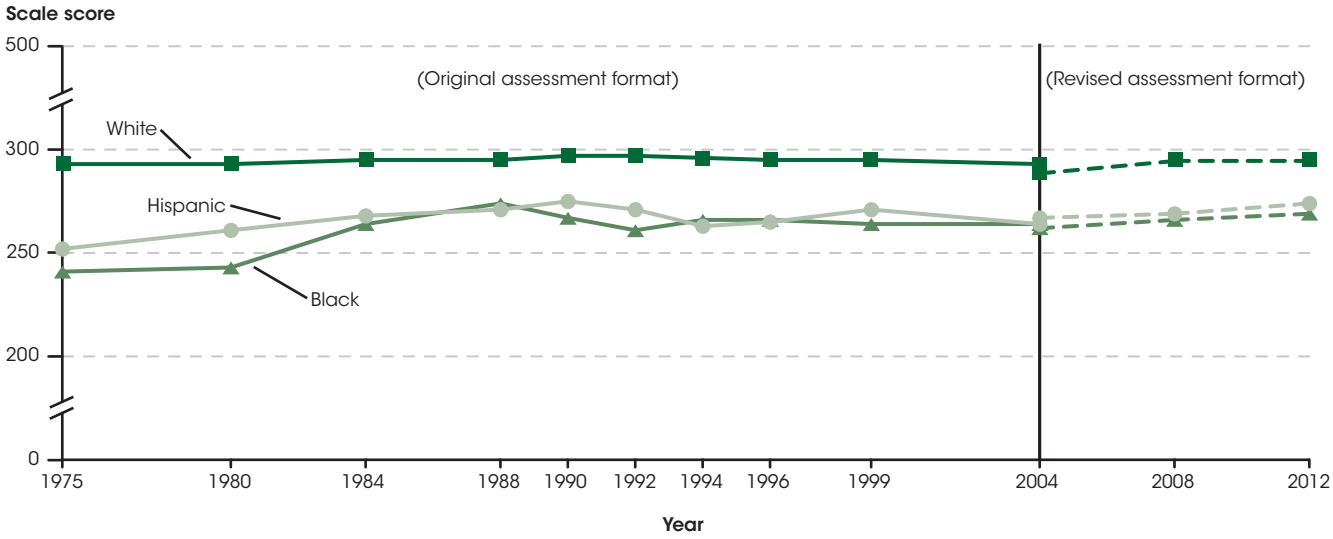


NOTE: Includes public and private schools. NAEP scores range from 0 to 500. Several administrative changes were initiated beginning with the 2004 assessment, including allowing accommodations for students with disabilities and for English language learners. To assess the impact of these revisions, two assessments were conducted in 2004, one based on the original assessment and one based on the revised assessment. In 2008 and 2012, only the revised assessment was used. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *NAEP 2012 Trends in Academic Progress*; and 2012 NAEP Long-Term Trend Reading Assessment, retrieved June 27, 2013, from Long-Term Trend NAEP Data Explorer (http://nces.ed.gov/nationsreportcard/naepdata/). See *Digest of Education Statistics 2014*, table 221.85.

Among 9-year-olds, gains in reading achievement by Black students narrowed the White-Black gap from 35 points in 1975 to 23 points in 2012. Similarly, the White-Hispanic gap narrowed from 34 points in 1975 to 21 points in 2012. The trend scores and the racial/ethnic achievement gaps varied over the 37-year period, but the 2012 scores were the highest for each racial/ethnic group and the achievement gaps were the narrowest.

Among 13-year-olds, the White-Black gap narrowed from 36 points in 1975 to 18 points in 1988. Similarly, the White-Hispanic gap narrowed from 30 points in 1975 to 21 points in 1988. While there was variability in both the White-Black and White-Hispanic gaps from 1988 to 2012, there was no consistent narrowing of the gaps over this time period.

Figure 9.4. Average reading scale scores on the long-term trend National Assessment of Educational Progress (NAEP) for 17-year-olds, by race/ethnicity: Selected years, 1971 through 2012



NOTE: Includes public and private schools. NAEP scores range from 0 to 500. Several administrative changes were initiated beginning with the 2004 assessment, including allowing accommodations for students with disabilities and for English language learners. To assess the impact of these revisions, two assessments were conducted in 2004, one based on the original assessment and one based on the revised assessment. In 2008 and 2012, only the revised assessment was used. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *NAEP 2012 Trends in Academic Progress*; and 2012 NAEP Long-Term Trend Reading Assessment, retrieved June 27, 2013, from Long-Term Trend NAEP Data Explorer (http://nces.ed.gov/nationsreportcard/naepdata/). See *Digest of Education Statistics 2014*, table 221.85.

Among 17-year-olds, the White-Black gap narrowed from 52 points in 1975 to 20 points in 1988. While there was some variability in the White-Black gap from 1988 to 2012, there was no consistent narrowing of the gap over this time period. The White-Hispanic gap narrowed from 41 points in 1975 to 22 points in 1990. While there was some variability in the White-Hispanic gap from 1990 to 2012, there was no consistent narrowing of the gap over this time period.

Endnotes:

[1] Changes in allowable assessment accommodations and procedures were introduced after 2004. Caution should be exercised in comparing long-term results from 2008 and 2012 with earlier years.

Reference tables: *Digest of Education Statistics 2014*, tables 221.10 and 221.85

Data sources: National Assessment of Educational Progress (NAEP)

Glossary: Achievement gap

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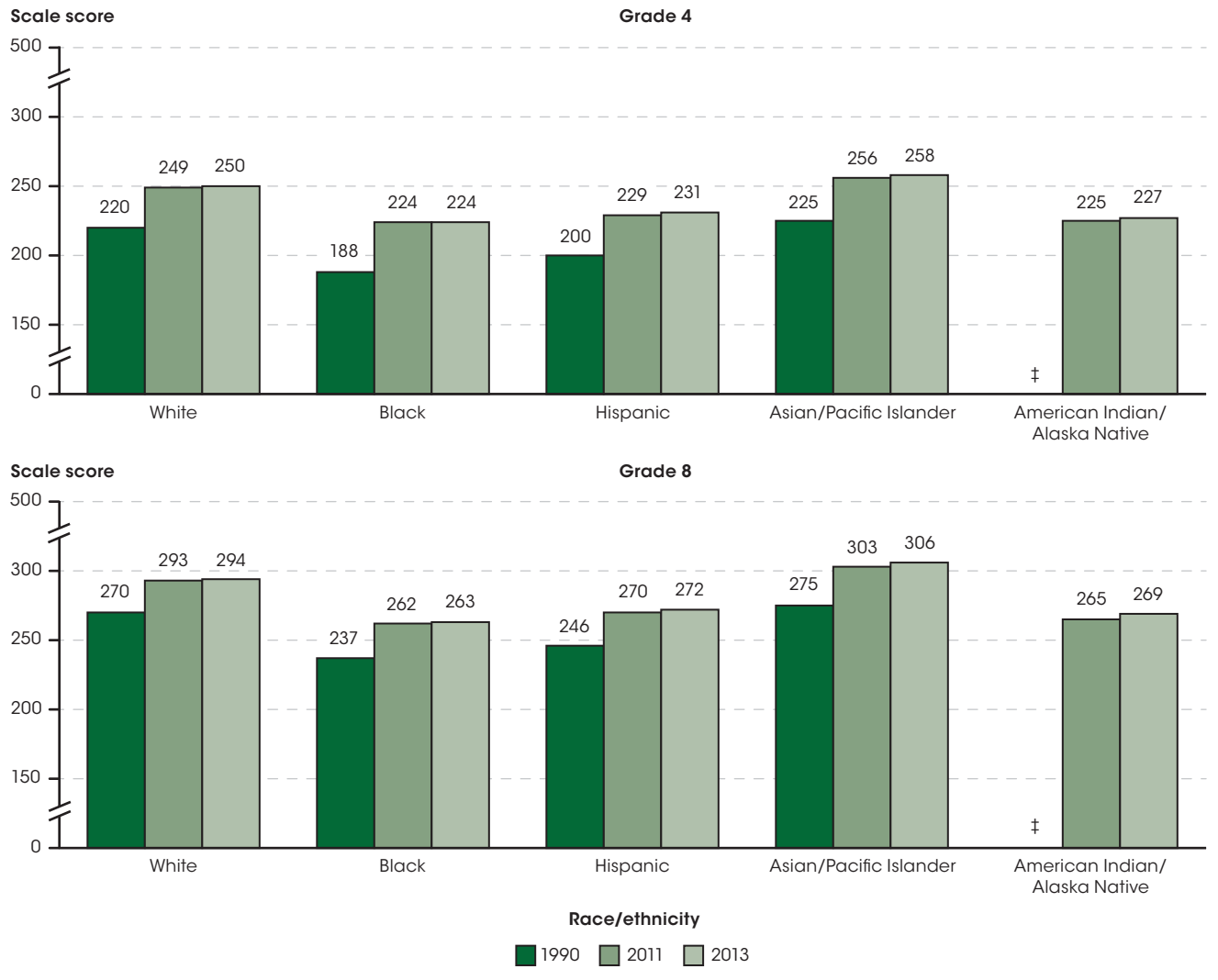
Indicator 10

Mathematics Achievement

At grade 4, the White-Black achievement gap in mathematics narrowed from 32 points in 1990 to 26 points in 2013; there were no measurable differences in the White-Hispanic gap in 1990 and 2013. At grade 8, there were no measurable differences in the White-Black achievement gap and the White-Hispanic achievement gap in 1990 and 2013.

The National Assessment of Educational Progress (NAEP) assesses student performance in mathematics at grades 4, 8, and 12. NAEP mathematics scores range from 0 to 500 for grades 4 and 8, while scores range from 0 to 300 for grade 12. NAEP mathematics assessments are administered periodically: prior to 2013, the most recent of these assessment data were collected in 2011 at grades 4 and 8 and in 2009 at grade 12.

Figure 10.1. Average mathematics scale scores of 4th- and 8th-grade students, by race/ethnicity: 1990, 2011, and 2013



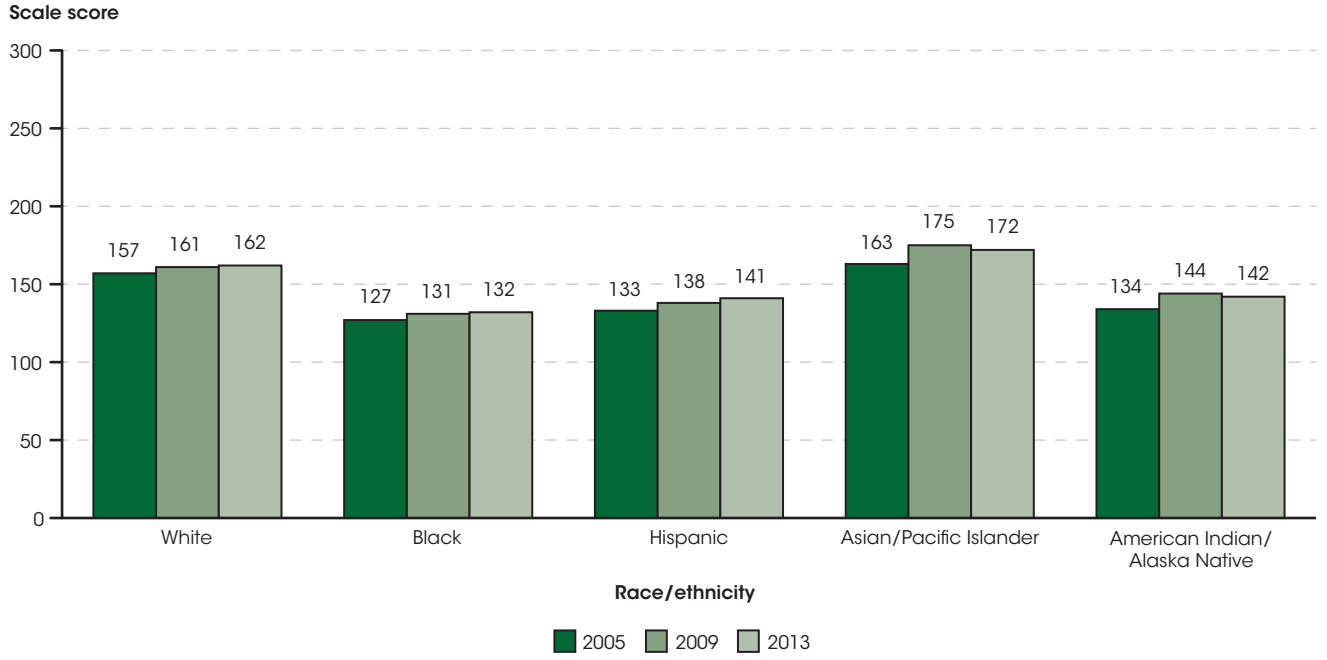
‡ Reporting standards not met (too few cases for a reliable estimate).
NOTE: Includes public and private schools. At grades 4 and 8, the National Assessment of Educational Progress (NAEP) mathematics scale ranges from 0 to 500. Testing accommodations (e.g., extended time, small group testing) for children with disabilities and English language learners were not permitted in 1990. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1990, 2011, and 2013 Mathematics Assessments, NAEP Data Explorer. See *Digest of Education Statistics 2014*, table 222.10.

At grade 4, the average mathematics scale scores in 2013 for White (250) and Hispanic students (231) were higher than the scores in 2011 (249 and 229, respectively). The 2013 scores for Black (224) and Asian/Pacific Islander (258) 4th-graders were not measurably different from the 2011 scores. White, Black, Hispanic, and Asian/Pacific Islander students all had higher scores in 2013 than in 1990. At grade 8, the average scores in 2013 for Hispanics (272), Asian/Pacific Islanders (306), and American Indians/Alaska Natives (269) were higher than in 2011 (270, 303, and 265, respectively), while the 2013 scores for White (294) and Black (263) students were not measurably different from their respective 2011 scores.

Prior to 2011, separate data for Asians, Pacific Islanders, and students of Two or more races were not collected at the school level. At grade 4, the average 2013 mathematics scores for Asians (259), Pacific Islanders (236), and students of Two or more races (245) were not measurably different from the scores in 2011. Similarly, at grade 8 the 2013 scores for Asians (309), Pacific Islanders (275), and students of Two or more races (288) were not measurably different from the scores in 2011.

Closing achievement gaps is a goal of both national and state education policies. In 2013 and in all previous assessment years since 1990, the average mathematics scores for White students at all grade levels have been higher than the scores for Black and Hispanic students. Although the White-Black and White-Hispanic achievement gaps did not change measurably from 2011 to 2013, there was some narrowing of racial/ethnic differences when compared with the early 1990s. At grade 4, the White-Black achievement gap narrowed from 32 points in 1990 to 26 points in 2013; there were no measurable differences in the White-Hispanic gap in 1990 and 2013. At grade 8, there were no measurable differences in the White-Black and White-Hispanic achievement gaps in 1990 and 2013.

Figure 10.2. Average mathematics scale scores of 12th-grade students, by race/ethnicity: 2005, 2009, and 2013



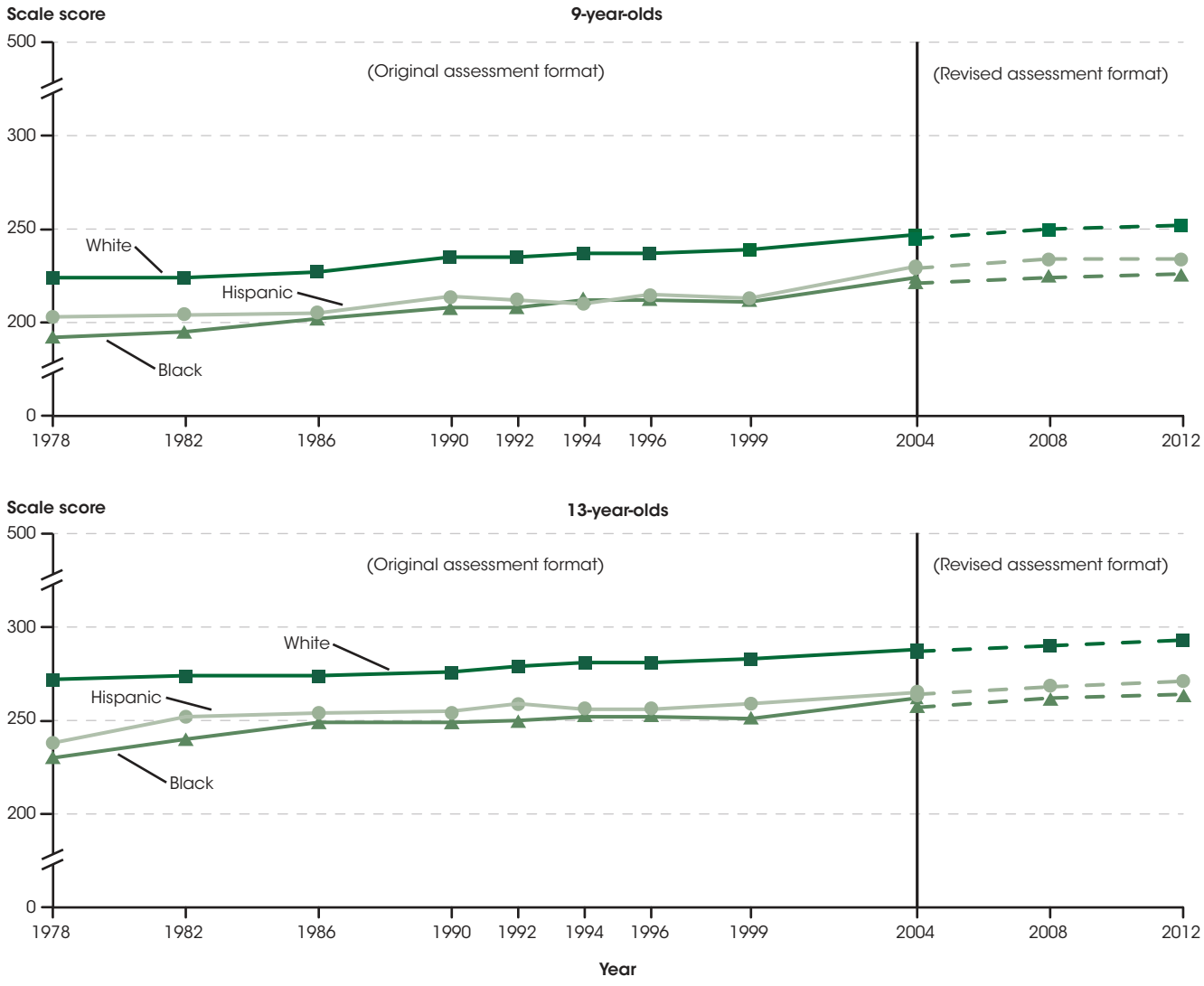
NOTE: Includes public and private schools. At grade 12, the National Assessment of Educational Progress (NAEP) mathematics scale ranges from 0 to 300. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005, 2009, and 2013 Mathematics Assessments, NAEP Data Explorer. See *Digest of Education Statistics 2014*, table 222.10.

At grade 12, the average 2013 scale scores for all racial/ethnic groups were not measurably different from the scores in 2009. However, the scores for all racial/ethnic groups were higher in 2013 than in 2005, except among American Indians/Alaska Natives, whose scores did not change measurably. For example, the scores for Asian/Pacific Islander students increased from 163 in 2005 to 172 in 2013. In 2013, the scores for Asians, Pacific Islanders, and students of Two or more races were 174, 151, and 155, respectively. The mathematics scores for White 12th-graders were higher than the scores for their Black and Hispanic peers between 2005 and 2013. There were no measurable changes in racial/ethnic achievement gaps at grade 12 during this period.

NAEP assessments have been conducted using several different designs, among which are the national main NAEP that was described above and the national long-term trend NAEP. The long-term trend NAEP assessments are designed to give information on the changes in the basic achievement level of America's youth since the early 1970s. They are administered nationally and report student performance in reading and mathematics at ages 9, 13, and 17. Measuring long-term trends of student achievement requires the precise replication of past procedures. For example, students of specific ages rather than grade levels are sampled in order to maintain consistency with the original sample design.[1] Similarly, the long-term trend instrument does not evolve based on changes in curricula or in educational practices. The difference in procedures between the main NAEP and the long-term NAEP mean that their results cannot be compared directly. Despite these differences, the examination of long-term trends can provide important information about achievement gaps for racial/ethnic groups over an extended period, and are particularly relevant for understanding the long-term changes that have occurred over time in the progress toward closing achievement gaps.

The results from the 2012 NAEP long-term trend assessments show some progress toward closing achievement gaps, particularly during the 1970s and 1980s. Overall, from the 1970s to 2012 some of the White-Black and White-Hispanic scale score gaps in mathematics narrowed, with Black and Hispanic students making larger gains in achievement during that period than White students.

Figure 10.3. Average mathematics scale scores from the long-term trend National Assessment of Educational Progress (NAEP) for 9-year-olds and 13-year-olds, by race/ethnicity: Selected years, 1978 to 2012

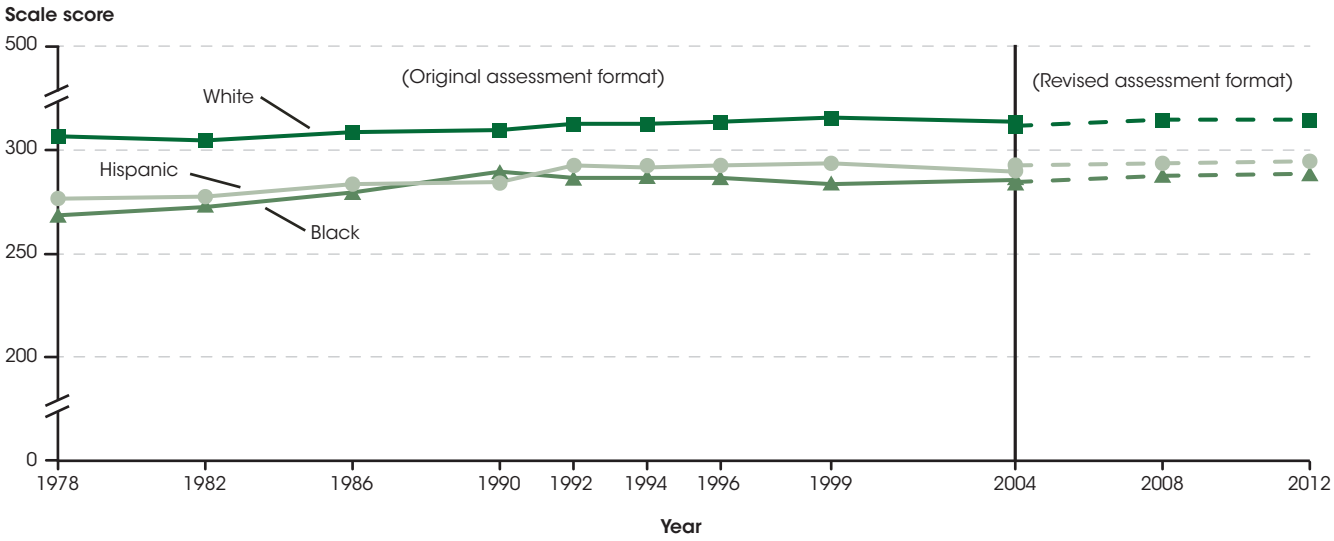


NOTE: Includes public and private schools. NAEP scores range from 0 to 500. Several administrative changes were initiated beginning with the 2004 assessment, including allowing accommodations for students with disabilities and for English language learners. To assess the impact of these revisions, two assessments were conducted in 2004, one based on the original assessment and one based on the revised assessment. In 2008 and 2012, only the revised assessment was used. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *NAEP 2012 Trends in Academic Progress*; and 2012 NAEP Long-Term Trend Mathematics Assessment, retrieved August 29, 2013, from Long-Term Trend NAEP Data Explorer (http://nces.ed.gov/nationsreportcard/naepdata/). See *Digest of Education Statistics 2014*, table 222.85.

Among 9-year-olds, larger gains for Black than for White 9-year-olds in mathematics narrowed the White-Black score gap from 32 points in 1978 to 25 points in 2012. The White-Hispanic score gap did not change significantly between 1978 and 2012. While there was variability in the White-Hispanic score gap for 9-year-olds from 1978 to 2012, there was no consistent narrowing of the gap over this time period.

Among 13-year-olds, the White-Black gap narrowed from 42 points in 1978 to 24 points in 1986. While there was variability in the White-Black score gap from 1986 to 2012, there was no consistent narrowing of the gap over this time period. The White-Hispanic score gap was smaller in 1982 (22 points) than in 1978 (34 points); there was no consistent narrowing of the White-Hispanic score gap from 1982 to 2012.

Figure 10.4. Average mathematics scale scores from the long-term trend National Assessment of Educational Progress (NAEP) for 17-year-olds, by race/ethnicity: Selected years, 1978 to 2012



NOTE: Includes public and private schools. NAEP scores range from 0 to 500. Several administrative changes were initiated beginning with the 2004 assessment, including allowing accommodations for students with disabilities and for English language learners. To assess the impact of these revisions, two assessments were conducted in 2004, one based on the original assessment and one based on the revised assessment. In 2008 and 2012, only the revised assessment was used. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *NAEP 2012 Trends in Academic Progress*; and 2012 NAEP Long-Term Trend Mathematics Assessment, retrieved August 29, 2013, from Long-Term Trend NAEP Data Explorer (http://nces.ed.gov/nationsreportcard/naepdata/). See *Digest of Education Statistics 2014*, table 222.85.

Among 17-year-olds, the White-Black gap narrowed from 38 points in 1978 to 21 points in 1990. While there was some variability in the White-Black gap from 1990 to 2012, there was no consistent narrowing of the gap over this time period. The White-Hispanic gap narrowed from 30 points in 1978 to 20 points in 1992, and then remained relatively steady (ranging from 19 to 22 points) from 1992 to 2012.

Endnotes:
[1] Changes in allowable assessment accommodations and procedures were introduced after 2004. Caution should be exercised in comparing long-term results from 2008 and 2012 with earlier years.

Reference tables: *Digest of Education Statistics 2014*, tables 222.10 and 222.85
Data sources: National Assessment of Educational Progress (NAEP)
Glossary: Achievement gap

Indicator 11

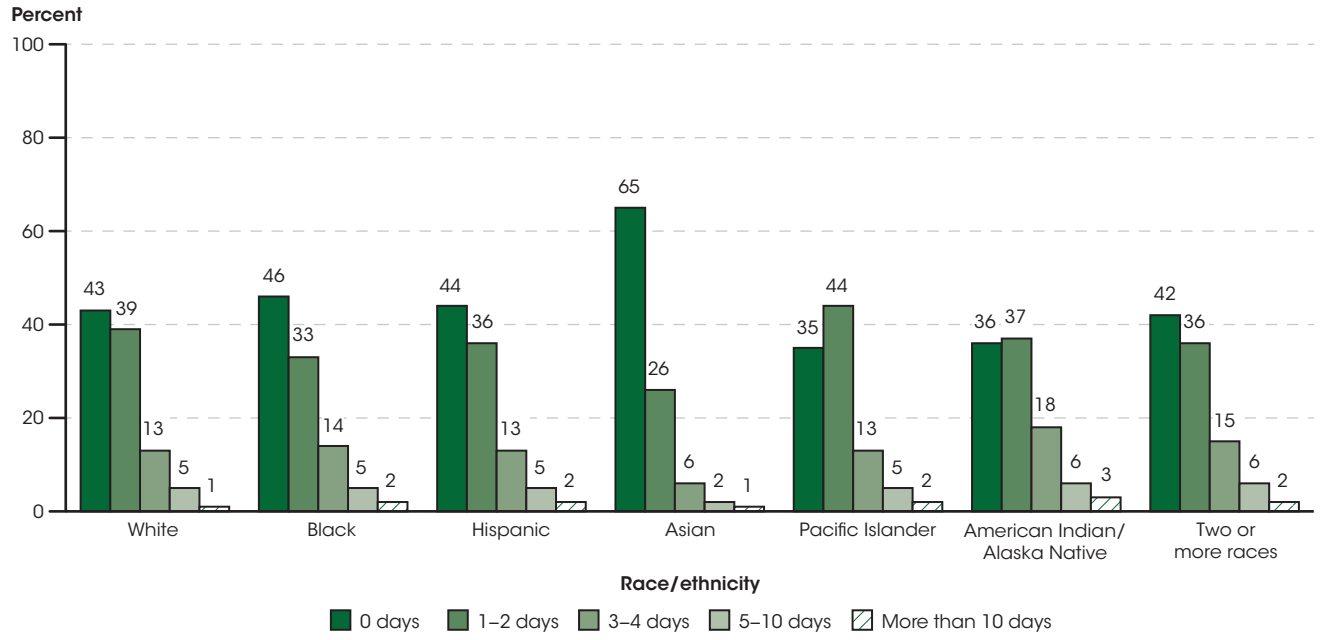
Absenteeism and Achievement

In 2013, 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 Black (46 percent), Hispanic (44 percent), White (43 percent), of Two or more races (42 percent), American Indian/Alaska Native (36 percent), or Pacific Islander (35 percent). Eighth graders who had zero absences in the last month had higher mathematics assessment scores than students with more absences.

Students who are frequently absent from school may experience academic difficulties and are less likely to complete school if no intervention takes place.[1]

Examining school absences by racial/ethnic group may reveal racial/ethnic differences in the percentages of students who are at risk academically.

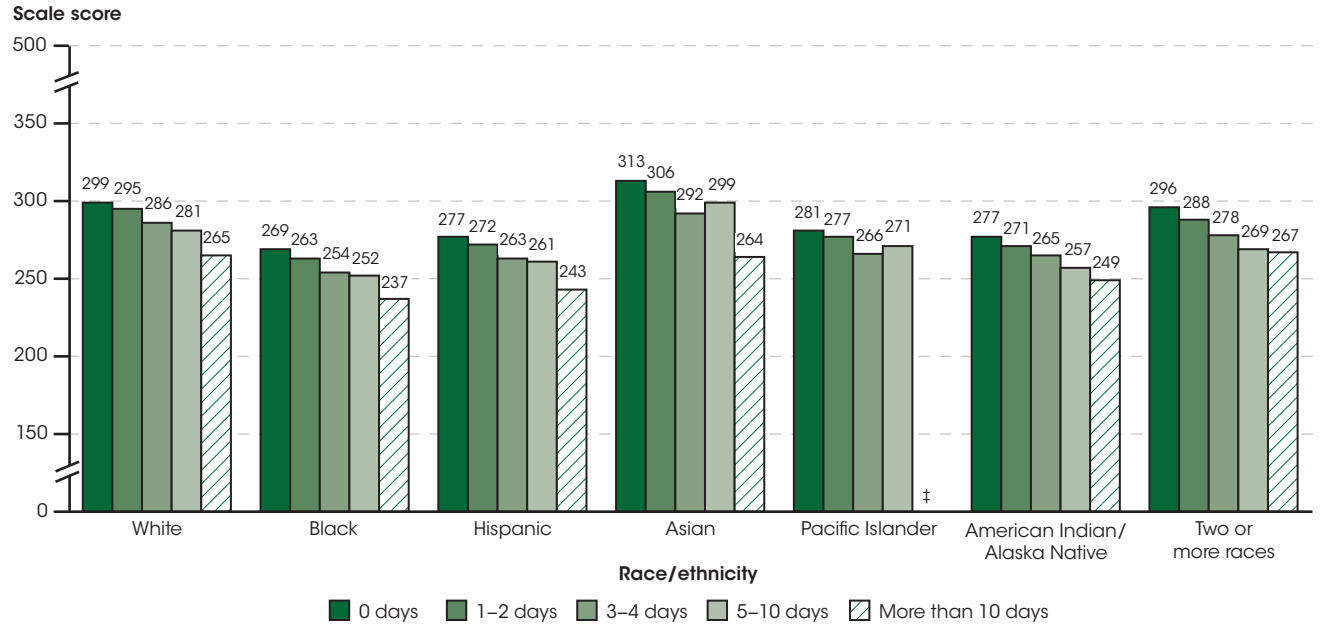
Figure 11.1. Percentage distribution of number of days 8th-grade students were absent from school, by race/ethnicity: 2013



NOTE: Includes public and private schools. Includes students tested with accommodations (11 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 (1 to 3 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), 2013 Mathematics and Reading Assessments, NAEP Data Explorer. See *Digest of Education Statistics 2014*, table 227.50.

As part of the 2013 National Assessment of Educational Progress (NAEP), students responded to a questionnaire that asked, among other questions, 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 Black (46 percent), Hispanic (44 percent), White (43 percent), of Two or more races (42 percent), American Indian/Alaska Native (36 percent), or Pacific Islander (35 percent). The percentages of 8th-grade students who had zero absences from school in the last month were lower for Pacific Islander and American Indian/Alaska Native students than for students of all other racial/ethnic groups surveyed. A higher percentage of American Indian/Alaska Native 8th-grade students (3 percent) than of Hispanic (2 percent), White (1 percent), or Asian 8th-grade students (1 percent) were absent more than 10 days in the last month. There were no measurable differences in the percentages of American Indian/Alaska Native students, Black students, and students of Two or more races who had 10 or more absences in the past 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: 2013

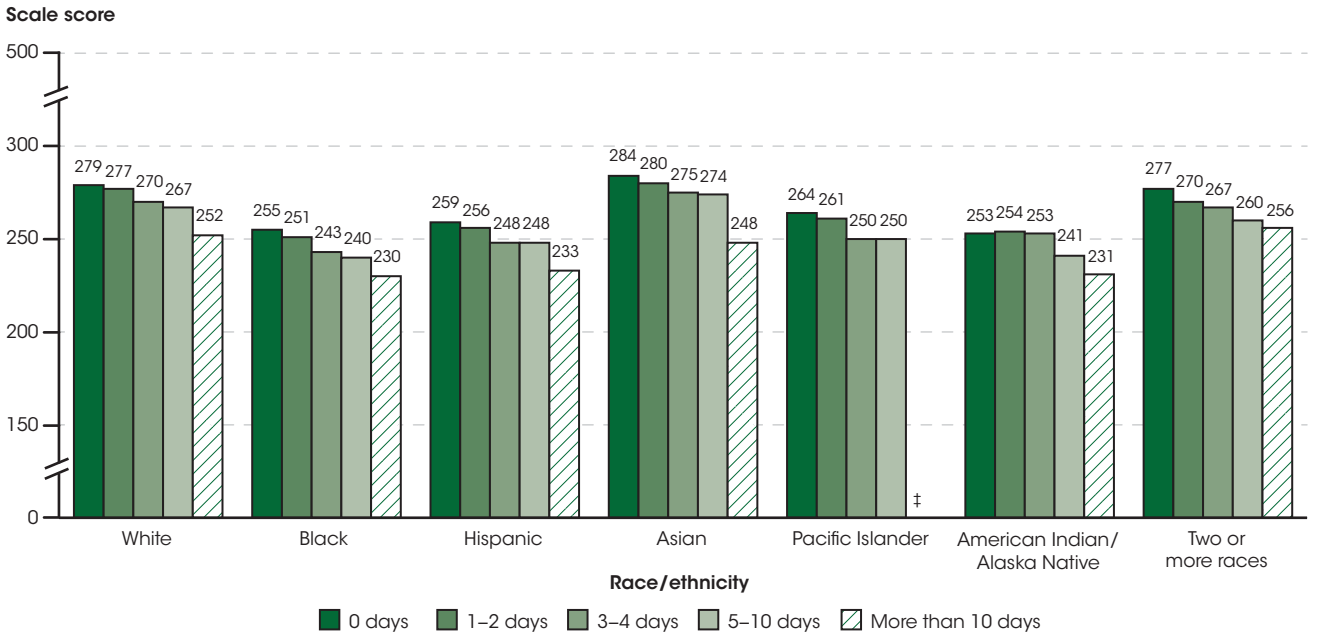


‡ Reporting standards not met (too few cases for a reliable estimate).
NOTE: Includes public and private schools. At grade 8, the National Assessment of Education Progress (NAEP) mathematics scale ranges from 0 to 500. Includes students tested with accommodations (11 to 13 percent of all students, depending 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 (1 to 3 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), 2013 Mathematics and Reading Assessments, NAEP Data Explorer. See *Digest of Education Statistics 2014*, table 227.50.

Examining students' school attendance and their scores on the NAEP 2013 mathematics assessment sheds light on the link between school absences and achievement. Students with fewer absences, on average, scored higher than their peers with more absences. Within each of the White, Black, Hispanic, Asian, and Two or more races groups, 8th-grade students who had zero absences from school in the last month had higher mathematics scale scores than 8th-grade students who had any other number of absences in the last month. For example, American Indian/Alaska Native students who had zero absences in the last month had higher mathematics scores than those who were absent 3–4 days, 5–10 days, or more than 10 days.

For students with similar numbers of absences, mathematics achievement in 2013 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 did 8th-grade students of every other racial/ethnic group who had zero absences in the last month. This pattern of Asian students scoring higher than students from other racial/ethnic groups while having the same number of absences also emerged for students who were absent 1–2 days and 3–4 days, with one exception: The math scores for Asian and White students who were absent 3–4 days were not measurably different. Similarly, Asian students who were absent 5–10 days scored higher in mathematics than students in every other racial/ethnic group who were absent 5–10 days except Pacific Islander students, whose scores were not measurably different from those of Asian students. In contrast, Black 8th-grade students who had zero absences from school in the last month scored lower in math than 8th-grade students of every other racial/ethnic group who had zero absences. Black 8th-graders who were absent 1–2 days, 3–4 days and 5–10 days scored lower in mathematics than their counterparts who were White, Hispanic, Asian, and of Two or more races. Additionally, Black students who were absent more than 10 days scored lower than White students and students of Two or more races who were absent more than 10 days.

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: 2013



‡ Reporting standards not met (too few cases for a reliable estimate).
NOTE: Includes public and private schools. At grade 8, the National Assessment of Education Progress (NAEP) reading scale ranges from 0 to 500. Includes students tested with accommodations (11 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 (1 to 3 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), 2013 Mathematics and Reading Assessments, NAEP Data Explorer. See *Digest of Education Statistics 2014*, table 227.50.

Differences in NAEP 2013 reading assessment scores for 8th-grade students followed, to some extent, the pattern of the differences in NAEP 2013 mathematics assessment scores for 8th-grade students. Within each of the White, Black, Hispanic, and Two or more races 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 in the last month. Reading scores for Asian students who were absent zero days in the last month were not measurably different from 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. Reading scores for American Indian/Alaska Native students who were absent zero days in the last month were not measurably different from the scores for those absent 1–2 days or 3–4 days, but were higher than the scores for those absent 5–10 days or more than 10 days.

Reading achievement in 2013 can also be compared for students in different racial/ethnic groups who had similar numbers of absences. Asian 8th-graders with zero absences in the last month scored higher in reading than 8th-graders from every other racial/ethnic group with zero absences. This pattern of Asian students scoring higher than students from other racial/ethnic groups while having the same number of absences also emerged for students who were absent 1–2 days, 3–4 days, and 5–10 days, with these exceptions: Asian students' reading scores were not measurably different from those of White students when the number of absences was 1–2 days, 3–4 days, or 5–10 days, and scores for Asian students and students of Two or more races were not measurably different for those absent 5–10 days. Black students scored lower in reading than White, Hispanic, and Asian students and students of Two or more races for each of the following groups of 8th-graders: those whose absences in the last month were zero days, 1–2 days, 3–4 days, and 5–10 days. Of 8th-graders who were absent more than 10 days in the last month, White students and students of Two or more races scored higher than Black, Hispanic, and 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.

Reference tables: *Digest of Education Statistics 2014*, table 227.50
Glossary: N/A
Data sources: National Assessment of Educational Progress (NAEP)

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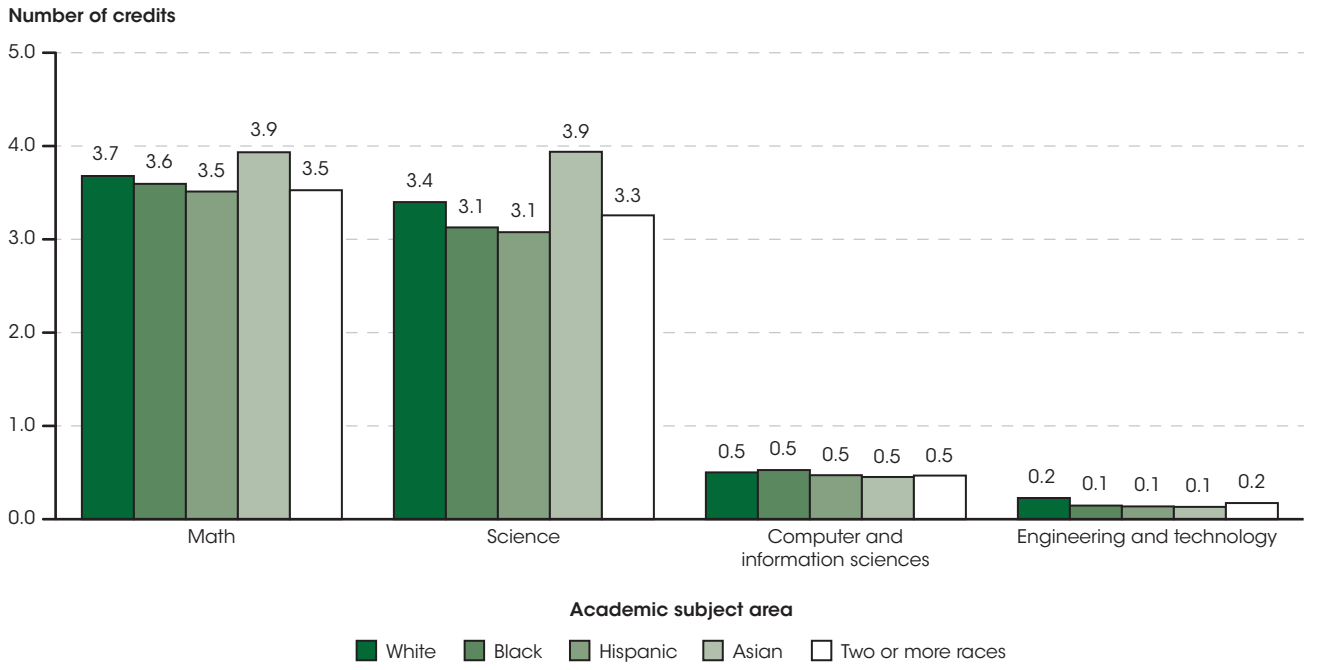
Indicator 12

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 (HSLS:09), high school transcripts were obtained in 2013 from a nationally representative sample of 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.

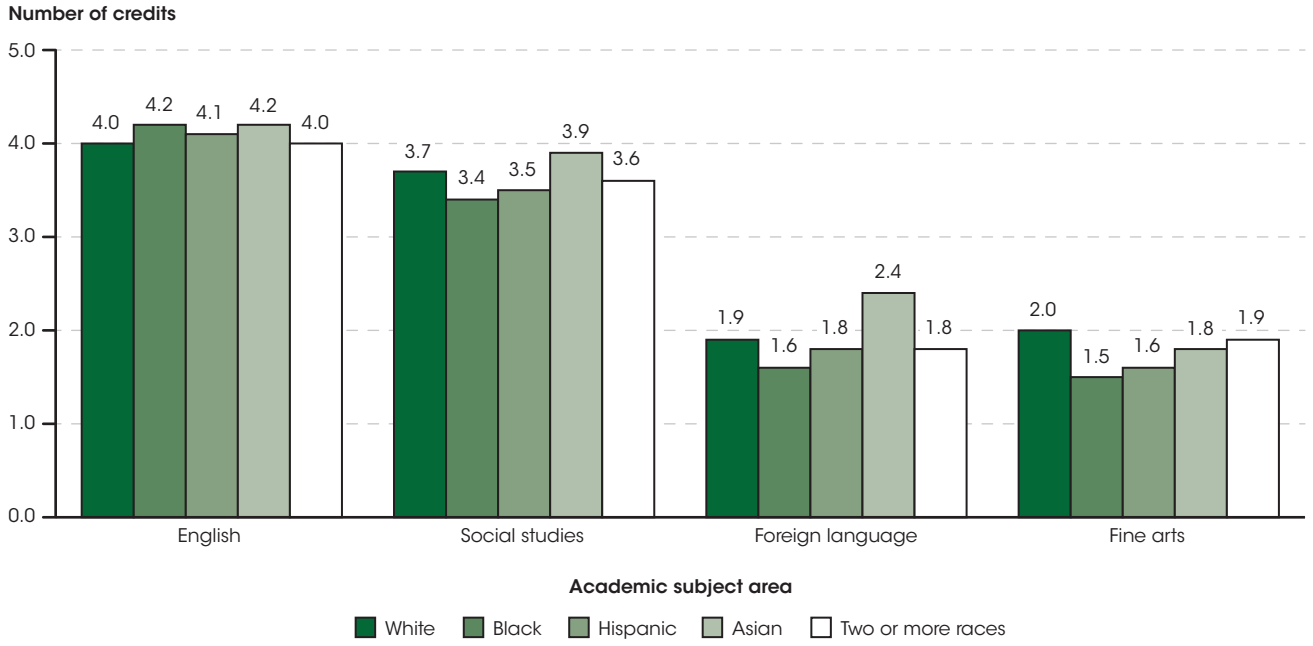
Figure 12.1. Average high school credits earned by fall 2009 ninth-graders in STEM academic subject areas, by race/ethnicity: 2013



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.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS: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]

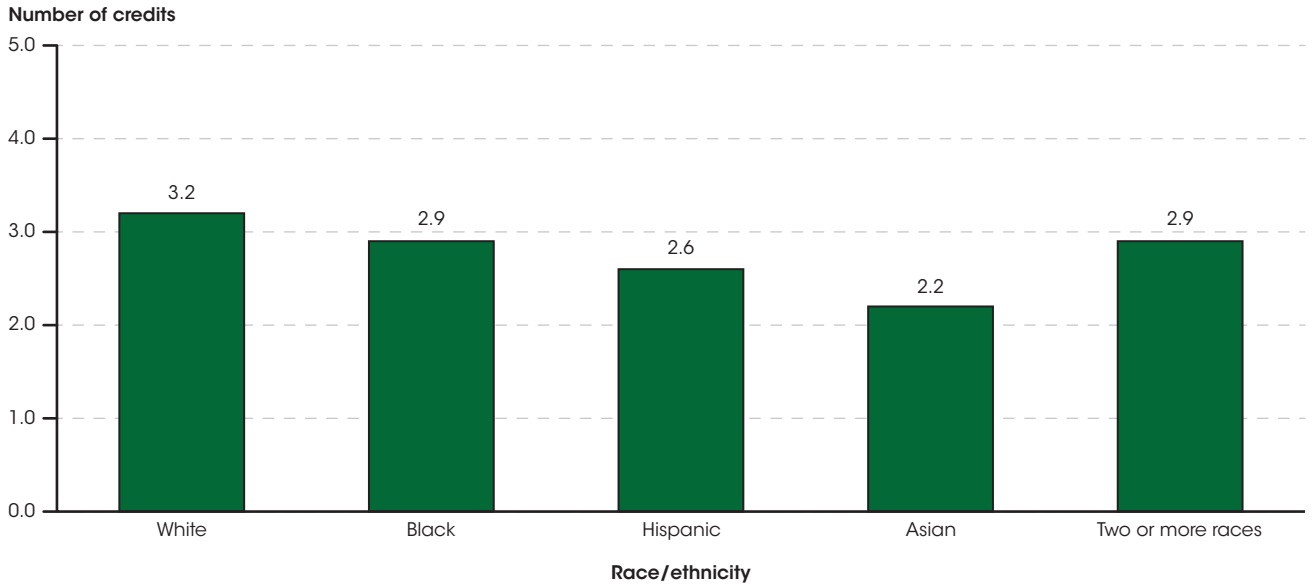
Figure 12.2. Average high school credits earned by fall 2009 ninth-graders in non-STEM academic subject areas, by race/ethnicity: 2013



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 (HSLS: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.

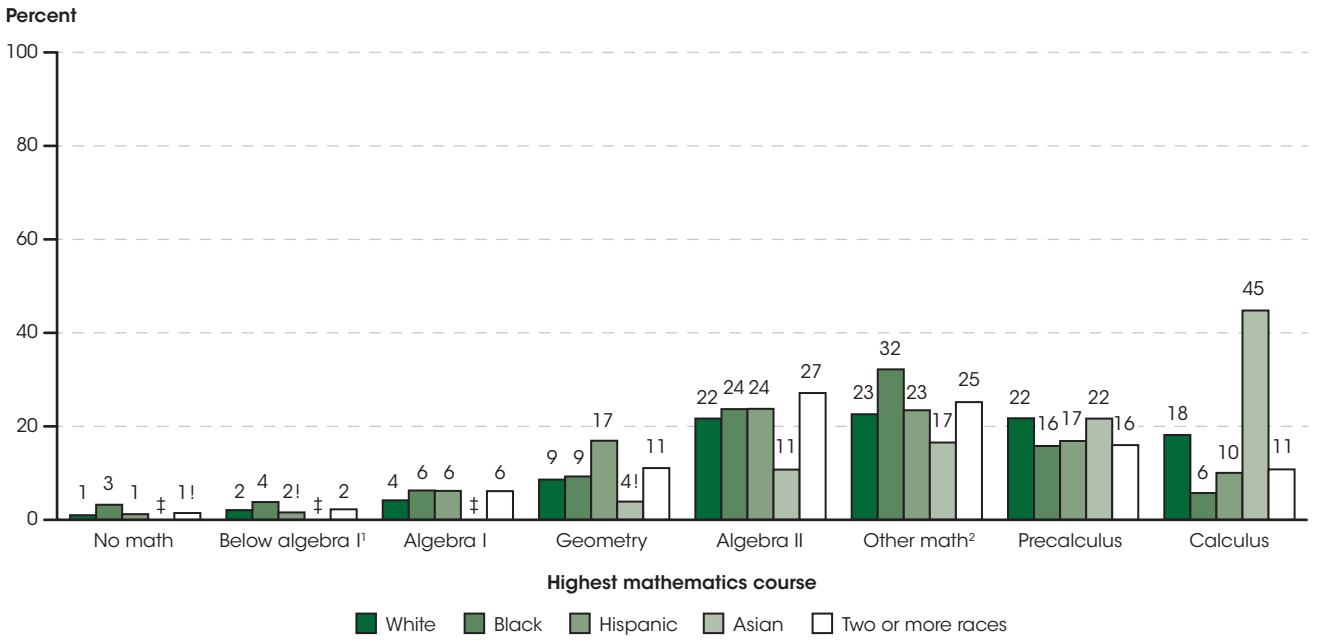
Figure 12.3. Average high school credits earned by fall 2009 ninth-graders in career and technical education (CTE), by race/ethnicity: 2013



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 (HSLS: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

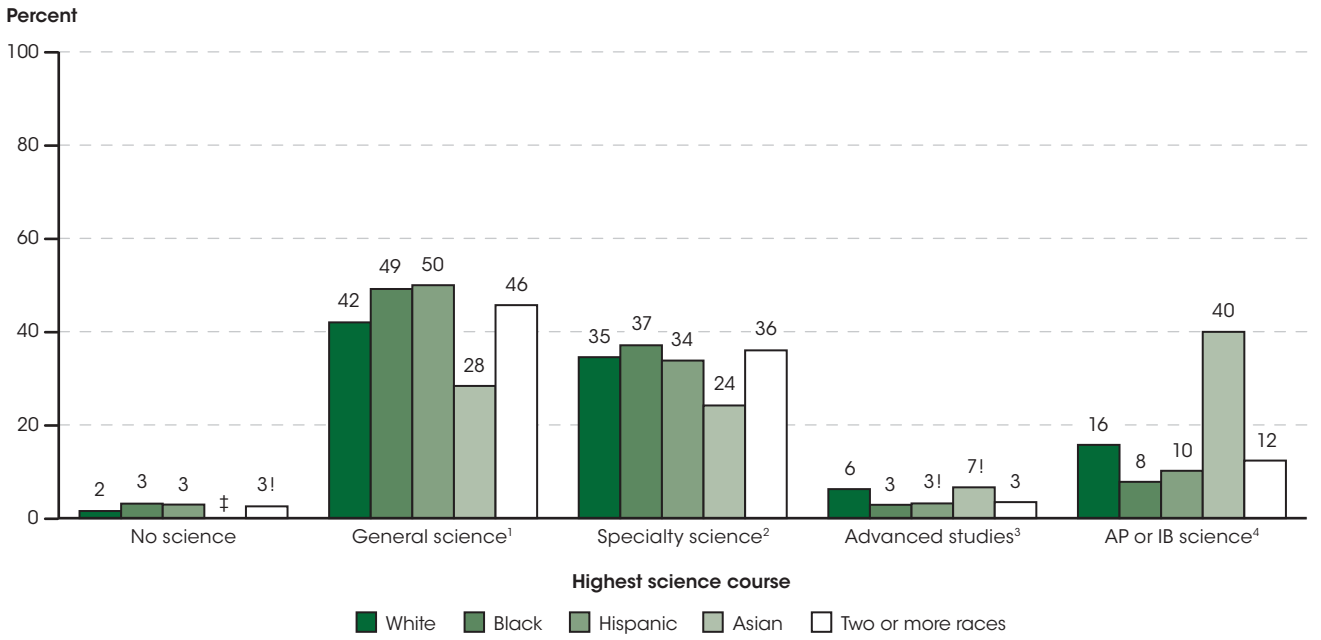


! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.
[1] Includes basic math, applied math, other math such as history of math and mathematics–test preparation, and pre-algebra.
[2] 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.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS: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.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS: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 (HSLS: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 (HSLS:09)

Glossary: Career/technical education (CTE), Transcript

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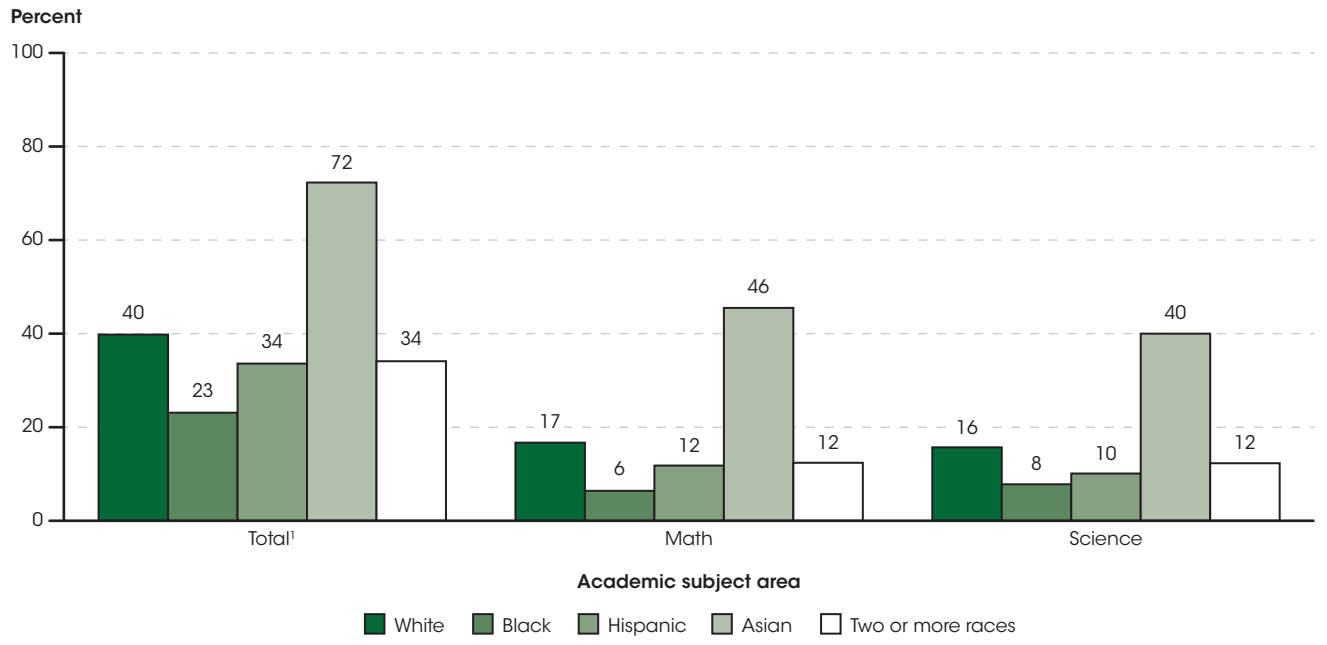
Indicator 13

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 (HSLS: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.

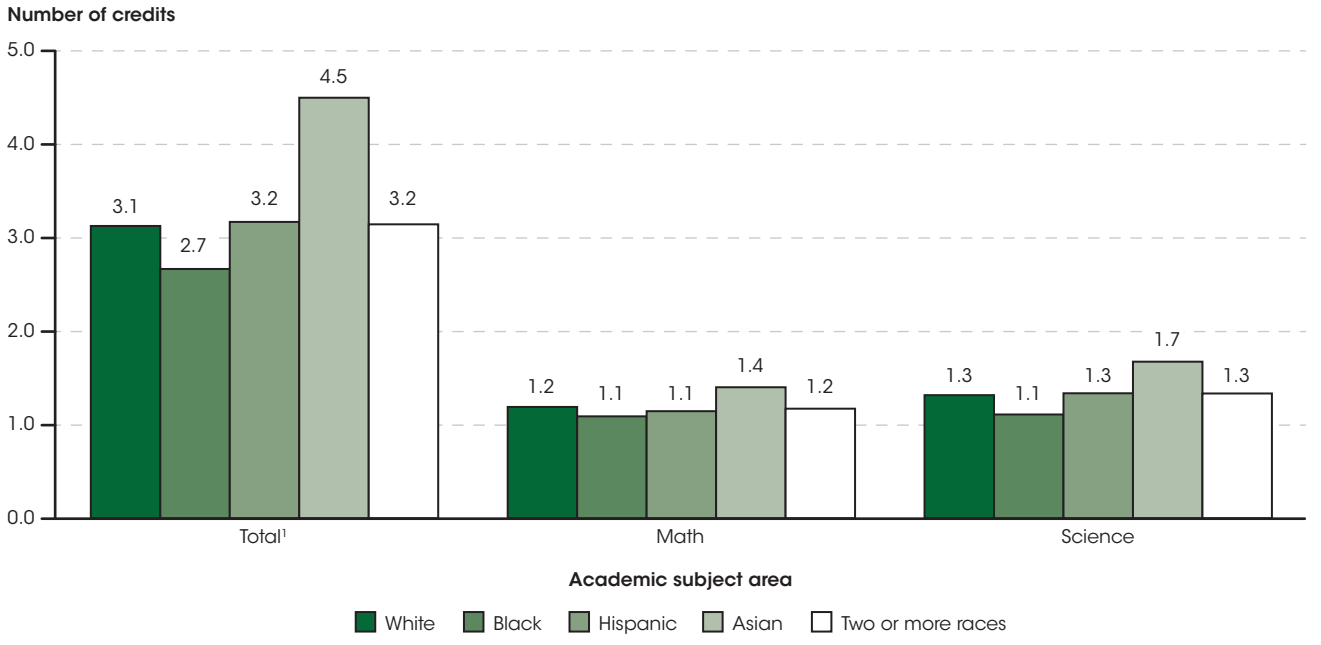
Figure 13.1. Percentage of fall 2009 ninth-graders earning any credit in Advanced Placement (AP) or International Baccalaureate (IB) courses, by academic subject area and race/ethnicity: 2013



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

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

Chapter 4 looks at measures of student behavior and persistence. *Indicator 14* examines rates of retention, suspension, and expulsion. In 2014, higher percentages of Hispanic students (3.6 percent) and Black students (3.0 percent) than of White students (2.0 percent) were retained in grade. In 2012, some 19.6 percent of public school students in grades 6 through 12 had ever been suspended from school. A higher percentage of Black students (38.8 percent) than of students from any other racial/ethnic group had ever been suspended. Similarly, a higher percentage of Black students (4.6 percent) than of Hispanic students (1.9 percent) and White students (1.8 percent) had ever been expelled. Overall, rates of suspension and expulsion were higher for males than for females.

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 2013, 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 7 percent (*Indicator 16*). The status dropout rate in 2013 was lower for individuals who were Asian (2 percent), White (5 percent), Pacific Islander (5 percent), and of Two or more races (5 percent) than for individuals who were Black (9 percent), Hispanic (12 percent), and American Indian/Alaska Native (13 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 2013, approximately 26.3 million young adults (92 percent) had earned a high school diploma or alternative credential (*Indicator 17*). The White (94 percent) and Asian (96 percent) status completion rates were higher than the rates for Black (92 percent) and Hispanic (85 percent) young adults, and the rates for all these groups were lower than the rate for Pacific Islander (99 percent) young adults.

Chapter 4. Student Behaviors and Persistence

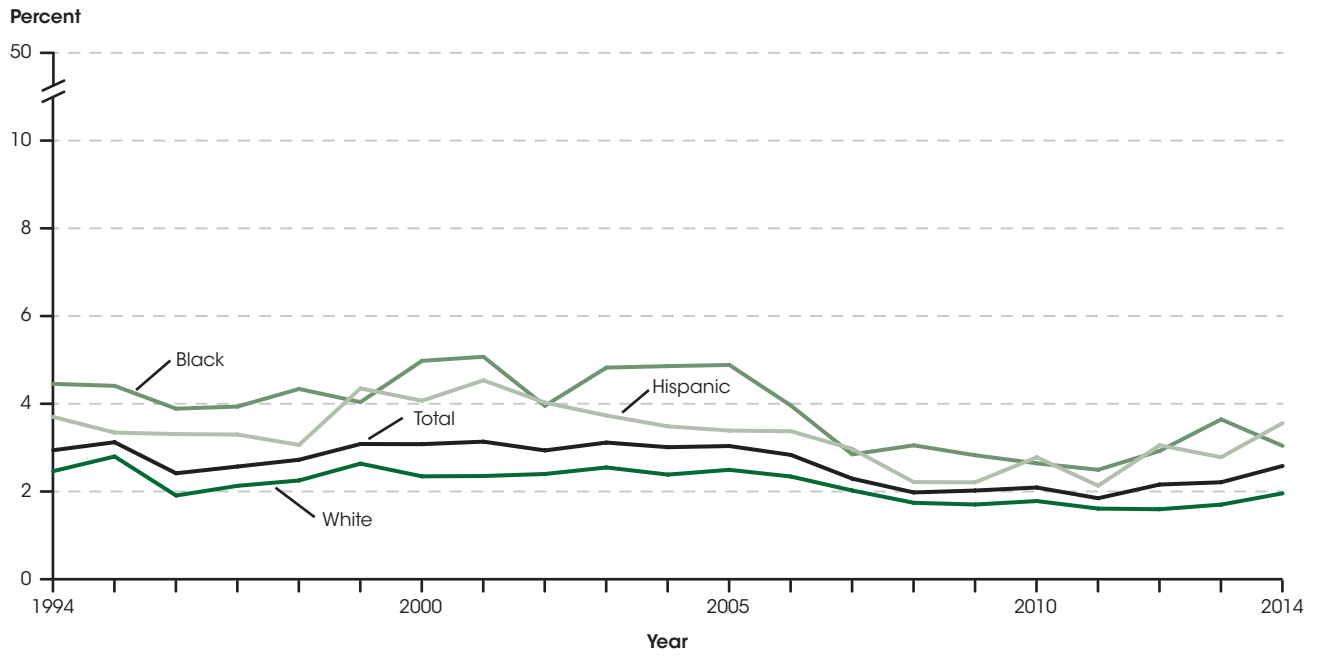
Indicator 14

Retention, Suspension, and Expulsion

In 2012, the percentage of Black male students who had ever been suspended from school (48.3 percent) was more than twice the percentage of Hispanic (22.6 percent), White (21.4 percent), and Asian/Pacific Islander (11.2 percent) male students who had ever been suspended. Similarly, the percentage of Black female students who had ever been suspended (29.0 percent) was more than twice the percentage of Hispanic (11.8 percent), White (9.4 percent), and Asian/Pacific Islander (7.9 percent) female students who had ever been suspended.

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. Every year, the October version of the Current Population Survey (CPS) asks parents to report on different aspects of their child's enrollment in school including the current grade in which their child is enrolled, as well as the grade in which their child was enrolled in October of the prior school year. Those students who remain in the same grade from one school year to the next are considered to be retained students.

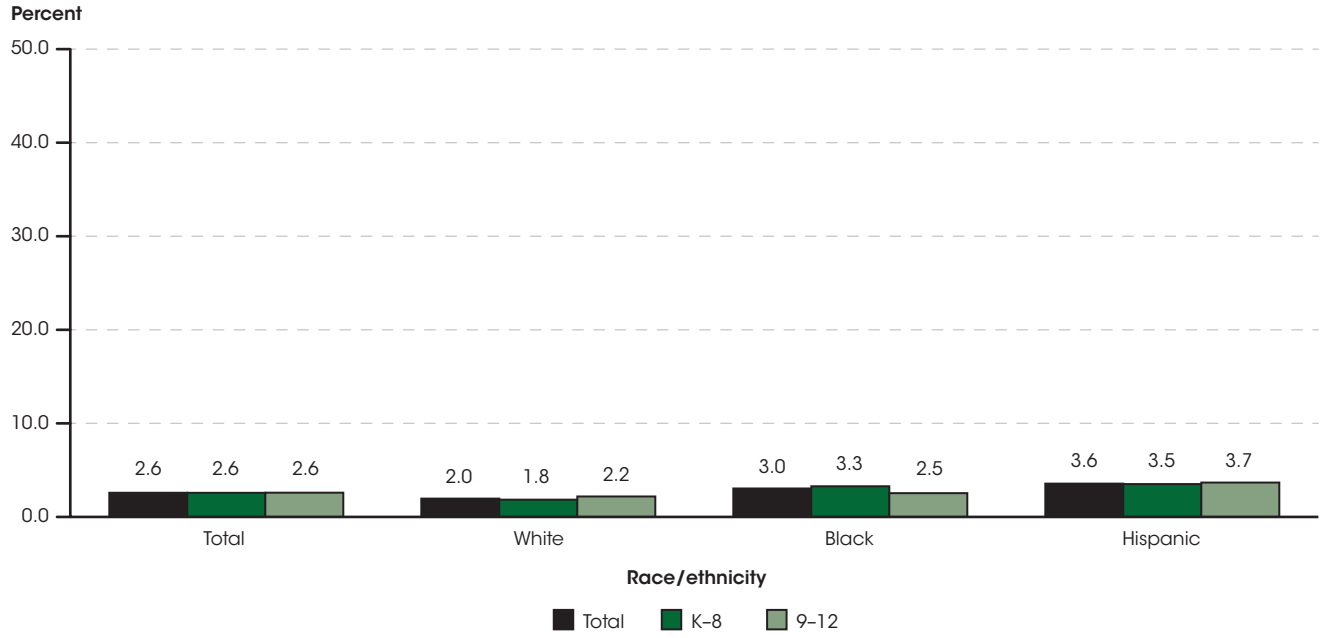
Figure 14.1. Percentage of elementary and secondary school students retained in grade, by race/ethnicity: October 1994 through October 2014



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 (CPS), October, 1994 through 2014. See *Digest of Education Statistics 2015*, table 225.90.

In October 2014, about 2.6 percent of students in kindergarten through grade 12 were retained from the prior school year. This was not measurably different from the total percentage of students retained in 1994. The percentage of Black students retained decreased between 1994 and 2014 (from 4.5 to 3.0 percent), as did the percentage of White students (from 2.5 to 2.0 percent). There was no measurable difference in the percentages of Hispanic students retained in 1994 and 2014. For most years between 1994 and 2014, higher percentages of Black and Hispanic students were retained than White students.

Figure 14.2. Percentage of elementary and secondary school students retained in grade, by race/ethnicity and grade level: October 2014

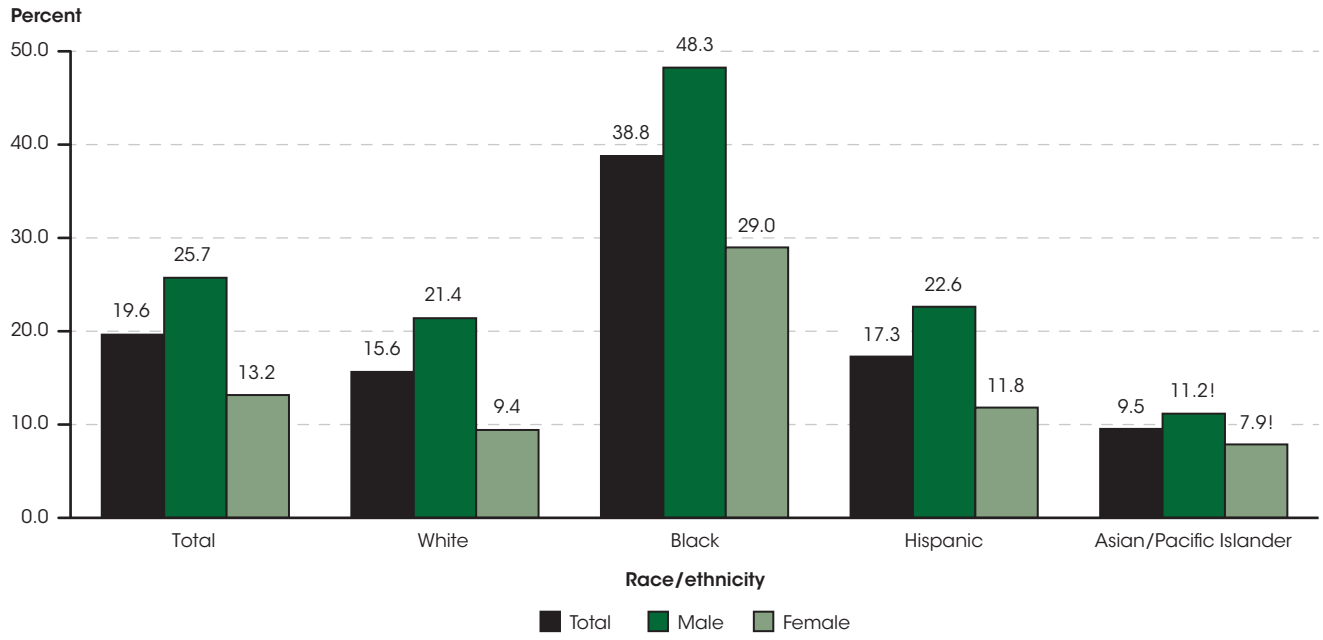


NOTE: Data are as of October of each year. Excludes students who were reported as being in a higher grade the previous year than the given year. Race categories exclude persons of Hispanic ethnicity. Totals include other racial/ethnic categories not separately shown.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2014. See *Digest of Education Statistics 2015*, table 225.90.

Higher percentages of Hispanic students (3.6 percent) and Black students (3.0 percent) were retained than White students (2.0 percent) in 2014. When examining only students in kindergarten through 8th grade, higher percentages of Hispanic students (3.5 percent) and Black students (3.3 percent) were retained than White students (1.8 percent). When examining only students in 9th through 12th grade, Hispanic students (3.7 percent) were also retained at higher rates than White students (2.2 percent); there were no measurable differences between the percentages of Black and White students retained in this grade span. There were no measurable differences in the percentage of students retained in kindergarten through 8th grade and the percentage retained in 9th through 12th grade, regardless of racial/ethnic group.

Students in higher grades 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 National Household Education Survey, collected by the National Center for Education Statistics, asks parents whether their child had ever been suspended or expelled from school. This indicator examines the percentage of students in all grades who were retained in the prior school year, as well as the percentage of students who had ever been suspended or expelled, by race/ethnicity.

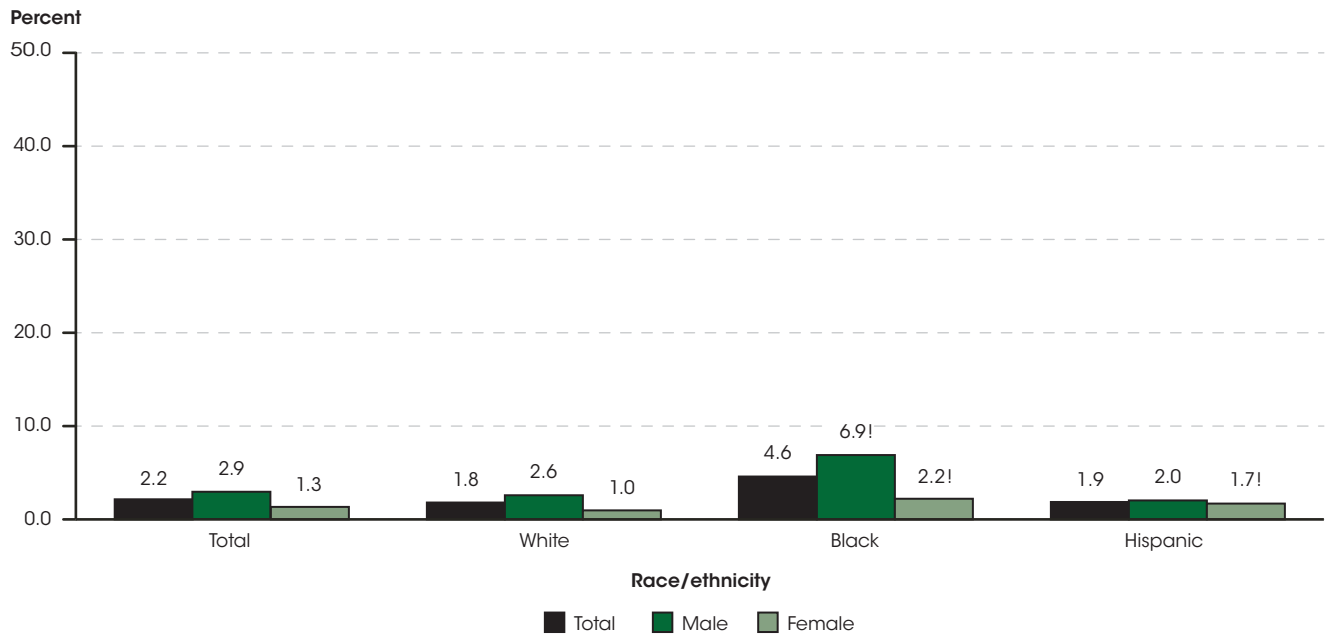
Figure 14.3. Percentage of public school students in grades 6 through 12 who had ever been suspended, by race/ethnicity and sex: 2012



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
NOTE: All information, including control of school, is based on parent reports. Excludes homeschooled children. Race categories exclude persons of Hispanic ethnicity. Total includes other racial/ethnic groups not shown separately.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (PFI-NHES:2012). See *Digest of Education Statistics 2015,* table 233.20.

In 2012, some 19.6 percent of public school students in grades 6 through 12 had ever been suspended from school. A higher percentage of Black students had ever been suspended (38.8 percent) than students from all other racial/ethnic groups. In contrast, a lower percentage of Asian/Pacific Islander students (9.5 percent) had ever been suspended than students from all other racial/ethnic groups. A higher percentage of male students (25.7 percent) than female students (13.2 percent) had ever been suspended. This pattern of higher percentages of male than female students being suspended held across all racial/ethnic groups, except for Asian/Pacific Islander students for whom there was no measurable difference. The percentage of Black male students who had ever been suspended (48.3 percent) was more than twice the percentage of Hispanic (22.6 percent), White (21.4 percent), and Asian/Pacific Islander (11.2 percent) male students who had ever been suspended. Similarly, the percentage of Black female students who had ever been suspended (29.0 percent) was more than twice the percentage of Hispanic (11.8 percent), White (9.4 percent), and Asian/Pacific Islander (7.9 percent) female students who had ever been suspended.

Figure 14.4. Percentage of public school students in grades 6 through 12 who had ever been expelled, by race/ethnicity and sex: 2012



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
NOTE: Data for Asian/Pacific Islanders not shown because reporting standards were not met. All information, including control of school, is based on parent reports. Excludes homeschooled children. Race categories exclude persons of Hispanic ethnicity. Total includes other racial/ethnic groups not shown separately.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (PFI-NHES:2012). See *Digest of Education Statistics 2015*, table 233.20.

About 2.2 percent of students had ever been expelled from school in 2012. A higher percentage of Black students (4.6 percent) than Hispanic students (1.9 percent) and White students (1.8 percent) had ever been expelled.

Similar to suspensions, a higher percentage of male (2.9 percent) than female (1.3 percent) students had ever been expelled.

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*, 441–457; Stearns, E., and Glennie, E.J. (2006). When and Why Dropouts Leave High School, *Youth & Society, 38*(1), 29–57.

Reference tables: *Digest of Education Statistics 2015*, tables 225.90 and 233.20

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

Glossary: Expulsion, Retention in grade, Suspension

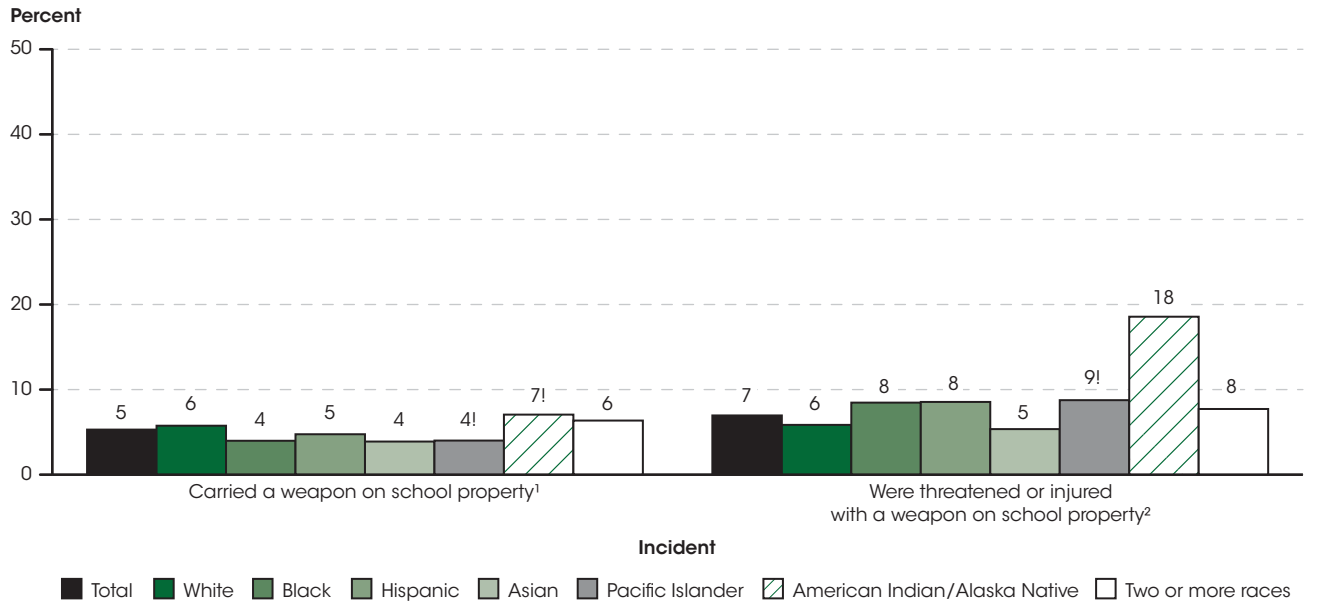
Indicator 15

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 property[1] 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 gangs[2] at their school,[3] how often[4] 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 school[5] because of fear of attack or harm during the school year.

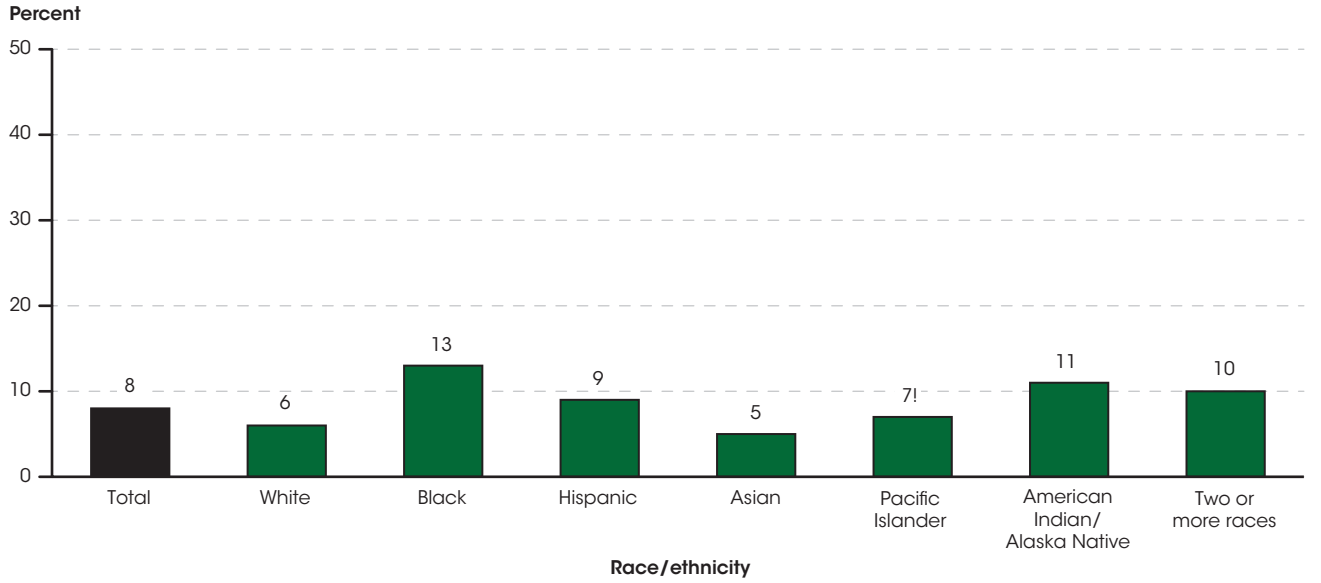
Figure 15.1. Percentage of students in grades 9–12 who reported carrying a weapon on school property at least 1 day during the previous 30 days or being threatened or injured with a weapon on school property during the previous 12 months, by race/ethnicity: 2013



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
[1] Respondents were asked about carrying "a weapon such as a gun, knife, or club" at least 1 day 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.
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*, 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.

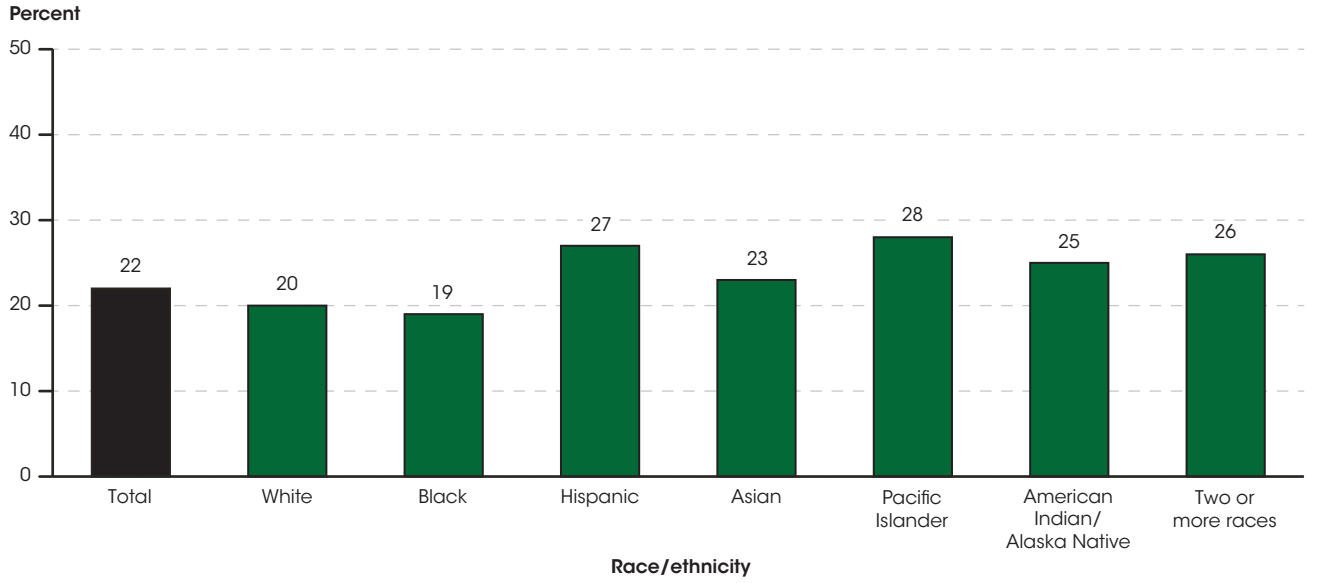
Figure 15.2. Percentage of students in grades 9–12 who reported having been in a physical fight on school property at least one time during the previous 12 months, by race/ethnicity: 2013



! 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.

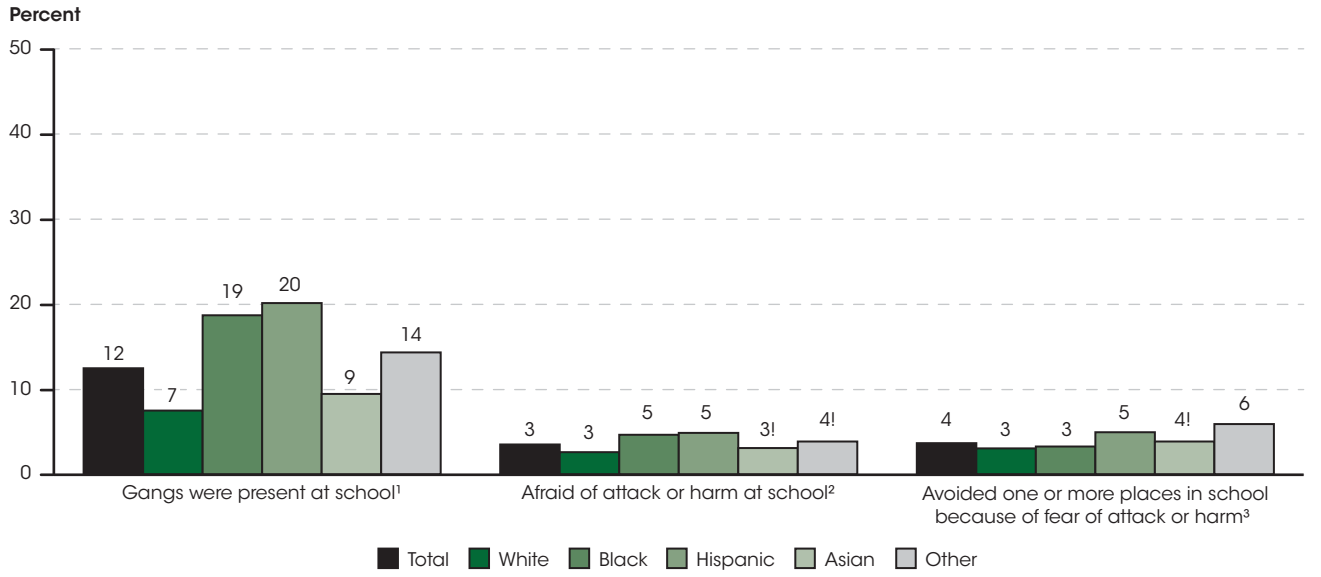
Figure 15.3. Percentage of students in grades 9–12 who reported that illegal drugs were made available to them on school property during the previous 12 months, by race/ethnicity: 2013



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.

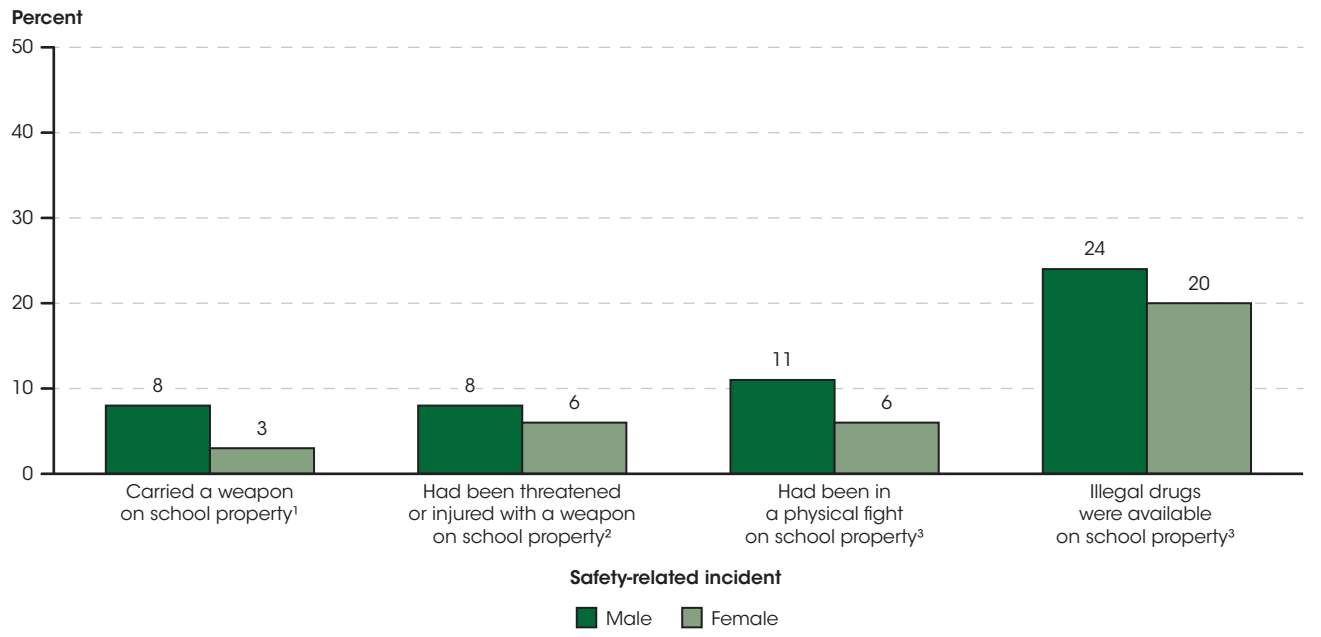
Figure 15.4. Percentage of students ages 12–18 who reported gang presence at school, fear of attack or harm at school, or avoidance of one or more places in school because of fear of attack or harm during the school year, by race/ethnicity: 2013



! 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.
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

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

Glossary: N/A

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Indicator 16

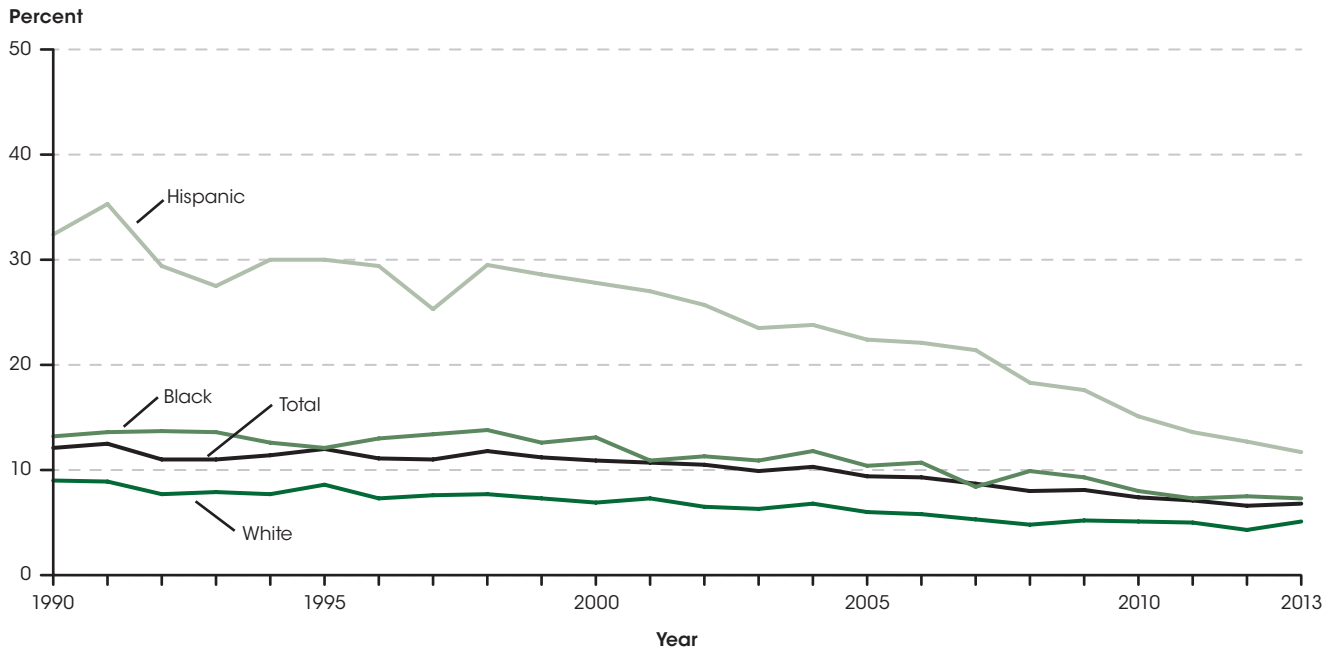
High School Status Dropout Rates

From 1990 to 2013, the Hispanic status dropout rate decreased from 32 to 12 percent, while the Black rate decreased from 13 to 7 percent, and the White rate decreased from 9 to 5 percent. Nevertheless, the Hispanic status dropout rate in 2013 remained higher than the Black and White status dropout rates.

The *status dropout rate* measures the percentage of 16- to 24-year-olds who are not enrolled in school and have not earned a high school credential.[1] Status dropouts are no longer attending school (public or private) and do not have a high school level of educational attainment. 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, noninstitutionalized group quarters (such as college or military housing), and institutionalized group quarters (such as correctional or nursing facilities), and can provide detail on smaller demographic groups.

Data from the CPS show that in 2013, approximately 2.6 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 7 percent of the 38.8 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 (7 percent) and Hispanic (12 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: 1990 through 2013

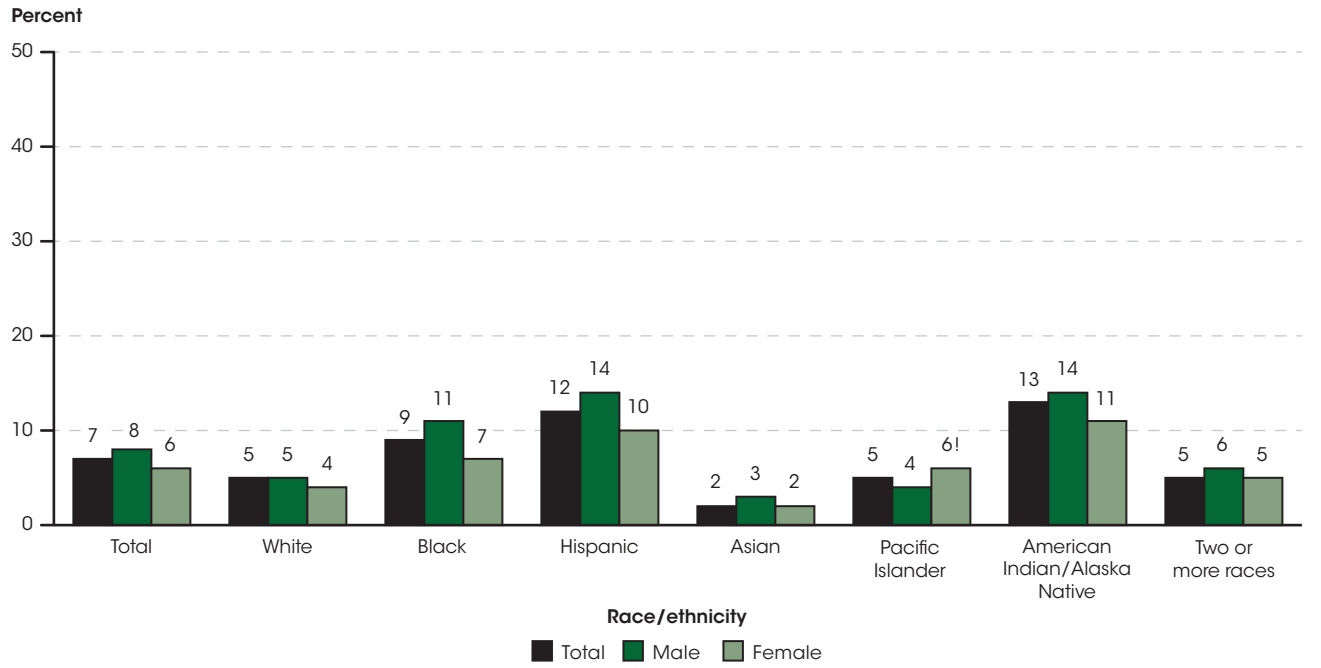


NOTE: The status dropout rate is the percentage of 16- to 24-year-olds who are not enrolled in school and have not earned a high school credential (either a diploma or an equivalency credential such as a GED certificate). Data for total include other racial/ethnic categories not separately shown. Race 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 2013. See *Digest of Education Statistics 2014*, table 219.70.

The status dropout rate for all 16- to 24-year-olds decreased from 12 percent in 1990 to 7 percent in 2013, with most of the decline occurring after 2000 (when the rate was 11 percent). However, there was no measurable difference between the 2012 rate and the 2013 rate. In each year from 1990 to 2013, 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 Whites declined from 9 to 5 percent; the rate for Blacks declined from 13 to 7 percent; and the rate for Hispanics declined from 32 to 12 percent.

As a result of these declines, the gap in status dropout rates between White and Hispanic 16- to 24-year-olds narrowed from 23 percentage points in 1990 to 7 percentage points in 2013. Most of the gap was narrowed between 2000 and 2013, during which time the White-Hispanic gap declined from 21 to 7 percentage points. While the rates for both White and Black 16- to 24-year-olds declined from 1990 to 2013, the gap between the rates in 1990 was not measurably different from the gap in 2013.

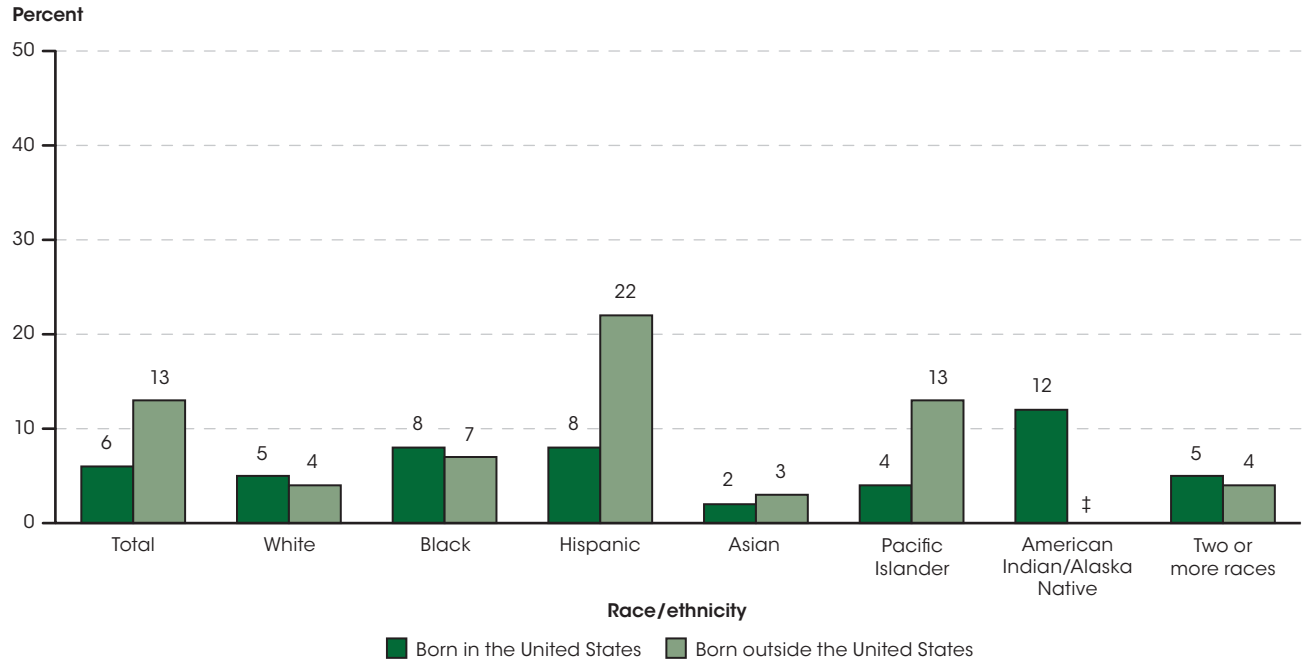
Figure 16.2. Status dropout rates of 16- to 24-year-olds, by race/ethnicity and sex: 2013



! 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). Race categories exclude persons of Hispanic ethnicity. Data are based on sample surveys of persons living in households, noninstitutionalized group quarters (such as college or military housing), and institutionalized group quarters (such as correctional or nursing facilities).
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2013. See *Digest of Education Statistics 2015*, table 219.80.

Based on data from the American Community Survey (ACS), which includes individuals living in households as well as institutional and noninstitutional living quarters,[2] the status dropout rate in 2013 was lower for individuals who were Asian (2 percent), White (5 percent), Pacific Islander (5 percent), and of Two or more races (5 percent) than for those individuals who were Black (9 percent), Hispanic (12 percent), and American Indian/Alaska Native (13 percent). The status dropout rate for Asian 16- to 24-year-olds was also lower than that of all other racial/ethnic groups measured. In 2013, the male status dropout rate (8 percent) was higher than the female rate (6 percent). This pattern of higher male status dropout rates was consistent across all racial/ethnic groups except for the Pacific Islander and Two or more races groups, for whom dropout rates by sex were not measurably different. For example, the male-female dropout rate gaps were 4 percentage points for Hispanic and Black 16- to 24-year-olds and 3 percentage points for American Indian/Alaska Native 16- to 24-year-olds.

Figure 16.3. Status dropout rates of 16- to 24-year-olds, by race/ethnicity and nativity: 2013



‡ 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: 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, noninstitutionalized group quarters (such as college or military housing), and institutionalized group quarters (such as correctional or nursing facilities).
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2013. See *Digest of Education Statistics 2015*, table 219.80.

The ACS can also be used to compare status dropout rates between U.S. and foreign-born 16- to 24-year-olds. In 2013, Hispanics, Asians, and Pacific Islanders born in the United States had lower status dropout rates than did their counterparts born outside of the United States, whereas U.S.-born 16- to 24-year-olds who were White, Black, or of Two or more races had higher status dropout rates than did their foreign-born counterparts. Among all racial/ethnic groups, the largest differences in status dropout rates by nativity in 2013 were observed for Hispanics (14 percentage points) and Pacific Islanders (9 percentage points). U.S. born Hispanics and Pacific Islanders had status dropout rates of 8 and 4 percent, respectively, and foreign-born Hispanics and Pacific Islanders had rates of 22 and 13 percent, respectively.

Endnotes:

[1] High school credentials include either a diploma or an equivalency credential such as a GED certificate.
[2] Institutional group quarters include adult and juvenile correctional facilities, nursing facilities, and other health care facilities. Noninstitutional group quarters include college and university housing, military quarters, facilities for workers and religious groups, and temporary shelters for the homeless.

Reference tables: *Digest of Education Statistics 2014*, tables 219.70 and 219.71; *Digest of Education Statistics 2015*, table 219.80
Data sources: 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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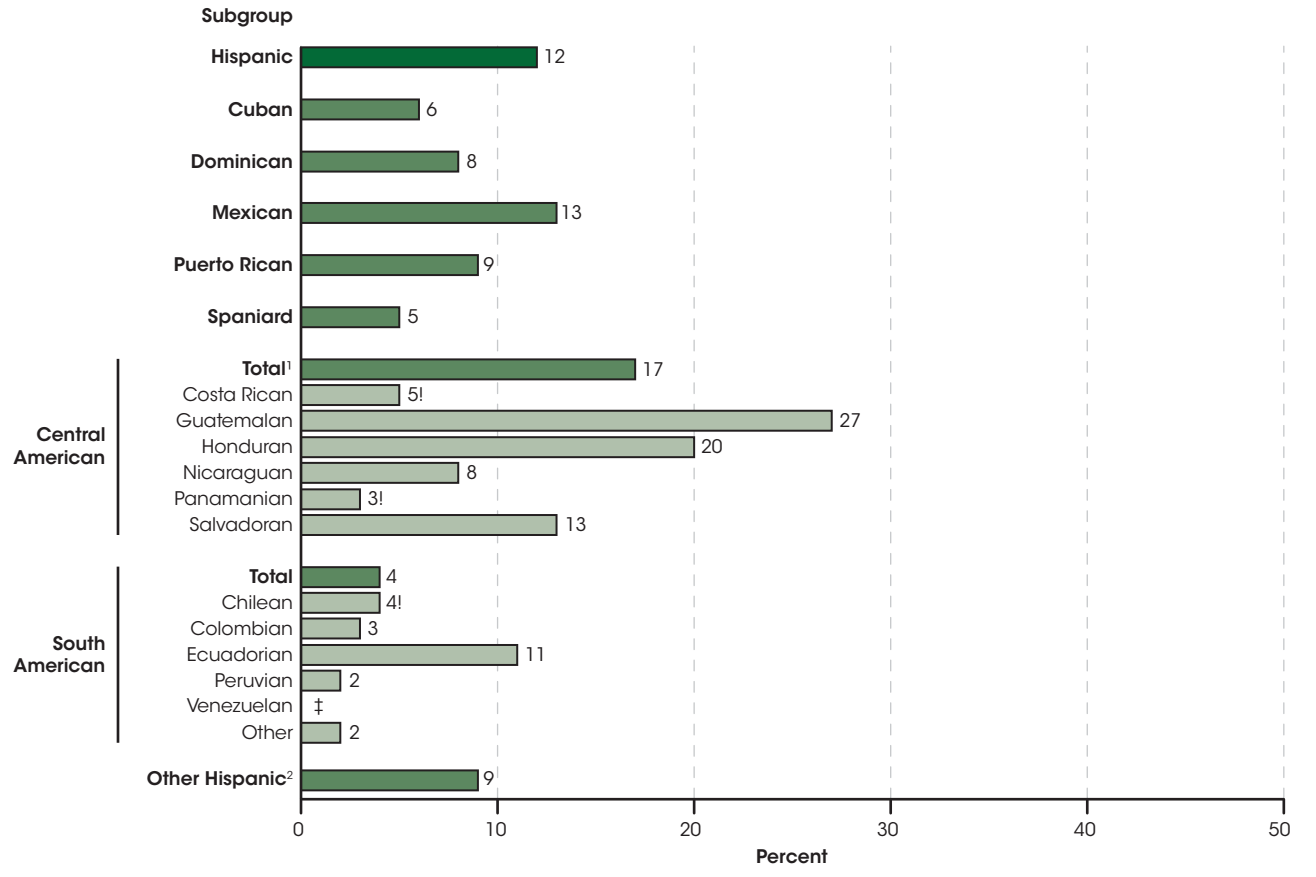
High School Status Dropout Rates for Racial/Ethnic Subgroups

Among Hispanic 16- to 24-year-olds in the United States, the high school status dropout rate ranged from 2 percent for Peruvians to 27 percent for Guatemalans. Among their Asian peers, status dropout rates ranged from 1 percent for Koreans to 37 percent for Bhutanese.

While the indicator High School Status Dropout Rates presents overall high school status dropout rates for Hispanics and Asians, there is much diversity within each of these groups. The Census Bureau's American Community Survey (ACS) has data available on the status dropout rates for many specific Asian and Hispanic subgroups, including, for example, Mexican, Puerto Rican, Chinese, and Vietnamese. Data were not collected for White or Black subgroups.

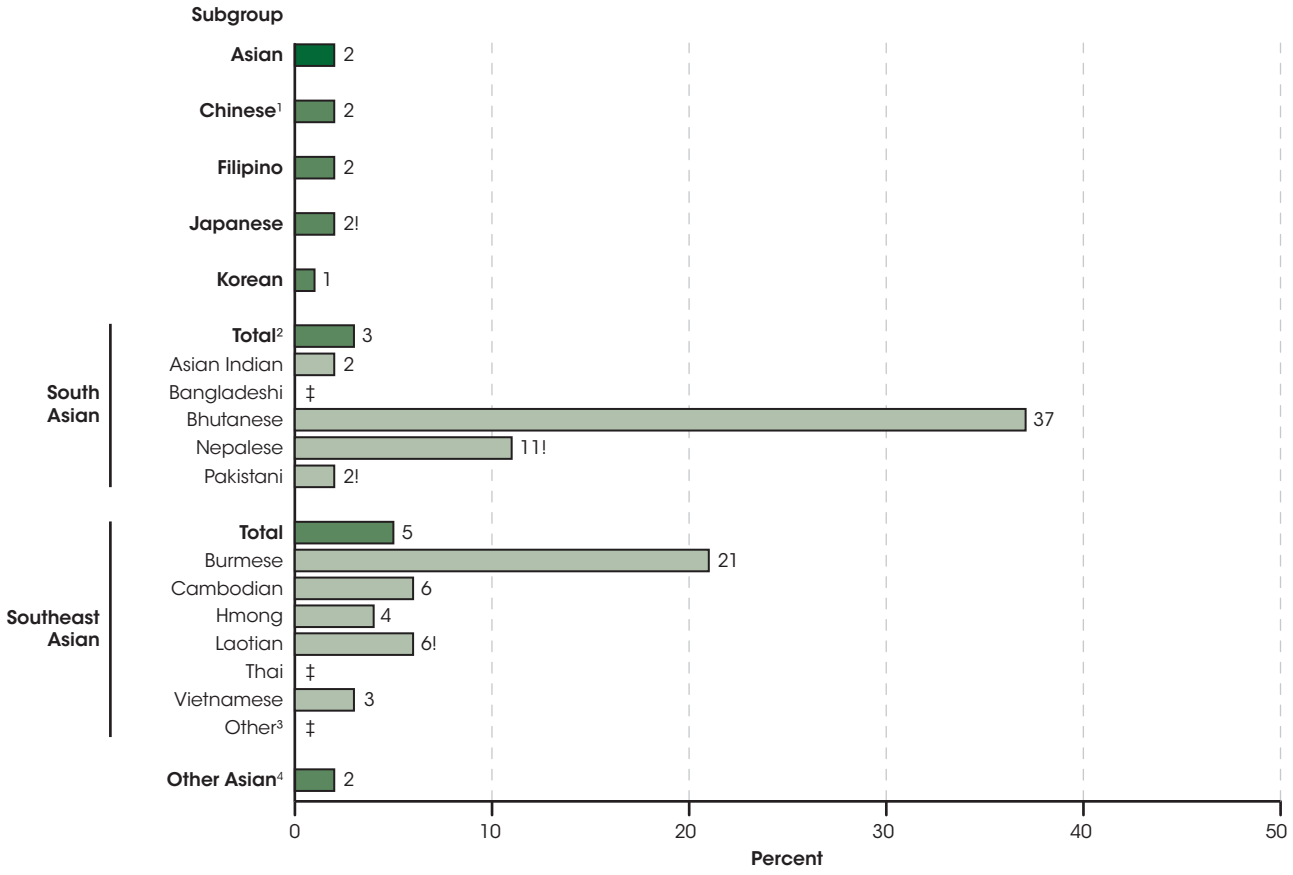
Figure 16.1a. Status dropout rates of 16- to 24-year-olds, by selected Hispanic subgroups: 2013



! 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 subgoups not shown separately.
[2] Includes other Hispanic ethnic 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, noninstitutionalized group quarters (such as college or military housing), and institutionalized group quarters (such as correctional or nursing facilities).
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2013. See *Digest of Education Statistics 2015*, table 219.81.

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 2013, the high school status dropout rate for all Hispanic 16- to 24-year-olds was 12 percent. Status dropout rates for individuals of Guatemalan (27 percent), Honduran (20 percent), and Mexican (13 percent) descent were higher than the total rate for all Hispanics. The Salvadoran (13 percent) and Ecuadorian (11 percent) status dropout rates were not measurably different from the total Hispanic rate, and the rates for the remaining Hispanic subgroups were lower than the total Hispanic rate. For example, the status dropout rate was 9 percent for Puerto Ricans and 8 percent for Dominicans.

Figure 16.2a. Status dropout rates of 16- to 24-year-olds, by selected Asian subgroups: 2013



! 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.
[4] Includes other Asian ethnic subgroups not shown separately, for example, Mongolians.
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, noninstitutionalized group quarters (such as college or military housing), and institutionalized group quarters (such as correctional or nursing facilities).
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2013. See *Digest of Education Statistics 2015*, table 219.81.

Among all Asian 16- to 24-year-olds, the high school status dropout rate was 2 percent in 2013. Four Asian subgroups had status dropout rates that were higher than the total Asian rate: Bhutanese (37 percent), Burmese (21 percent), Nepalese (11 percent), and Cambodian (6 percent). In addition, the overall status dropout rate for Southeast Asians[2] (5 percent) was higher than the total Asian rate. Status dropout rates for Chinese (2 percent) and Korean (1 percent) 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 General Educational Development (GED) certificate.

[2] Consists of the Burmese, Cambodian, Hmong, Laotian, Thai, Vietnamese, and Other Southeast Asian (i.e., Indonesian and Malaysian) subgroups.

Reference tables: *Digest of Education Statistics 2015*, table 219.81
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)

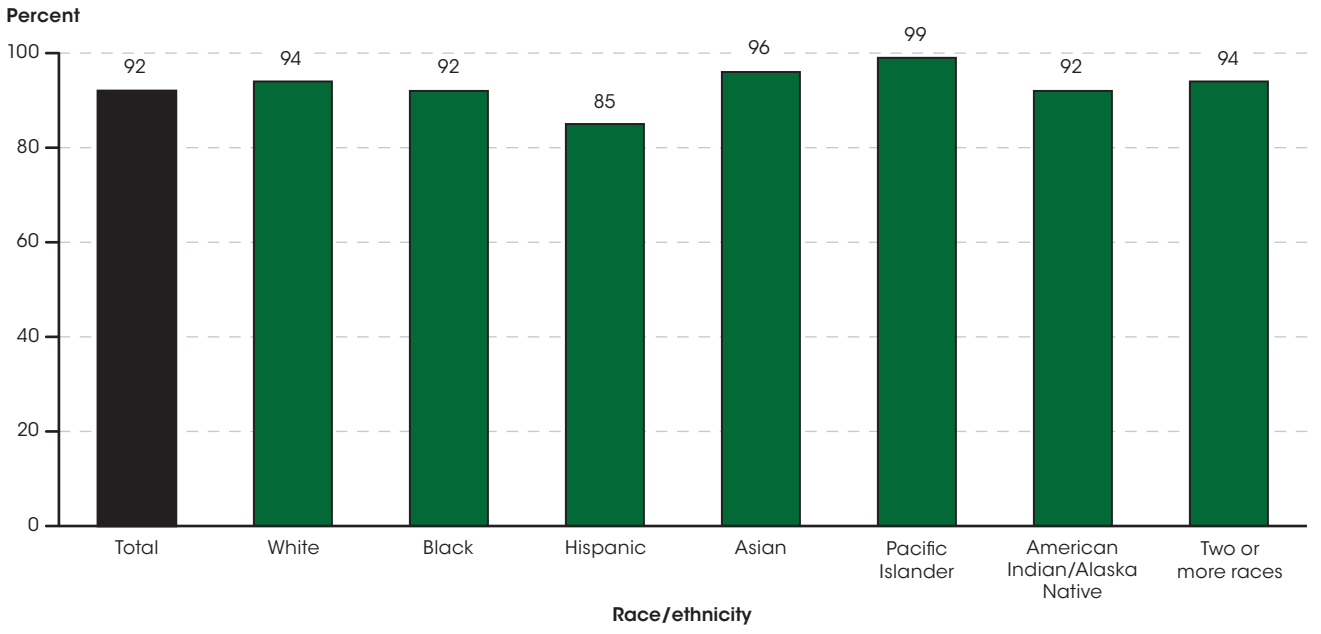
Indicator 17

High School Status Completion Rates

From 1990 to 2013, the high school status completion rate for Hispanic 18- to 24-year-olds increased from 59 percent to 85 percent, while the Black and White status completion rates increased from 83 percent to 92 percent and from 90 percent to 94 percent, respectively. Although the White-Hispanic and White-Black gaps in status completion rates for 18- to 24-year-olds narrowed between 1990 and 2013, the 2013 status completion rates for Hispanic and Black individuals remained lower than the White rate.

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.[1] Students ages 18 to 24 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.

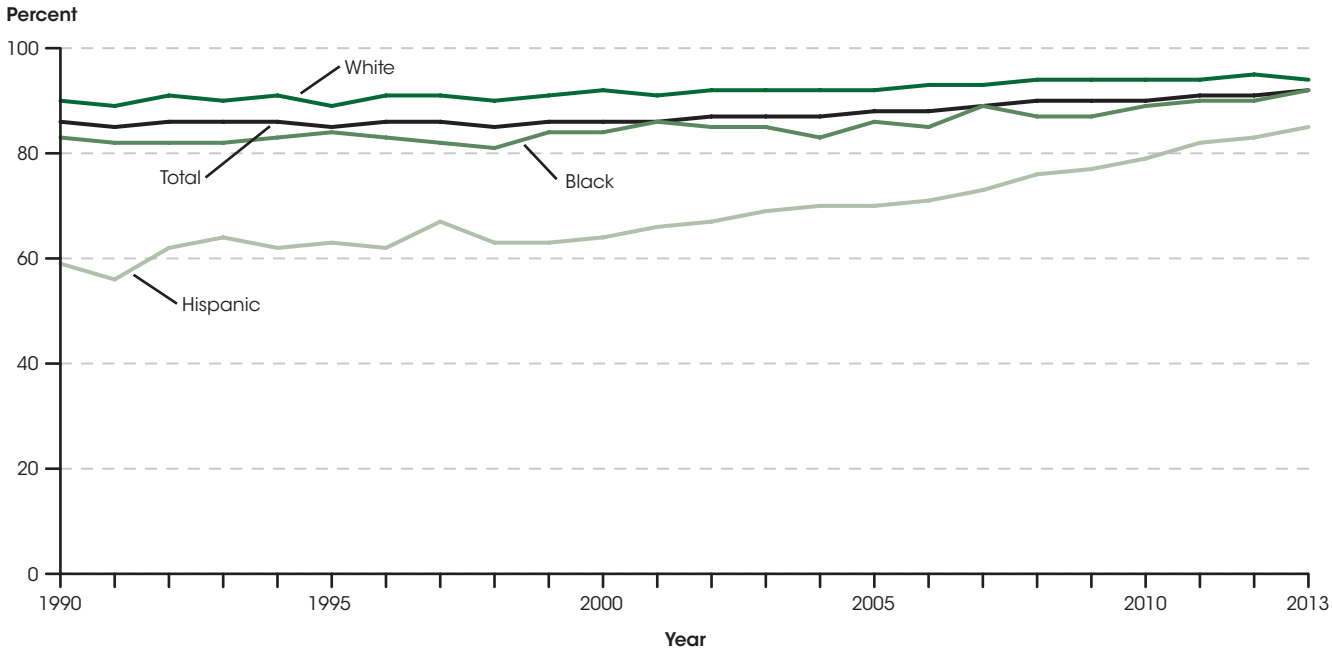
Figure 17.1. Status completion rates of 18- to 24-year-olds, by race/ethnicity: 2013



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.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2013. See *Digest of Education Statistics 2014*, table 219.67.

Of the 28.5 million 18- to 24-year-old young adults who were not enrolled in high school in October 2013, approximately 26.3 million (92 percent) had earned a high school diploma or alternative credential. The White (94 percent) and Asian (96 percent) status completion rates were higher than the rates for Black (92 percent) and Hispanic (85 percent) young adults, and the rates for all these groups were lower than the rate for Pacific Islander (99 percent) young adults. In addition, the Black status completion rate was higher than the Hispanic rate. There was no measurable difference among the status completion rates for the White, Asian, American Indian/Alaska Native (92 percent), and Two or more races (94 percent) groups.

Figure 17.2. Status completion rates of 18- to 24-year-olds, by race/ethnicity: 1990 through 2013

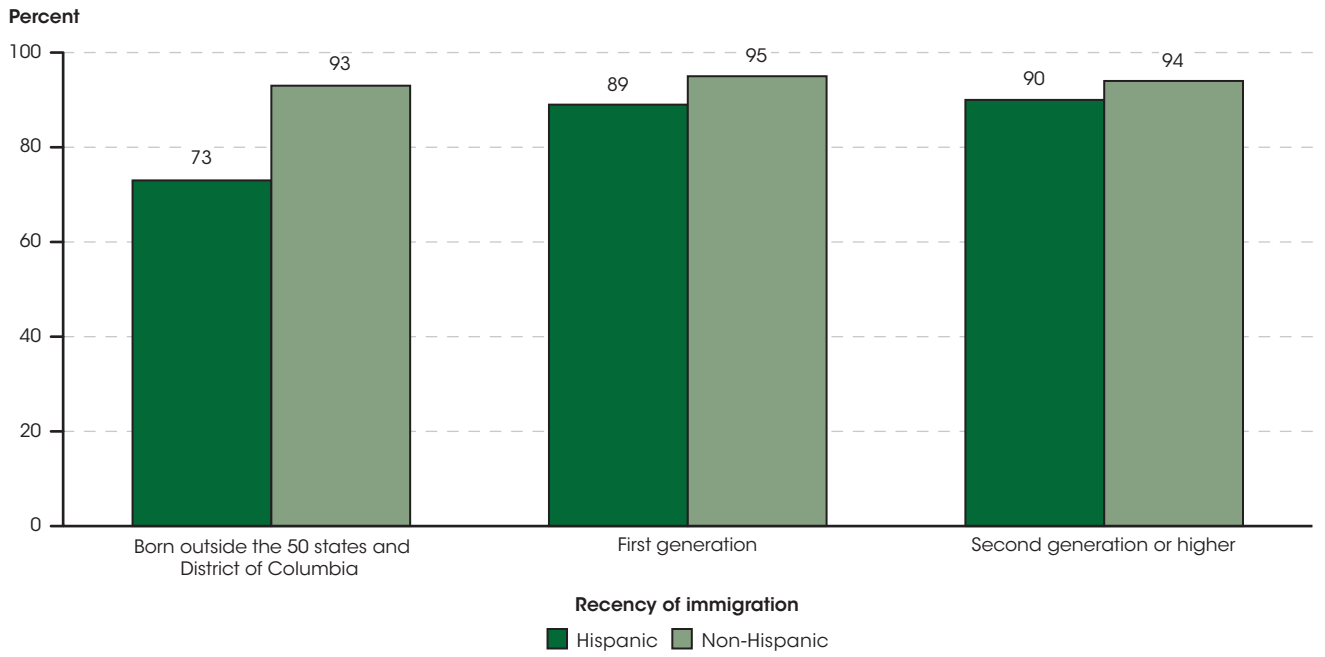


NOTE: The status completion rate is the number of 18- to 24-year-olds who are high school completers as a percentage of the total number of 18- to 24-year-olds who are not enrolled in high school or a lower level of education. High school completers include those with a high school diploma, as well as 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. Total includes other racial/ethnic groups not shown separately.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 1990 through 2013. See *Digest of Education Statistics 2014*, table 219.65.

There was no measurable change in the total 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 92 percent in 2013. Status completion rates for Black and Hispanic young adults followed a similar pattern, with no measurable change during the 1990s and increases from 2000 to 2013. The rate for Black young adults was 83 percent in 1990 and rose from 84 percent in 2000 to 92 percent in 2013, and the rate for Hispanic young adults was 59 percent in 1990 and rose from 64 percent in 2000 to 85 percent in 2013. The rate for White young adults increased from 90 percent in 1990 to 92 percent in 2000, and rose further to 94 percent in 2013.

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 9 percentage points in 2013. 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 2013, 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 2013.

Figure 17.3. Status completion rates of 18- to 24-year-olds, by recency of immigration and ethnicity: 2013



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. 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.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2013. See *Digest of Education Statistics 2014*, table 219.67.

Data from the Current Population Survey can also be used to compare status completion rates between foreign-born and U.S.-born 18- to 24-year-old young adults. The "nativity" categories used in this analysis are the following: (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). The status completion rate for foreign-born Hispanic young adults was 73 percent, which was lower than the rates for their Hispanic peers who were first-generation (89 percent) and second generation or higher (90 percent). The status completion rate for first-generation Hispanic young adults was not measurably different from the rate for Hispanic young adults who were second generation or higher. Within each of the three nativity categories, Hispanic status completion rates were lower than the rates of non-Hispanics. Status completion rates did not differ by nativity for non-Hispanic young adults.

Endnotes:

[1] The alternative credentials counted in the status completion rate include, for example, General Educational Development (GED) certificates and credentials earned by individuals who completed their education outside of the United States.

Reference tables: *Digest of Education Statistics 2014*, 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 postsecondary education participation, 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 2013, the immediate college enrollment rate for Asian high school completers was 81 percent, which was higher than the rates for White, Black, and Hispanic high school completers in 2013 as well as in each year since 2003 (*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 2013 total college enrollment rate for White 18- to 24-year-olds (42 percent) was higher than the rates for their Black (34 percent) and Hispanic (34 percent) peers.

Between 1990 and 2013, total fall undergraduate enrollment in degree-granting institutions increased for each racial/ethnic group (*Indicator 19*). The fastest rates of increase were for Hispanic undergraduates and Black undergraduates, and the slowest rate of increase was for White undergraduates. Differences in the rate of increase accounted for shifts in the racial/ethnic distribution of students enrolled. For example, in 1990, Hispanics accounted for 6 percent of total undergraduate enrollment; in 2013, they accounted for 17 percent. Trends in graduate enrollments were similar to those in undergraduate enrollment, with Hispanic students and Black students having the largest percentage point increases in their share of total graduate enrollment. Specifically, Black graduate student enrollment as a percentage of total graduate enrollment increased from 6 to 14 percent, and Hispanic graduate student enrollment as a percentage of total graduate enrollment increased from 3 to 9 percent.

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. Postsecondary institutions report the percentage of students who complete their program within 150 percent of the normal time for completion, i.e., within 6 years for students pursuing a bachelor's degree. The 2013 graduation rate was 59 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 2007. The 6-year graduation rate was highest for Asian students and students of Two or more races (71 percent and 68 percent, respectively), and lowest for Black and American Indian/Alaska Native students (41 percent each). The 6-year graduation rate was 56 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.

Between academic years 2002–03 and 2012–13, the total number of postsecondary degrees conferred increased at all degree levels (*Indicator 22*). The number of bachelor's degrees conferred to Hispanic students more than doubled between 2002–03 and 2012–13, and the number conferred to Black students increased by 54 percent. During the same period, the number of bachelor's degrees conferred increased by smaller percentages for Asian/Pacific Islander (48 percent), White (23 percent), and American Indian/Alaska Native (16 percent) students. In 2012–13, a higher percentage of bachelor's degrees were conferred in the field of business than in any other field across all racial/ethnic groups, ranging from 16 percent for students of Two or more races to 23 percent for Pacific Islander students (*Indicator 23*). About 16 percent of the bachelor's degrees conferred to U.S. citizens in 2012–13 were in STEM fields, but the percentage varied by race/ethnicity (*Indicator 24*). For example, the percentage of STEM bachelor's degrees conferred to Asian students (30 percent) was almost double the average conferred to all students.

Chapter 5. Postsecondary Education

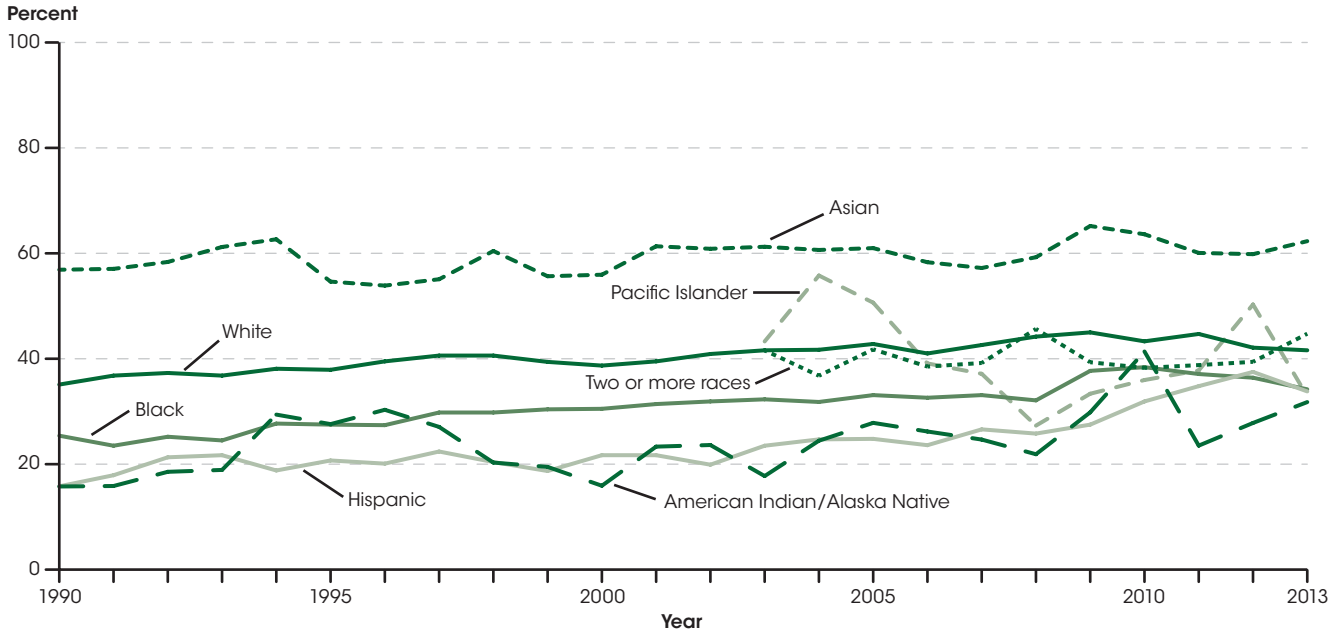
Indicator 18

College Participation Rates

The 2013 total college enrollment rate for White 18- to 24-year-olds (42 percent) was higher than the rates for their Black (34 percent) and Hispanic (34 percent) peers. The White-Hispanic gap in the total college enrollment rate narrowed between 2003 and 2013 (from 18 to 8 percentage points); however, the White-Black gap in the total college enrollment rate did not change measurably during this period.

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* and the *immediate college enrollment rate*. 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. The *immediate college enrollment rate* (also presented in this indicator) 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 after completing high school.

Figure 18.1. Total college enrollment rates of 18- to 24-year-olds in degree-granting institutions, by race/ethnicity: 1990–2013



NOTE: After 2002, White and Black data exclude persons identifying as Two or more races. Data are based on sample surveys of the civilian noninstitutional population. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1990–2013. See *Digest of Education Statistics 2014*, table 302.60.

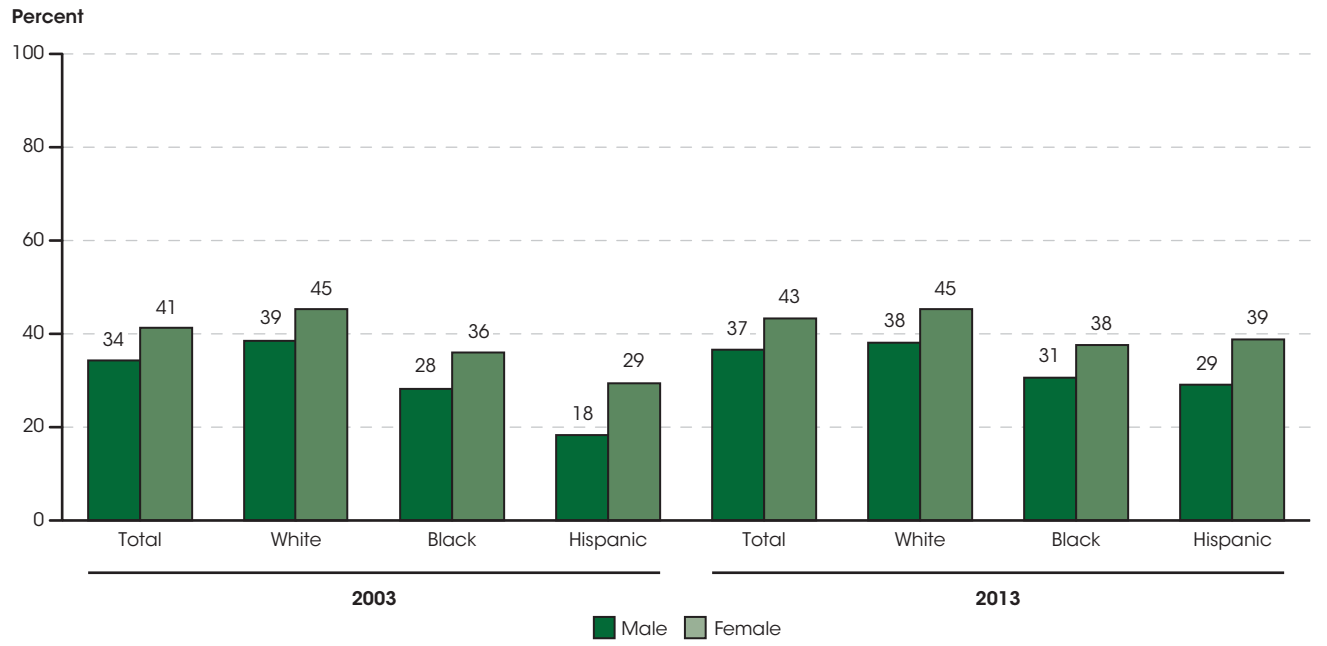
The total college enrollment rate at 2- and 4-year colleges and universities increased from 32 percent in 1990 to 40 percent in 2013. Enrollment data for Pacific Islander young adults and young adults of Two or more races were not available until after 2002; therefore, the discussion in this indicator focuses on more recent enrollment trends. From 2003 to 2013, the total college enrollment rate increased by 2 percentage points. In 2013, the total college enrollment rate was 28 percent at 4-year colleges and 12 percent at 2-year colleges.

From 2003 to 2013, the total college enrollment rate for Hispanic 18- to 24-year-olds increased from 23 to 34 percent. The rate was also higher in 2013 than in 2003 for American Indian/Alaska Native young adults (32 vs. 18 percent). However, the 2013 total college enrollment rates for White, Black, Asian, and Pacific Islander young adults and young adults of Two or more races were not measurably different from the 2003 rates.

The 2013 total college enrollment rate for Asian 18- to 24-year-olds (62 percent) was higher than the rates for their White (42 percent), Black (34 percent), Hispanic (34 percent), Pacific Islander (33 percent), and American Indian/Alaska Native (32 percent) peers and for their peers of Two or more races (45 percent). Also, the 2013 total college enrollment rates for White young adults and for young adults of Two or more races were higher than the rates for Black and Hispanic young adults. The total college enrollment rates for Black, Hispanic, and American Indian/Alaska Native 18- to 24-year-olds were not measurably different from each other.

The total college enrollment rate for Asian 18- to 24-year-olds has been higher than the rates for their White, Black, and Hispanic peers in every year since 2003. The Asian-Hispanic gap in the total college enrollment rate narrowed between 2003 and 2013 (from 38 to 29 percentage points), but neither the Asian-White gap nor the Asian-Black gap in the total college enrollment rate changed measurably during this period. Additionally, 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 2003. The White-Hispanic gap in the total college enrollment rate narrowed between 2003 and 2013 (from 18 to 8 percentage points); however, the White-Black gap in the 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 and sex: 2003 and 2013

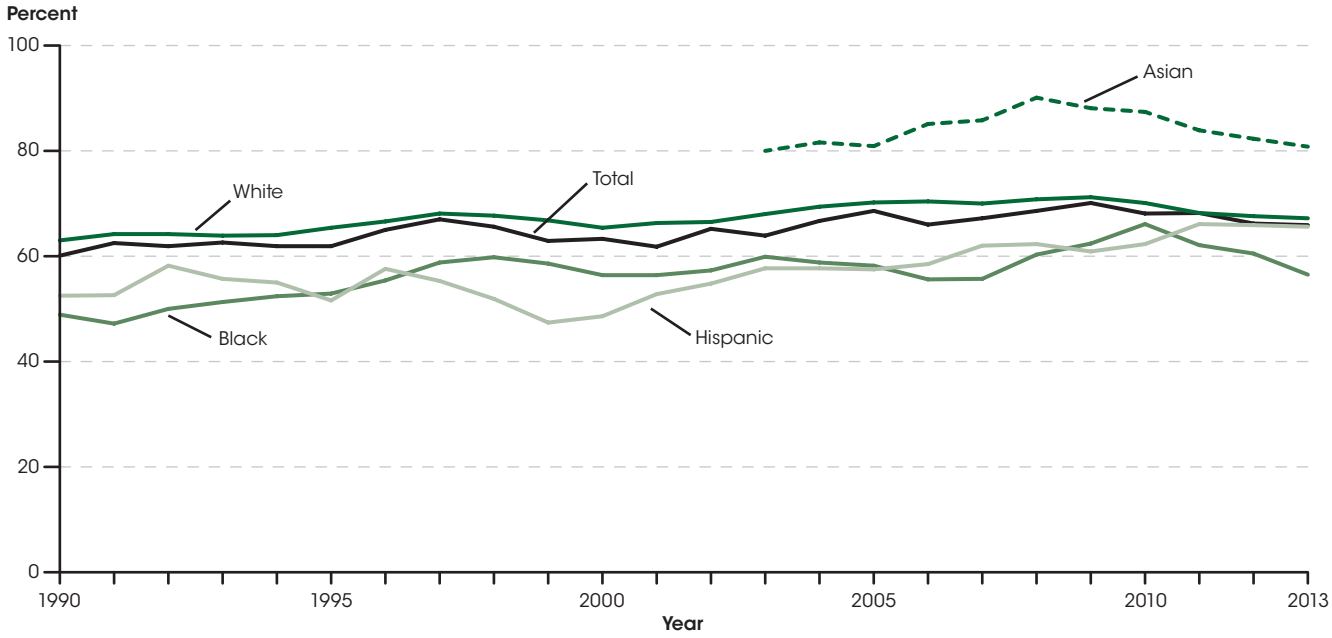


NOTE: White and Black data exclude persons identifying as Two or more races. Data are based on sample surveys of the civilian noninstitutional population. Total includes other racial/ethnic groups not separately shown. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2003 and 2013. See *Digest of Education Statistics 2014*, table 302.60.

The total college enrollment rate was higher in 2013 than in 2003 for 18- to 24-year-old females overall (43 vs. 41 percent) and for Hispanic females (39 vs. 29 percent). In addition, the total college enrollment rate was higher in 2013 than in 2003 for 18- to 24-year-old males overall (37 vs. 34 percent) and for Hispanic males (29 vs. 18 percent). Total college Enrollment rates, however, did not measurably differ between 2003 and 2013 for the following groups: White females, Black females, White males, and Black males.

In 2013, the total college enrollment rate of 18- to 24-year-old females overall was higher than that of males overall (43 vs. 37 percent), as well as among White (45 vs. 38 percent), Black (38 vs. 31 percent), and Hispanic 18- to 24-year-olds (39 vs. 29 percent). The same patterns were observed in 2003.

Figure 18.3. Percentage of high school completers who were enrolled in 2- or 4-year colleges and universities by the October immediately following high school completion, by race/ethnicity: 1990–2013



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 2013 reflect an average of 2012 and 2013 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. Total includes other racial/ethnic groups not separately shown. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1990–2013. See *Digest of Education Statistics 2014*, table 302.20.

A second measure of college participation is the *immediate college enrollment rate*, which focuses on 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. The immediate college enrollment rate increased from 60 percent in 1990 to 66 percent in 2013; however, this rate has decreased in recent years—down from 70 percent in 2009. The rate did not change measurably between 2012 and 2013.

Between 1990 and 2013, the immediate college enrollment rates increased for White (from 63 to 67 percent) and Hispanic (from 52 to 66 percent) high school completers. The 2013 rate for Black high school completers was not measurably different from the 1990 rate. In addition, the 2013 rate for Asian high school completers was not measurably different from the rate in 2003, the year the collection of separate data on Asian high school completers began. The immediate college enrollment rate for Asian high school completers (81 percent) was higher than the rates for White, Black, and Hispanic high school completers in each year since 2003. In 2013, the immediate college enrollment rate for high school completers who were White (67 percent) was higher than the rate for those who were Black (57 percent), but not measurably different from the rate for those who were Hispanic (66 percent).[1] The rate for White high school completers was higher than that for Black high school completers every year since 1990, except 2010, when there were no measurable differences between the rates. Additionally, the immediate college enrollment rate for White young adults was higher than that for Hispanic young adults from 1994 through 2010. No measurable differences were found between White and Hispanic immediate college enrollment rates in 2011, 2012, or 2013.

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 2013, when estimates were calculated based on 2-year moving averages. For data on Asian high school completers, the moving average for 2003 reflects an average of 2003 and 2004.

Reference tables: *Digest of Education Statistics 2014*, tables 302.20 and 302.60

Data sources: Current Population Survey (CPS)

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

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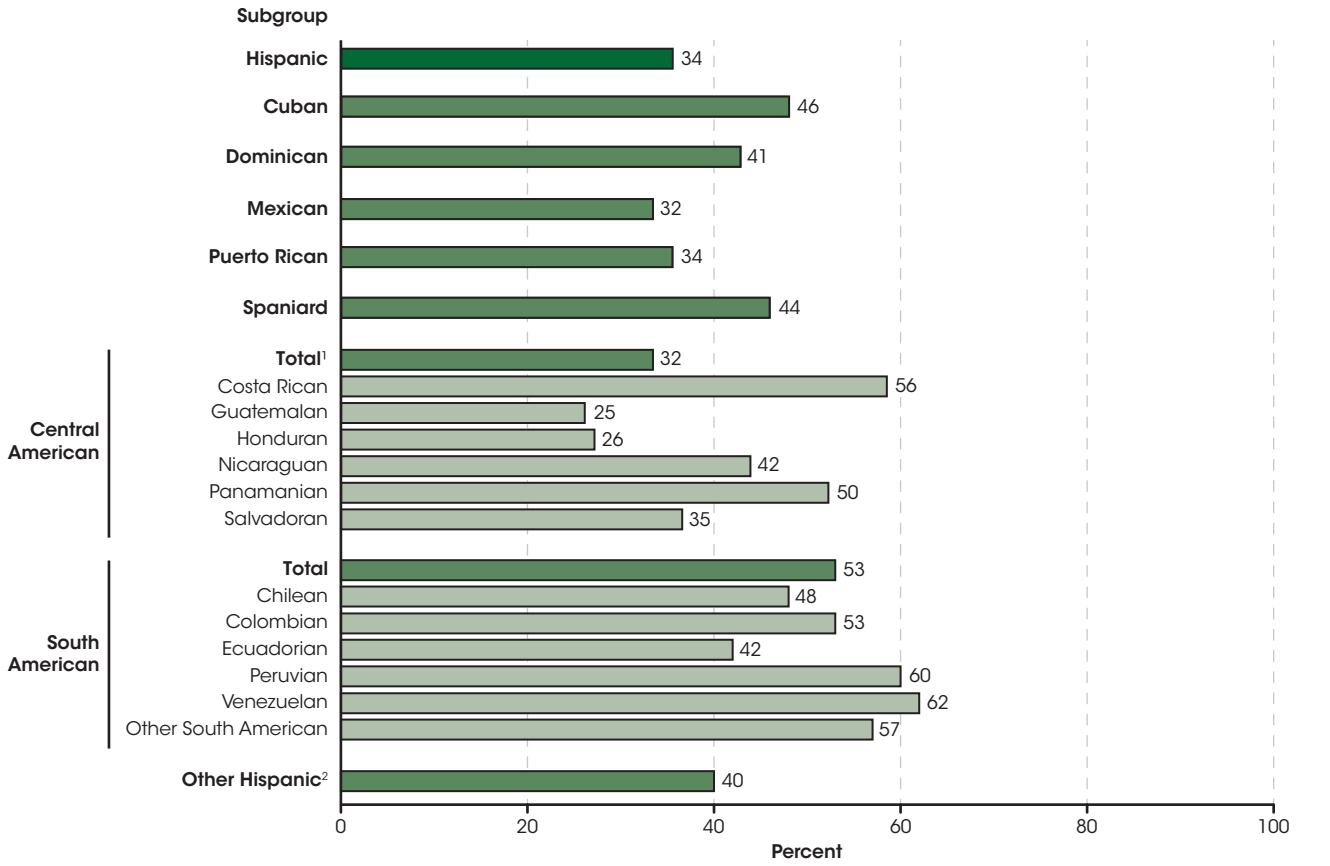
College Participation Rates for Racial/Ethnic Subgroups

Among Hispanic 18- to 24-year-olds, the total college enrollment rate ranged from 25 percent for Guatemalan young adults to 62 percent for Venezuelan young adults. Among Asian 18- to 24-year-olds, the total college enrollment rate ranged from 20 percent for Bhutanese young adults to 84 percent for Other Southeast Asian (i.e., Indonesian and Malaysian) young adults.

While the indicator College Participation Rates uses data from the Current Population Survey (CPS) to present overall total college enrollment rates for Hispanics and Asians, 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. Data were not collected for White or Black subgroups.

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: 2013

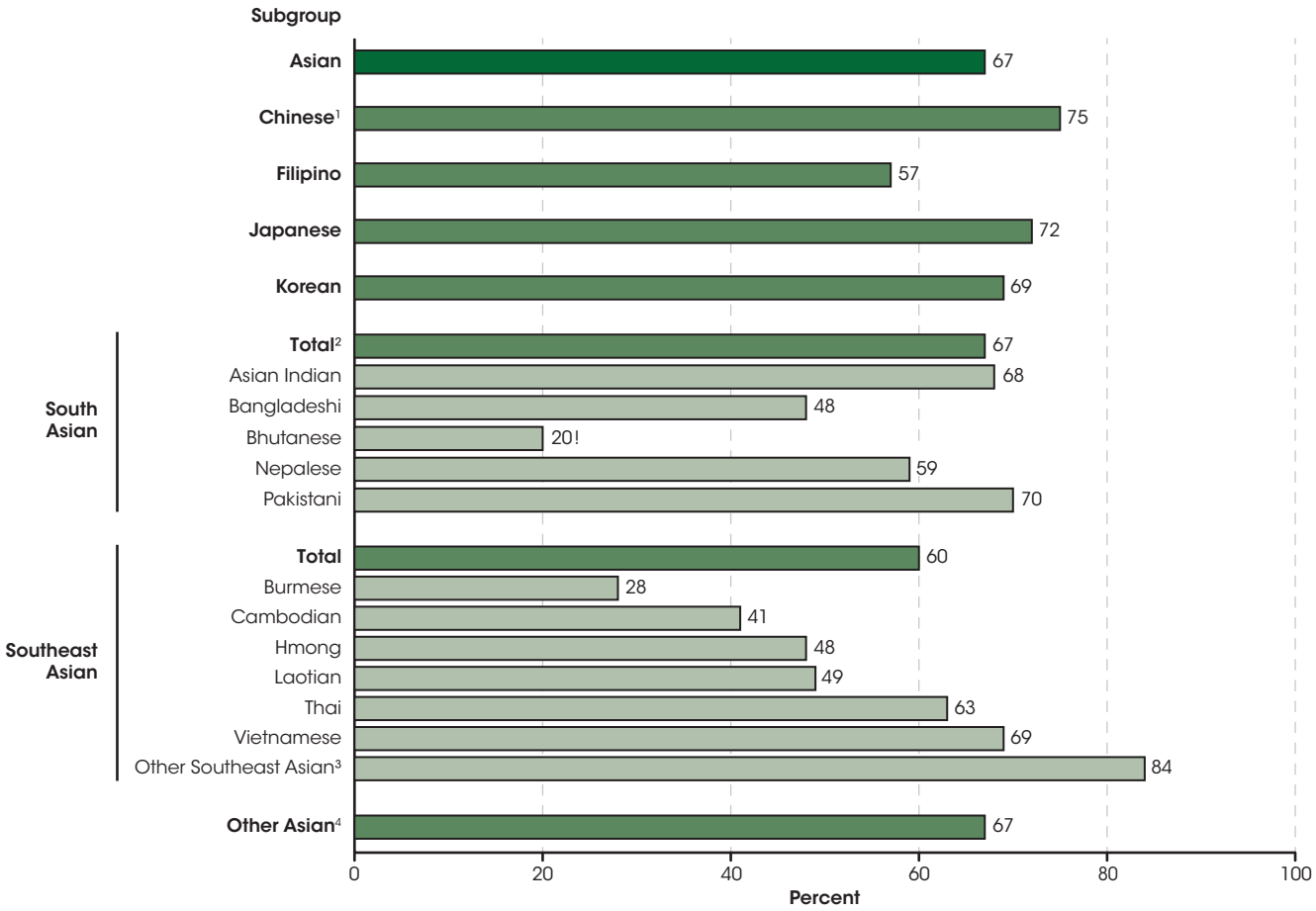


[1] Includes other Central American subgroups not shown separately.
[2] Includes other Hispanic ethnic subgroups not shown separately.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2013. See *Digest of Education Statistics 2014,* table 302.62.

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. In 2013, the total college enrollment rate for Hispanic 18- to 24-year-olds was 34 percent. Total college enrollment rates for the Guatemalan (25 percent), Honduran (26 percent), and Mexican (32 percent) subgroups were lower than the rate for Hispanic young adults overall. The Central American,[1] Puerto Rican, Salvadoran, and Nicaraguan rates were not measurably different from the overall Hispanic rate.[2] The total college

enrollment rates for the remaining Hispanic subgroups were higher than the rate for all Hispanic young adults and ranged from 40 percent for Other Hispanic young adults not included in other subgroups to 62 percent for Venezuelan young adults. Total college enrollment rates were higher in 2013 than in 2008 for Mexican (32 vs. 24 percent), Puerto Rican (34 vs. 31 percent), Dominican (41 vs. 36 percent), and Salvadoran (35 vs. 27 percent) 18- to 24-year-olds. The rates were also higher in 2013 than in 2008 for all South American[3] (53 vs. 49 percent) and all Central American (32 vs. 25 percent) young adults, as well as for Guatemalan young adults (25 vs. 16 percent).

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: 2013



! 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.
[4] Includes other Asian ethnic subgroups not shown separately, for example, Mongolians.
NOTE: Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2013. See *Digest of Education Statistics 2014*, table 302.62.

In 2013, the total college enrollment rate for Asian 18- to 24-year-olds was 67 percent. The rates for the following Asian subgroups were lower than the overall Asian rate: Bhutanese (20 percent), Burmese (28 percent), Cambodian (41 percent), Hmong (48 percent), Bangladeshi (48 percent), Laotian (49 percent), and Filipino (57 percent). The total college enrollment rate for all Southeast Asian[4] young adults (60 percent) was also lower than the overall Asian rate.

Total college enrollment rates for the Chinese (75 percent) and Other Southeast Asian[5] (84 percent) subgroups were higher than the overall Asian rate, while the rates for the remaining Asian subgroups were not measurably different from the overall Asian rate. The total college enrollment rate was higher in 2013 than in 2008 for all Southeast Asian (60 vs. 55 percent) and Vietnamese 18- to 24-year-olds (69 vs. 64 percent).

Endnotes:

[1] Includes the Costa Rican, Guatemalan, Honduran, Nicaraguan, Panamanian, and Salvadoran subgroups.
[2] 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.
[3] Includes the Chilean, Colombian, Ecuadorian, Peruvian, Venezuelan, and Other South American subgroups.
[4] Includes Burmese, Cambodian, Hmong, Laotian, Thai, Vietnamese, Indonesian, and Malaysian subgroups.
[5] Consists of Indonesian and Malaysian subgroups.

Reference tables: *Digest of Education Statistics 2014*, table 302.62

Data sources: American Community Survey (ACS)

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

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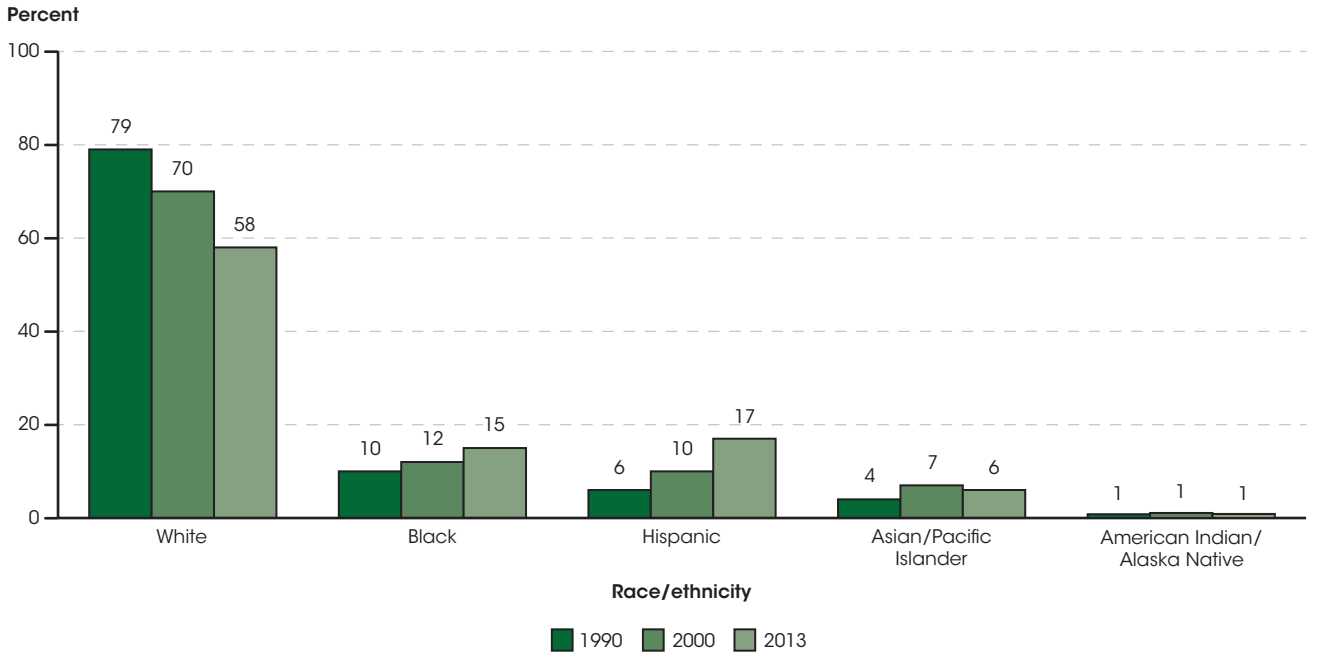
Indicator 19

Undergraduate and Graduate Enrollment

Between 1990 and 2013, total fall undergraduate enrollment in degree-granting institutions increased for each racial/ethnic group. Enrollment of some groups grew faster than other groups so that the distribution of students by race/ethnicity changed, with the largest increases in undergraduate enrollment observed for Hispanic and Black students. Specifically, Hispanic student enrollment as a percentage of total enrollment increased 11 percentage points (from 6 to 17 percent) and Black student enrollment as a percentage of total enrollment increased 5 percentage points (from 10 to 15 percent) during this time period.

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. Between 1990 and 2013, total postsecondary (undergraduate and postbaccalaureate) enrollment increased from 13.8 million to 20.4 million students. During the same time period, the percentage of females enrolled in postsecondary institutions increased from 55 to 57 percent.

Figure 19.1. Percentage distribution of total undergraduate student enrollment in degree-granting institutions, by race/ethnicity: Selected years, 1990 through 2013

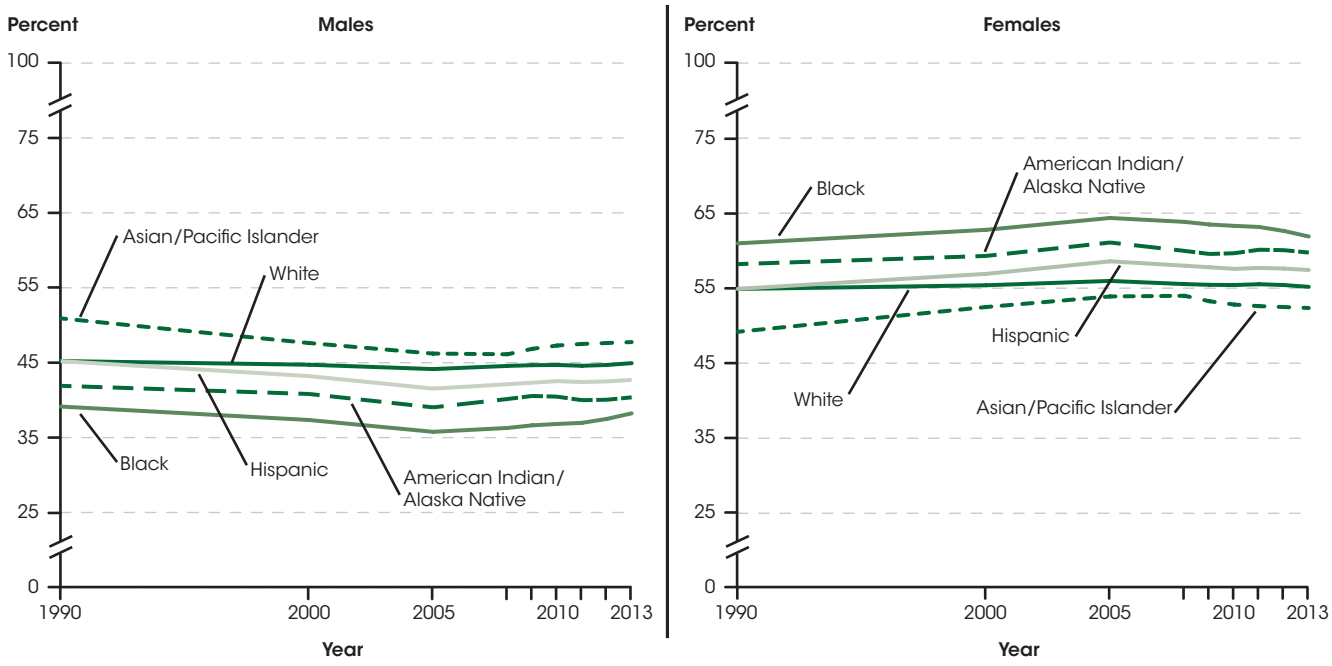


NOTE: Race categories exclude persons of Hispanic ethnicity. Prior to 2010, separate data on Asian students and Pacific Islander students were not available. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Details do not sum to 100 for 2013 because not all racial/ethnic groups are displayed in the figure.
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 2014, Enrollment component. See *Digest of Education Statistics 2014,* table 306.10.

Between 1990 and 2013, total fall undergraduate enrollment in degree-granting institutions increased for each racial/ethnic group. Enrollment of some groups grew faster than that of other groups, changing the distribution by race/ethnicity. Hispanic and Black students had the largest percentage point increases in their share of total enrollment between 1990 and 2013. Specifically, Hispanic student enrollment as a percentage of total enrollment increased 11 percentage points (from 6 to 17 percent) and Black student enrollment increased 5 percentage points (from 10 to 15 percent). Asian/Pacific Islander student enrollment as a percentage of

total enrollment increased 2 percentage points (from 4 to 6 percent). During this period, American Indian/Alaska Native undergraduate enrollment increased from 95,500 to 147,800 students, although this group's share of overall undergraduate enrollment remained at about 1 percent. White undergraduate enrollment also increased from 9.3 to 9.9 million students. Despite this increase, White undergraduate enrollment as a percentage of total enrollment decreased 21 percentage points between 1990 and 2013 (from 79 to 58 percent).

Figure 19.2. Percentage of male and female undergraduate student fall enrollment in degree-granting institutions, by race/ethnicity: Selected years, 1990 through 2013

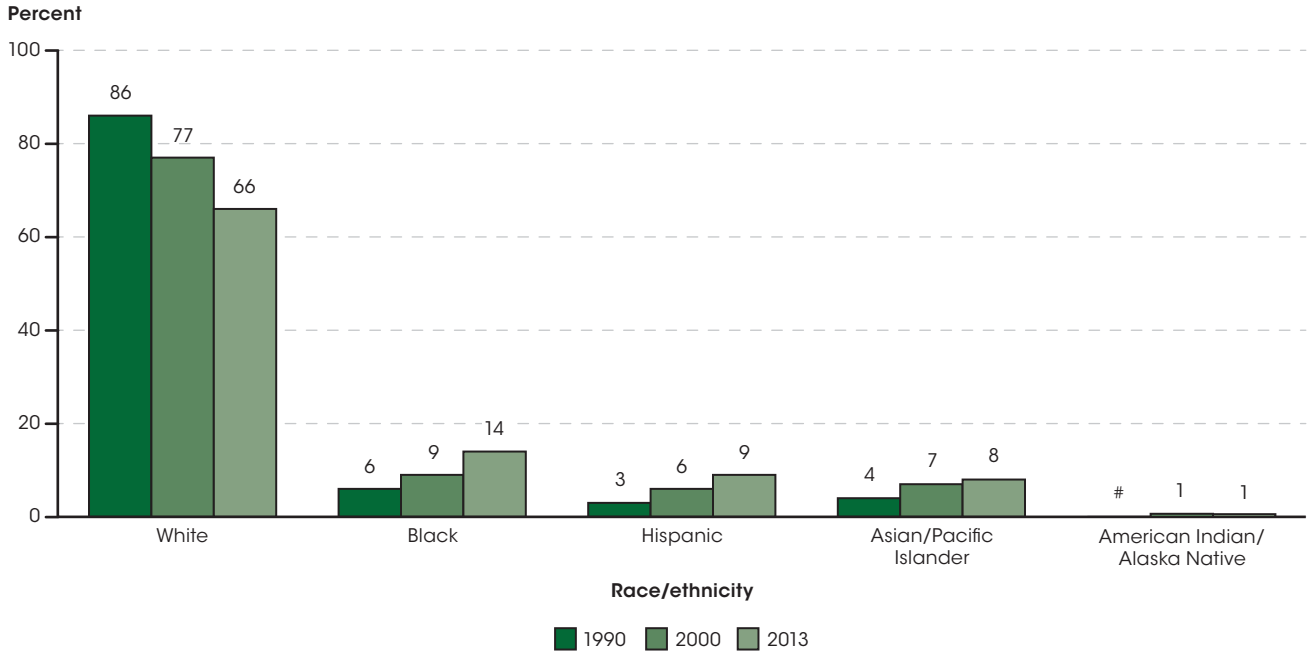


NOTE: Race categories exclude persons of Hispanic ethnicity. Prior to 2010, separate data on Asian students and Pacific Islander students were not available. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs.
SOURCE: U.S. Department 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 2014, Enrollment component. See *Digest of Education Statistics 2014*, table 306.10.

Overall, the number of both males and females in undergraduate programs increased between 1990 and 2013, from 5.4 to 7.7 million for males and from 6.6 to 9.8 million for females. Among the racial/ethnic groups, the largest difference between male and female enrollment was among Black students. For example, in 1990, some 61 percent of Black undergraduates were female and 39 percent of Black undergraduates were male. The gap between Black female and male enrollment was also the largest among all racial/ethnic groups in 2013, when females accounted for 62 percent of total Black undergraduate enrollment. The pattern of a larger number of female than male students was observed across all racial/ethnic groups in 2013.

The female share of enrollment in undergraduate institutions was higher in 2005 than in 1990 across all racial/ethnic groups, but then remained relatively steady—or even decreased slightly—from 2005 to 2013. For example, Black females increased their total share of Black enrollment from 61 to 64 percent from 1990 to 2005, and then decreased to 62 percent in 2013. American Indian/Alaska Native females increased their share of total American Indian/Alaska Native enrollment from 58 to 61 percent from 1990 to 2005, and then decreased to 60 percent in 2013. Hispanic females' share of total Hispanic undergraduate enrollment increased from 55 percent in 1990 to 59 percent in 2005, then decreased to 57 percent in 2013. Likewise, Asian/Pacific Islander females increased their share of total Asian/Pacific Islander enrollment from 49 to 54 percent from 1990 to 2005, and then decreased to 52 percent in 2013. Although White female enrollment increased from 5.1 to 5.5 million students from 1990 to 2013, White female enrollment as a percentage of total White enrollment remained at about 55 percent over this period.

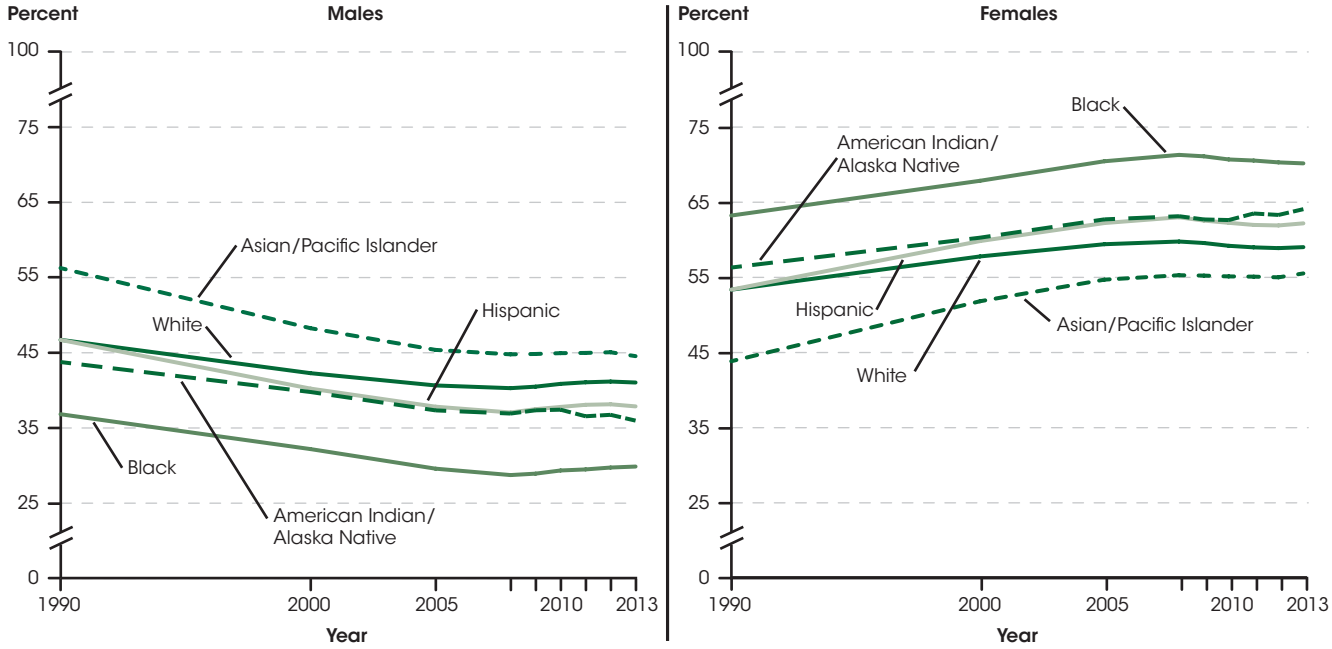
Figure 19.3. Percentage distribution of total postbaccalaureate student enrollment in degree-granting institutions, by race/ethnicity: Selected years, 1990 through 2013



Rounds to zero.
NOTE: Race categories exclude persons of Hispanic ethnicity. Prior to 2010, separate data on Asian students and Pacific Islander students were not available. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Details do not sum to 100 for 1990 because of rounding and for 2013 because not all racial/ethnic groups are displayed in the figure.
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 2014, Enrollment component. See *Digest of Education Statistics 2014*, table 306.10.

Total postbaccalaureate enrollment also increased for each racial/ethnic group surveyed between 1990 and 2013. During this time period, Black and Hispanic students had the largest percentage point increases in their share of total postbaccalaureate enrollment. Specifically, Black student enrollment as a percentage of total enrollment increased from 6 to 14 percent, Hispanic student enrollment as a percentage of total enrollment increased from 3 to 9 percent, and Asian/Pacific Islander student enrollment as a percentage of total enrollment increased from 4 to 8 percent. During this period, American Indian/Alaska Native postbaccalaureate enrollment increased from 7,300 to 14,800 students, although this group's share of overall postbaccalaureate enrollment remained under 1 percent. White postbaccalaureate enrollment also increased from 1.4 to 1.7 million students. Despite this increase, White postbaccalaureate enrollment as a percentage of total enrollment decreased from 86 percent in 1990 to 66 percent in 2013.

Figure 19.4. Percentage of male and female postbaccalaureate student fall enrollment in degree-granting institutions, by race/ethnicity: Selected years, 1990 through 2013

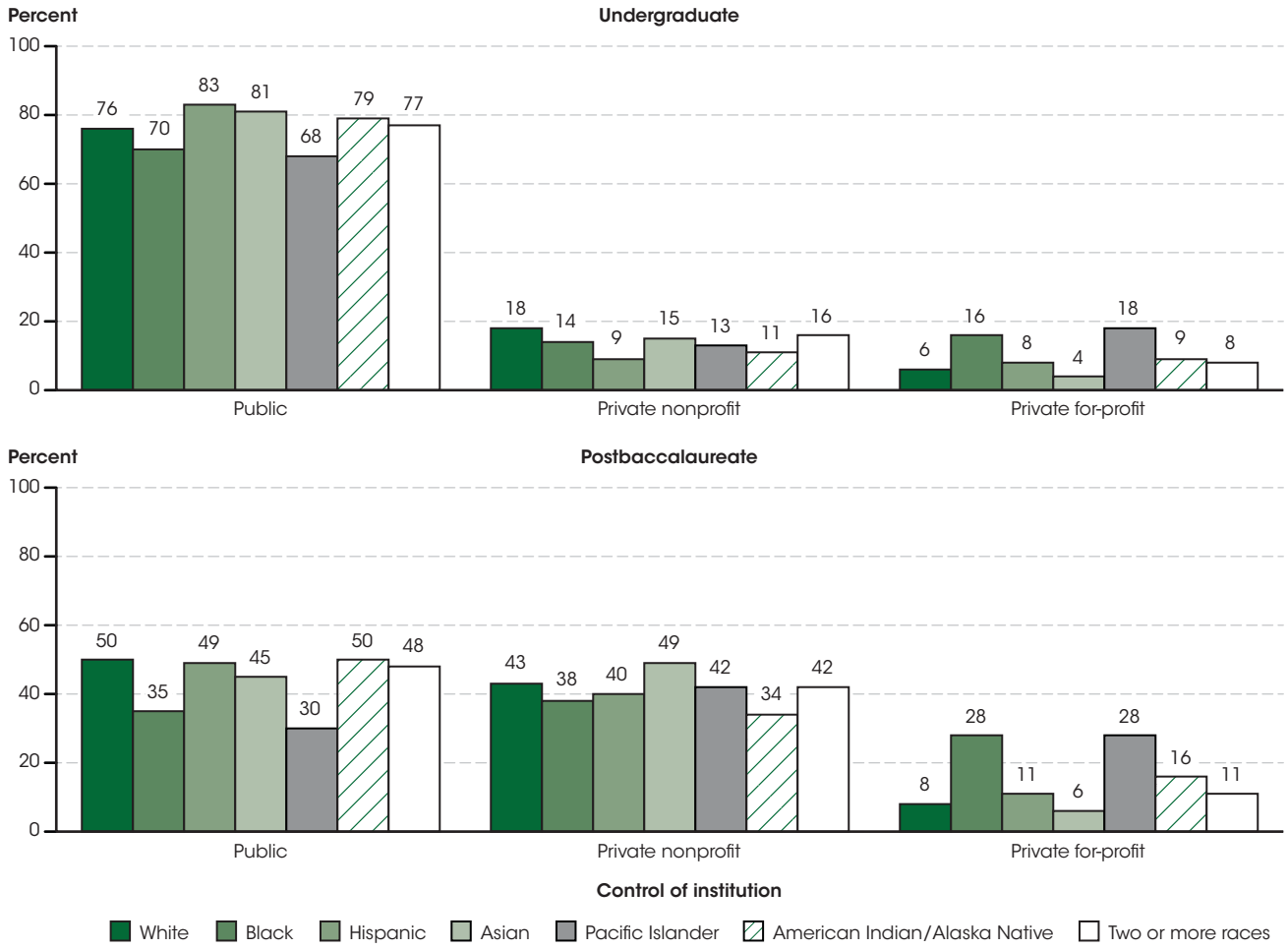


NOTE: Race categories exclude persons of Hispanic ethnicity. Prior to 2010, separate data on Asian students and Pacific Islander students were not available. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs.
SOURCE: U.S. Department 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 2014, Enrollment component. See *Digest of Education Statistics 2014*, table 306.10.

Between 1990 and 2013, female postbaccalaureate enrollment increased for each racial/ethnic group surveyed. In 2013, more females were enrolled in postbaccalaureate programs than males (1.7 million vs. 1.2 million); however, the size of the gap differed by race/ethnicity. Similar to undergraduate enrollment, the largest difference in percentages between male and female postbaccalaureate enrollment was among Black students. In 1990, some 63 percent of Black postbaccalaureate students were female; in 2013, females accounted for 70 percent of total Black postbaccalaureate enrollment. From 1990 to 2013, within each racial/ethnic group, females increased their share of postbaccalaureate enrollment: White females increased their share from 53 to 59 percent, Hispanic females increased from 53 to 62 percent, Asian/Pacific Islander females from 44 to 55 percent, and American Indian/Alaska Native females from 56 to 64 percent.

In terms of governance, postsecondary institutions are classified as public, private nonprofit, or private for-profit. The first group includes most traditional state university systems, such as Michigan State University or the University of Texas at Austin, as well as community colleges. The second group ranges from major research universities, such as Harvard or Stanford, to small liberal arts colleges. The third group includes privately operated postsecondary education corporations, such as Strayer University or the University of Phoenix. Beyond their ownership structure, postsecondary institutions can also be characterized by the length of program offered, from less than 2-year to 4-year institutions, and by their level of research activity.

Figure 19.5. Percentage distribution of student enrollment in degree-granting institutions, by level of enrollment, control of institution, and race/ethnicity of student: 2013

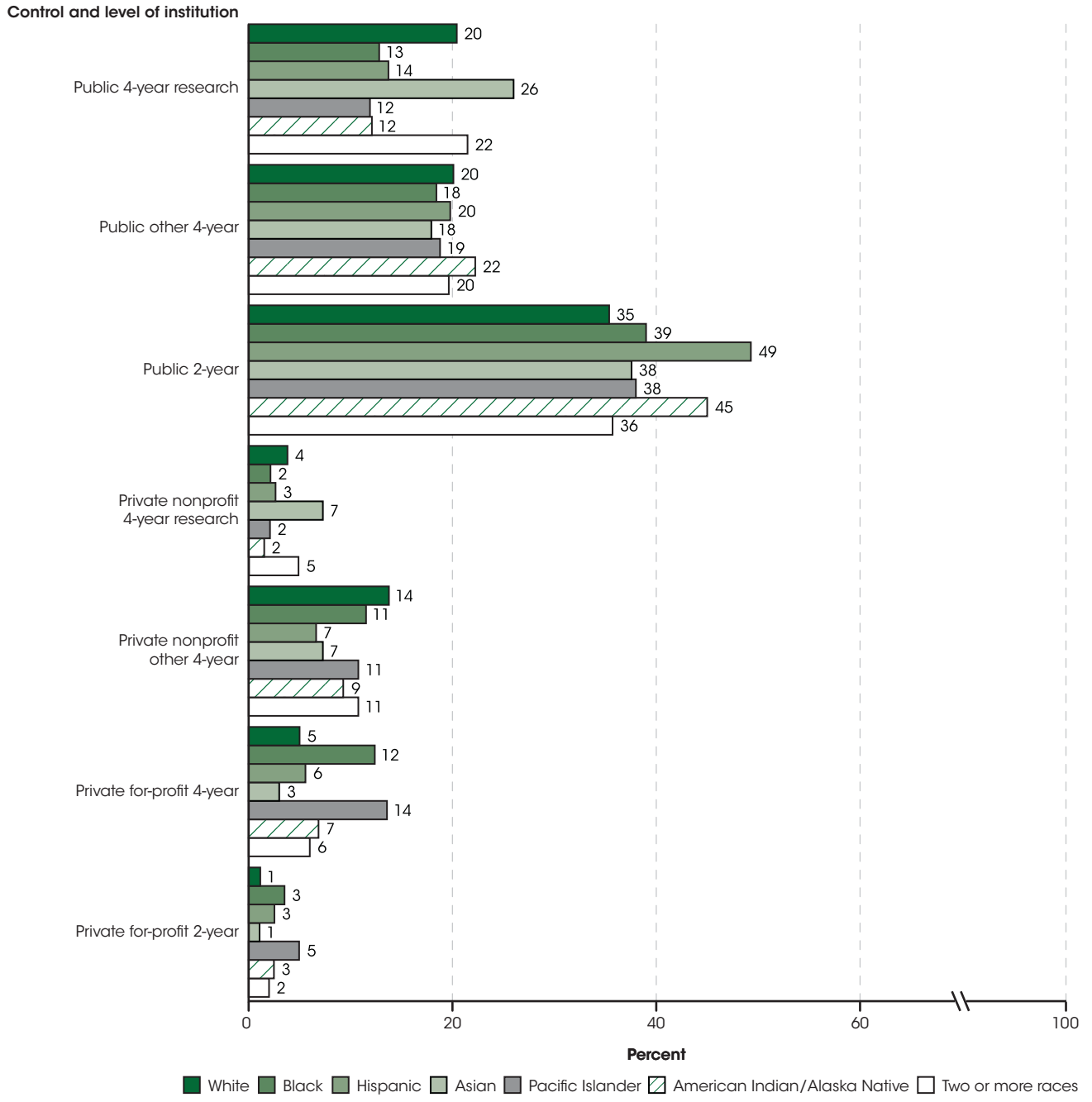


NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Race categories exclude persons of Hispanic ethnicity. Details may not sum to 100 because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2014, Enrollment component. See *Digest of Education Statistics 2014,* table 306.50.

In 2013, some 76 percent of the 17.5 million undergraduate students attended public institutions, 16 percent attended private nonprofit institutions, and 8 percent attended private for-profit institutions. There were variations by race/ethnicity, however. About 83 percent of Hispanic students, 81 percent of Asian students, and 79 percent of American Indian/Alaska Native students attended public institutions, higher than the percentages of students of Two or more races (77 percent), White students (76 percent), Black students (70 percent), and Pacific Islander students (68 percent) who attended them. Some 18 percent of White students, 16 percent of students of Two or more races, and 15 percent of Asian students attended private nonprofit institutions, while 11 percent of American Indian/Alaska Native students and 9 percent of Hispanic students did so. Higher percentages of Pacific Islander students (18 percent) and Black students (16 percent) attended private for-profit institutions than did students of other races/ethnicities (ranging from 4 to 9 percent).

Unlike the 76 percent of undergraduate students who attended public institutions in 2013, only 48 percent of the 2.9 million postbaccalaureate students attended public institutions, while 42 percent attended private nonprofit institutions and 10 percent attended private for-profit institutions. There were variations by race/ethnicity, however. About 50 percent each of White students and American Indian/Alaska Native students, 49 percent of Hispanic students, 48 percent of students of Two or more races, and 45 percent of Asian students attended public institutions. These rates were higher than the percentages for Black students (35 percent), and Pacific Islander students (30 percent). Some 49 percent of Asian students, 43 percent of White students, 42 percent each of Pacific Islander students and students of Two or more races, and 40 percent of Hispanic students attended private nonprofit institutions, while 38 percent of Black students and 34 percent of American Indian/Alaska Native students did so. Higher percentages of Pacific Islander students and Black students (28 percent each) attended private for-profit institutions than of students of the other races/ethnicities surveyed (ranging from 6 to 16 percent).

Figure 19.6. Percentage distribution of undergraduate student enrollment in degree-granting institutions, by control and level of institution and race/ethnicity of student: 2013



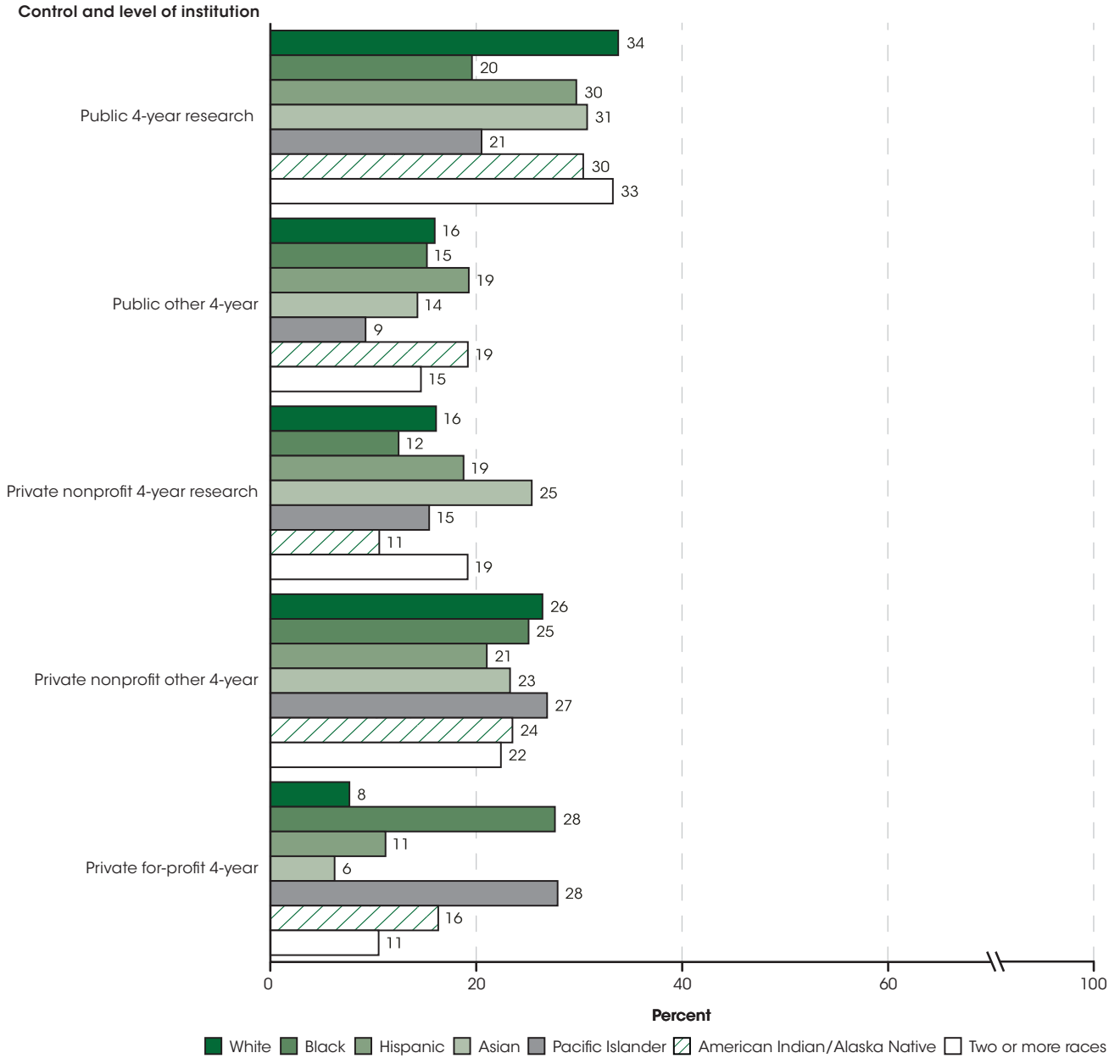
NOTE: Public 4-year research institutions include the following public institution types: research universities, very high; research universities, high; and doctoral/research universities. Public other 4-year institutions include the following public institution types: master's; baccalaureate; and special focus. Private nonprofit 4-year research institutions include the following private nonprofit institution types: research universities, very high; research universities, high; and doctoral/research universities. Private nonprofit other 4-year institutions include the following private nonprofit institution types: master's; baccalaureate; and special focus. Private nonprofit 2-year institutions are not included in the figure. Relative levels of research activity for research universities were determined by an analysis of research and development expenditures, science and engineering research staffing, and doctoral degrees conferred, by field. Further information on the research index rankings may be obtained from http://carnegieclassifications.iu.edu/. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Race categories exclude persons of Hispanic ethnicity. Details may not sum to 100 because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2014, Enrollment component. See *Digest of Education Statistics 2014*, table 306.50.

In 2013, undergraduate enrollment among the racial/ethnic groups also varied by the length of the program offered and by the level of research activity at the public institution attended. About 26 percent of Asian students, 22 percent of students of Two or more races, and 20 percent of White students attended public 4-year research institutions, higher than the percentages for Black, Hispanic, Pacific Islander, and American Indian/Alaska Native students (ranging from 12 to 14 percent). A higher percentage of American Indian/Alaska Native students (22 percent) attended other types (nonresearch) of public 4-year institutions than any other race/ethnicity

surveyed (ranging from 18 to 20 percent). Almost half (49 percent) of Hispanic undergraduate students attended public 2-year institutions, which was a higher percentage than for any other racial/ethnic group (ranging from 35 to 45 percent).

Undergraduate enrollment among the racial/ethnic group also varied by the level of institutional research activity at private nonprofit institutions in 2013. For example, a higher percentage of Asian students attended private nonprofit 4-year research institutions (7 percent) compared with the other races/ethnicities surveyed (ranging from 2 to 5 percent). A higher percentage of White students (14 percent) attended other types (nonresearch) of private nonprofit 4-year institutions than any other racial/ethnic group (ranging from 7 to 11 percent).

Figure 19.7. Percentage distribution of postbaccalaureate student enrollment in degree-granting institutions, by control and level of institution and race/ethnicity of student: 2013



NOTE: Public 4-year research institutions include the following public institution types: research universities, very high; research universities, high; and doctoral/research universities. Public other 4-year institutions include the following public institution types: master's; baccalaureate; and special focus. Private nonprofit 4-year research institutions include the following private nonprofit institution types: research universities, very high; research universities, high; and doctoral/research universities. Private nonprofit other 4-year institutions include the following private nonprofit institution types: master's; baccalaureate; and special focus. Relative levels of research activity for research universities were determined by an analysis of research and development expenditures, science and engineering research staffing, and doctoral degrees conferred, by field. Further information on the research index rankings may be obtained from http://carnegieclassifications.iu.edu/. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Race categories exclude persons of Hispanic ethnicity. Details may not sum to 100 because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2014, Enrollment component. See *Digest of Education Statistics 2014*, table 306.50.

In 2013, undergraduate enrollment at private for-profit institutions varied among the racial/ethnic groups by length of program offered. Higher percentages of Pacific Islander (14 percent) and Black students (12 percent) attended private for-profit 4-year institutions than of any other racial/ethnic group (ranging from 3 to 7 percent). Only 2 percent of all undergraduate students enrolled in private for-profit 2-year institutions. Pacific Islander undergraduate students enrolled in them at a higher rate (5 percent) than other racial/ethnic groups (ranging from 1 to 3 percent).

In 2013, postbaccalaureate enrollment among the racial/ethnic groups also varied by the level of research activity at the institutions that students attended. A higher percentage of White students (34 percent), students of Two or more races (33 percent), and Asian students (31 percent) attended public 4-year research institutions, compared with the other races/ethnicities surveyed (ranging from 20 to 30 percent). In comparison, a higher percentage of Hispanic students and American Indian/Alaska Native students (19 percent each) attended other types (nonresearch) of public 4-year institutions than of students of other racial/ethnic groups (ranging from 9 to 16 percent).

In regard to private institutions, a higher percentage of Asian students attended private nonprofit 4-year research institutions (25 percent) compared with the other races/ethnicities surveyed (ranging from 11 to 19 percent). In contrast, higher percentages of Pacific Islander students (27 percent), White students (26 percent) and Black students (25 percent) attended other types (nonresearch) of private nonprofit 4-year institutions, compared with students of other racial/ethnic groups (ranging from 21 to 24 percent).

Level of research activity at private, for-profit universities was not available, but postbaccalaureate enrollment in these institutions did differ among the racial/ethnic groups. A higher percentage of Pacific Islander students (28 percent) and Black students (28 percent) attended private, for-profit institutions than students of other racial/ethnic groups (ranging from 6 to 16 percent).

Endnotes:

[1] Total enrollment and overall enrollment for males and females includes nonresident aliens, who are not included in the totals by race/ethnicity.

Reference tables: *Digest of Education Statistics 2014*, 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, Postsecondary institutions (2005 Carnegie classification of degree-granting institutions), Private institution, Public school or institution, Undergraduate students

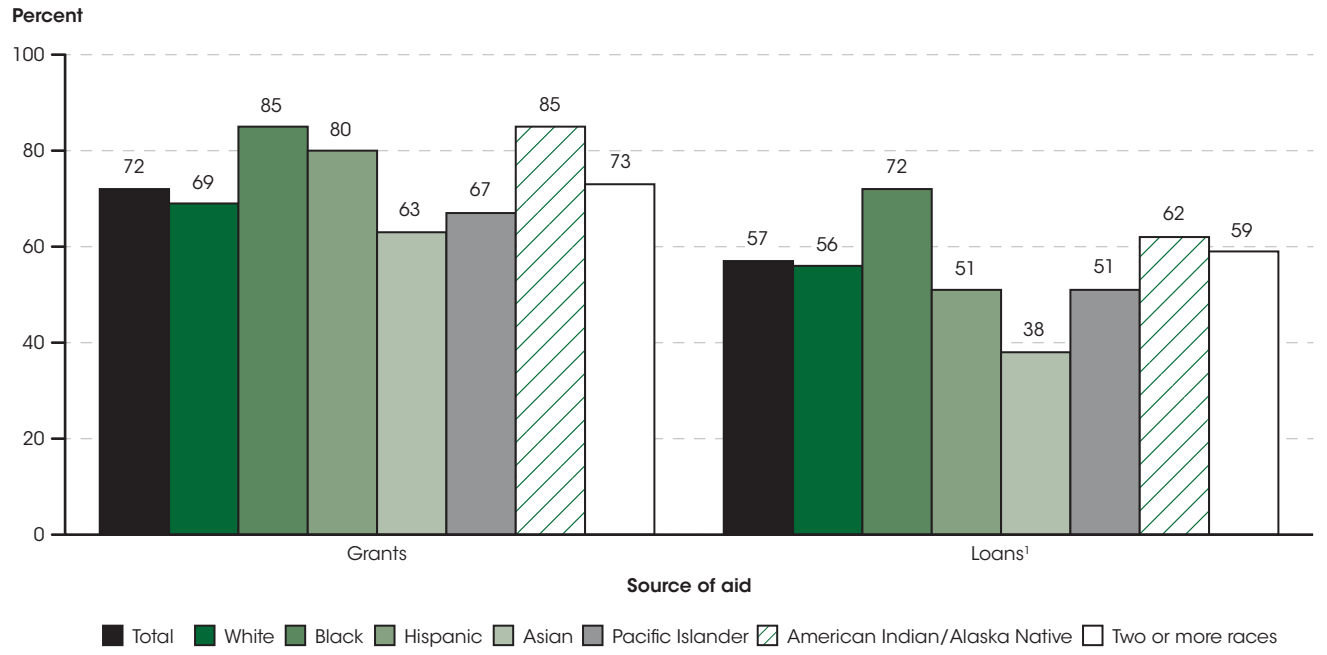
Indicator 20

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



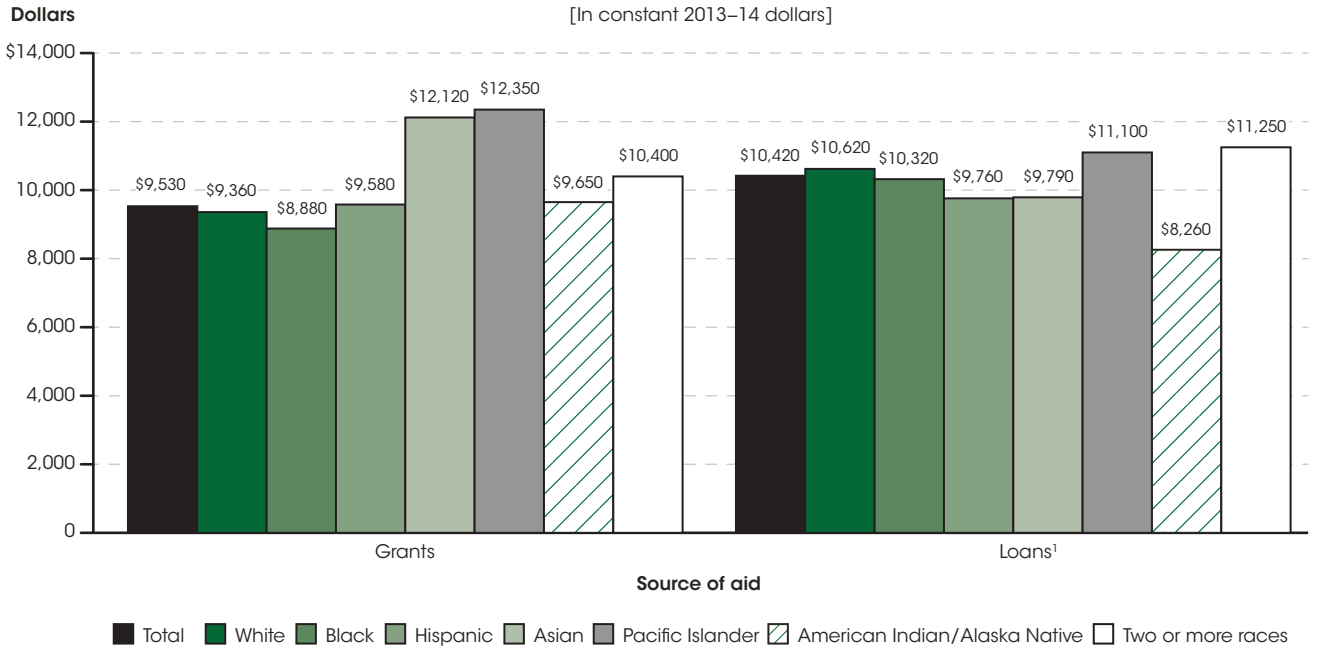
[1] Includes Parent Loans for Undergraduate Students (PLUS).
NOTE: Full-time undergraduates are those who were enrolled full time for 9 or more months at one or more institutions. Data include undergraduates in degree-granting and non-degree-granting institutions. Data exclude Puerto Rico. Race categories 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



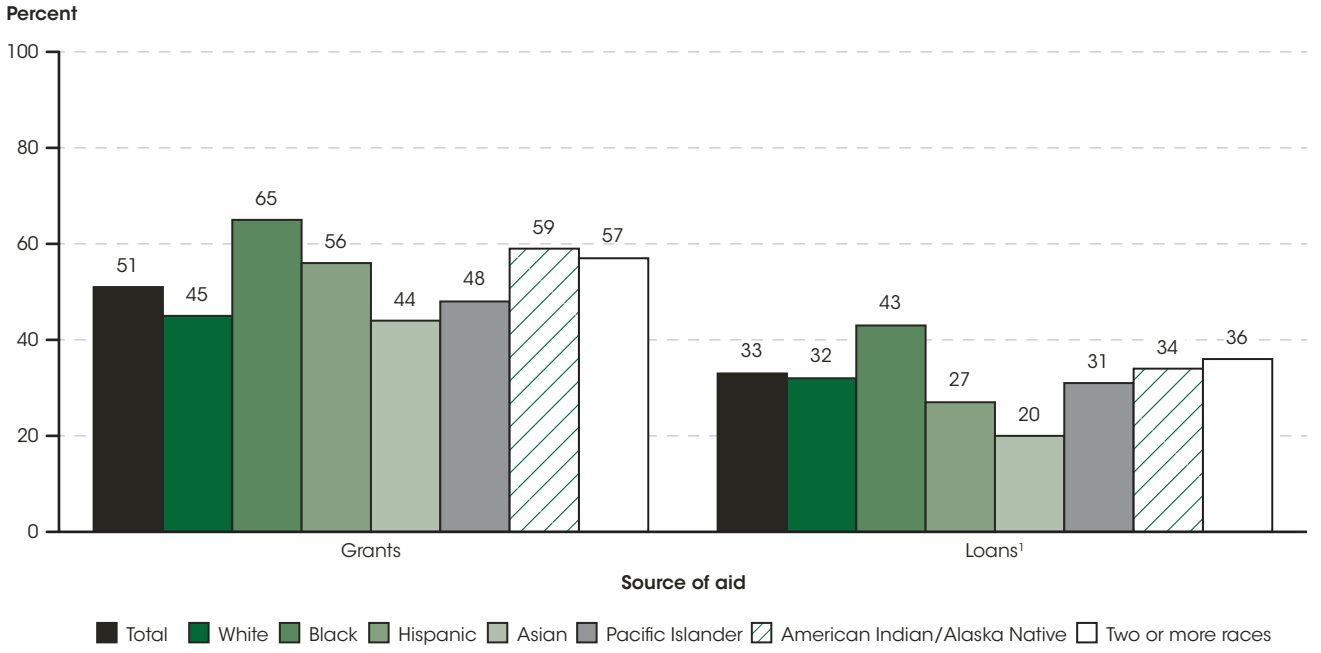
[1] Includes Parent Loans for Undergraduate Students (PLUS).
NOTE: Full-time undergraduates are those who were enrolled full time for 9 or more months at one or more institutions. Data include undergraduates in degree-granting and non-degree-granting institutions. Amounts are in constant 2013–14 dollars 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 races ($4,690). The 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

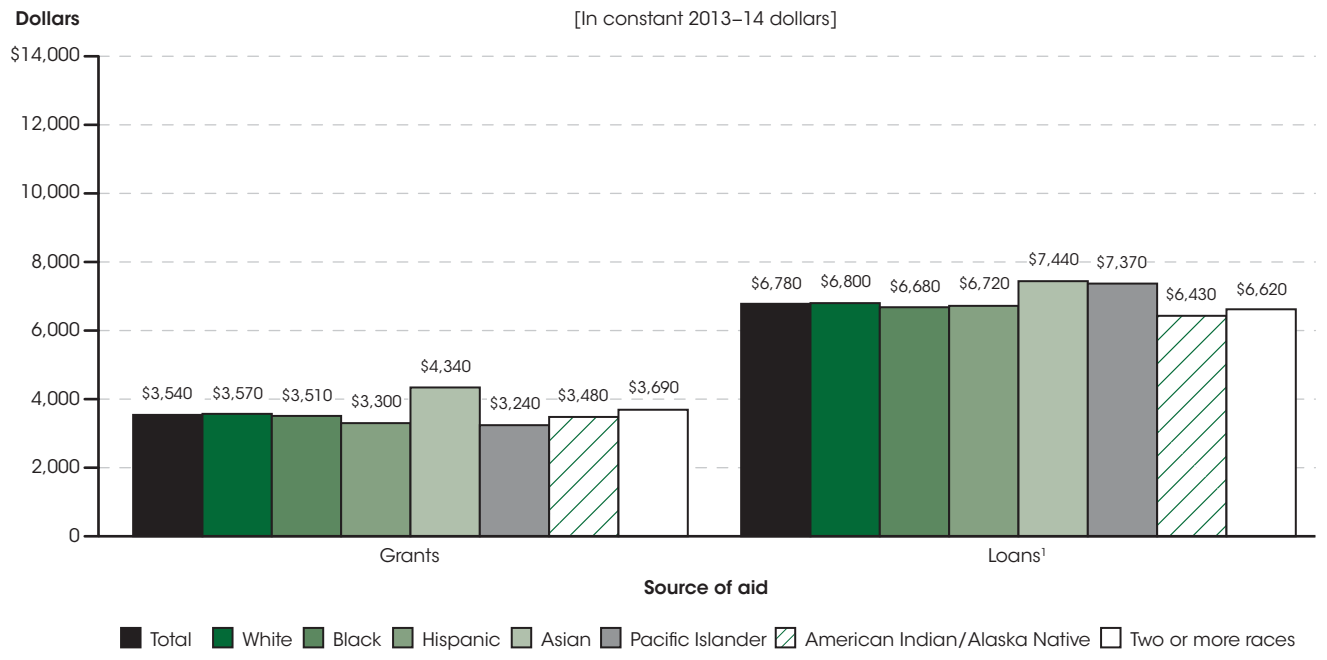


[1] Includes Parent Loans for Undergraduate Students (PLUS).
NOTE: Part-time or part-year undergraduates include those who were enrolled part time for 9 or more months and those who were enrolled less than 9 months either part time or full time. Data include undergraduates in degree-granting and non-degree-granting 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

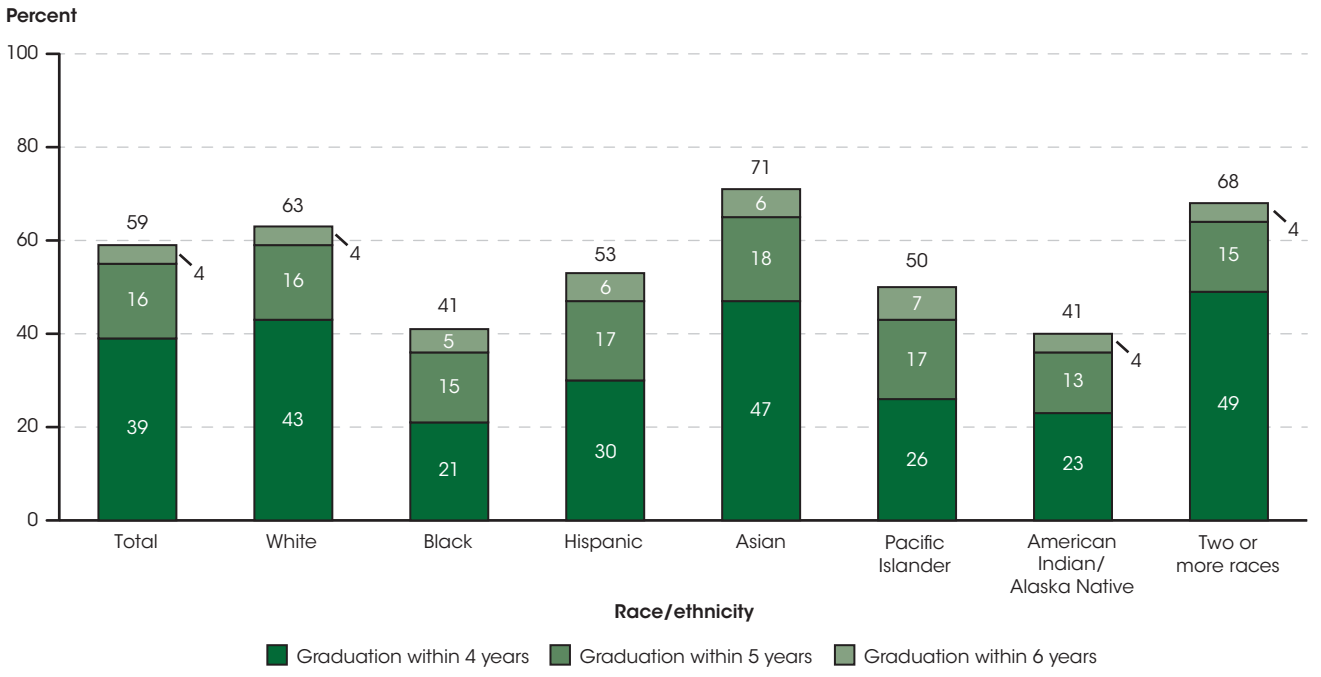
Indicator 21

Postsecondary Graduation Rates

The 6-year graduation rate in 2013 was 59 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 2007. The 6-year graduation rate was highest for Asian students and students of Two or more races (71 percent and 68 percent, respectively), and lowest for Black and American Indian/Alaska Native students (41 percent each).

The 2013 graduation rate was 59 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 2007. That is, 59 percent of first-time, full-time students who began seeking a bachelor's degree at a 4-year institution in fall 2007 completed the degree at that institution within 6 years. Graduation rates are calculated to meet requirements of the 1990 Student Right to Know Act, which requires 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. About 39 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 2007 received their bachelor's degree within 4 years.

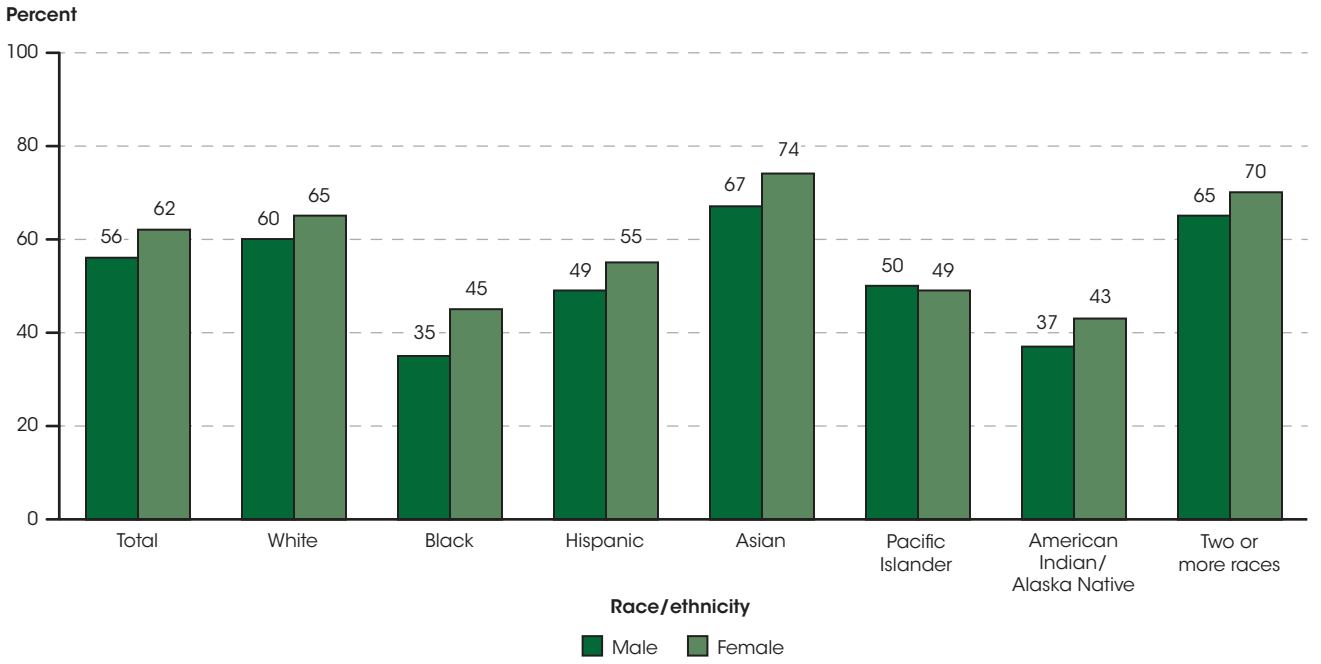
Figure 21.1. Graduation rates from first institution attended for first-time, full-time bachelor's degree-seeking students at 4-year postsecondary institutions, by race/ethnicity and time to completion: Starting cohort year 2007



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. Totals include data for persons whose race/ethnicity was not reported. Race categories exclude persons of Hispanic ethnicity. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2014, Graduation Rates component. See *Digest of Education Statistics 2014*, 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 2007, the 6-year graduation rate was highest for Asian students and students of Two or more races (71 percent and 68 percent, respectively). The rate was 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 2007 graduated within 4 years.

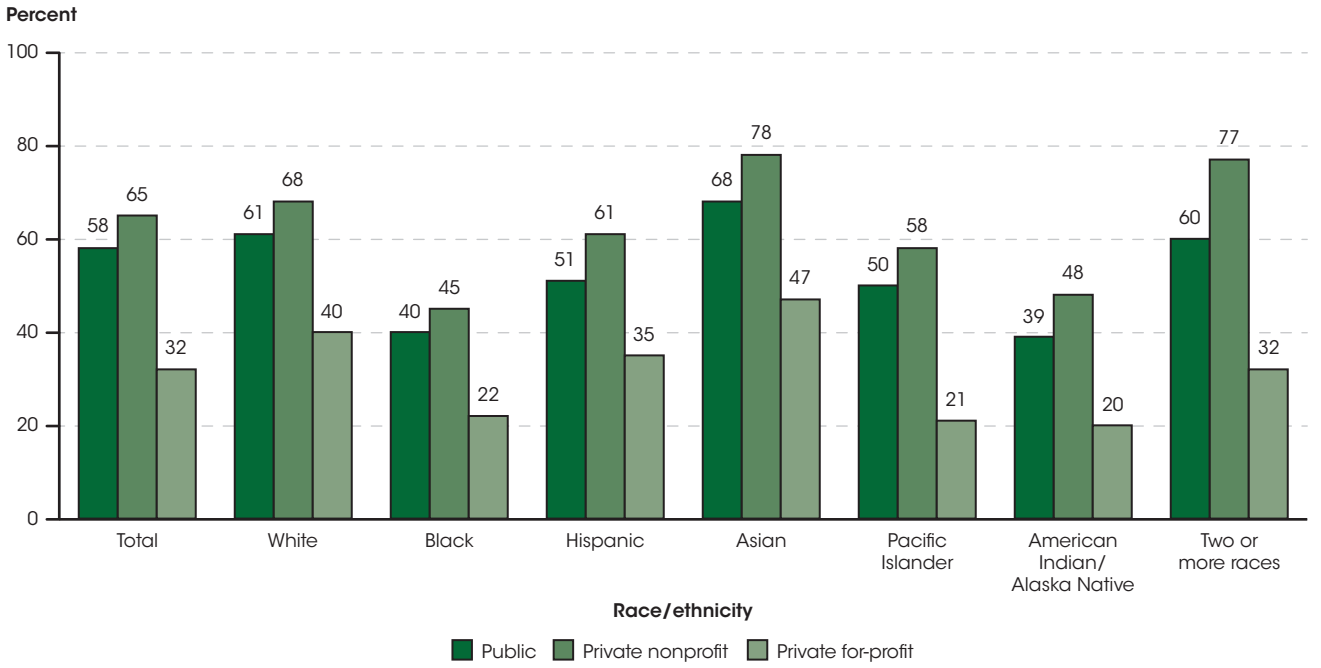
Figure 21.2. Percentage of first-time, full-time students seeking a bachelor's degree at 4-year degree-granting institutions who completed a bachelor's degree from the first institution attended within 6 years, by race/ethnicity and sex: Starting cohort year 2007



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. Totals include data for persons whose race/ethnicity was not reported. Race categories exclude persons of Hispanic ethnicity. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2014, Graduation Rates component. See *Digest of Education Statistics 2014,* table 326.10.

The 6-year graduation rate was 56 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. This gender gap was widest among Black students (35 percent for males and 45 percent for females) and narrowest among Pacific Islander students (50 percent for males and 49 percent for females).

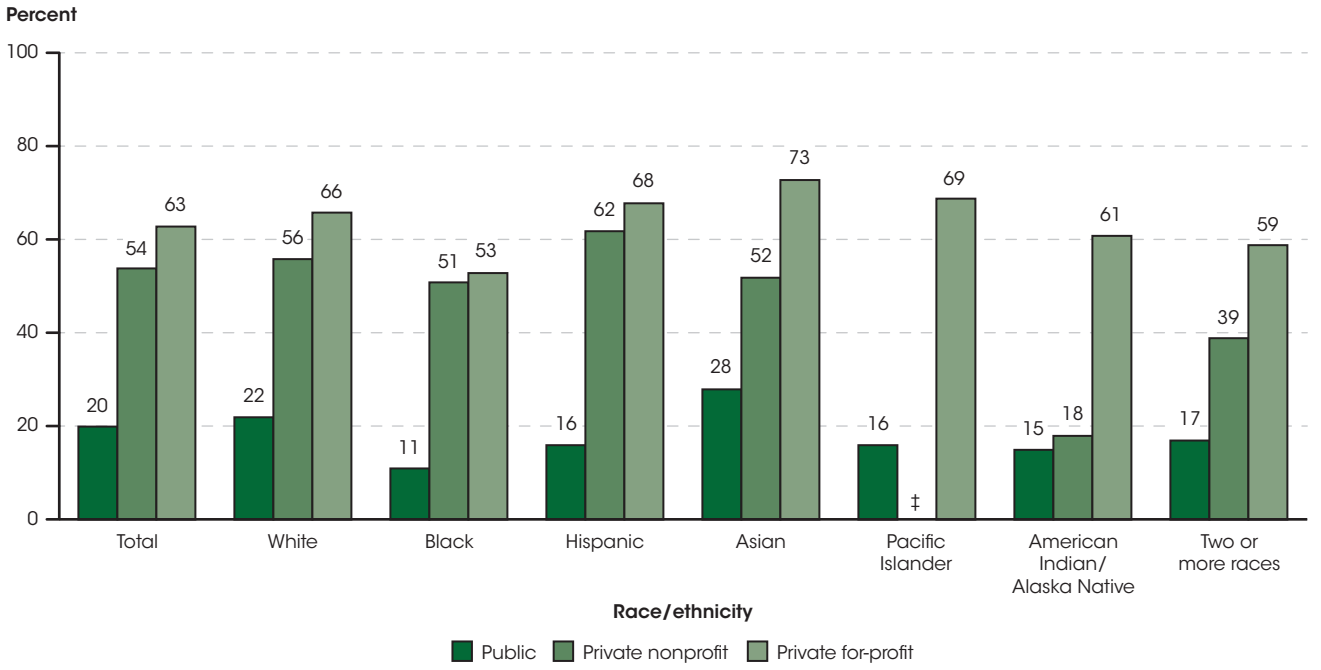
Figure 21.3. Percentage of first-time, full-time students seeking a bachelor's degree at 4-year degree-granting institutions who completed a bachelor's degree from the first institution attended within 6 years, by race/ethnicity and control of institution: Starting cohort year 2007



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. Totals include data for persons whose race/ethnicity was not reported. Race categories exclude persons of Hispanic ethnicity. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2014, Graduation Rates component. See *Digest of Education Statistics 2014*, 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 2007, the 6-year graduation rate was 58 percent at public institutions, 65 percent at private nonprofit institutions, and 32 percent at private for-profit institutions. Private nonprofit institutions had the highest graduation rates for each racial/ethnic group. The 6-year graduation rate at private nonprofit institutions was higher for Asian students (78 percent) and students of Two or more races (77 percent), and lowest for Black students (45 percent). The graduation rate at public institutions were higher for Asian students (68 percent), White students (61 percent), and students of Two or more races (60 percent), and lowest for Black students (40 percent) and American Indian/Alaska Native students (39 percent). 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. Less than 50 percent of the students of any racial/ethnic group graduated within 6 years at private for-profit 4-year institutions.

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 from the first institution attended within 3 years, by race/ethnicity and control of institution: Starting cohort year 2010



‡ Reporting standards not met (too few cases).
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. Totals include data for persons whose race/ethnicity was not reported. Race categories exclude persons of Hispanic ethnicity. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2014, Graduation Rates component. See *Digest of Education Statistics 2014*, 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 2010 and attained it within 150 percent of the normal time required to do so varied considerably by control of the institution and by race. An example of completing a credential within 150 percent of the normal time required to do so is taking 3 years for a 2-year degree. This graduation rate was 20 percent at public 2-year institutions, 54 percent at private nonprofit 2-year institutions, and 63 percent at private for-profit 2-year institutions.

The 2013 3-year graduation rate for first-time, full-time students at public 2-year institutions was highest for Asian students (28 percent) and lowest for Black students (11 percent). Graduation rates ranged from 15 to 22 percent for students in the remainder of the racial/ethnic groups. At private nonprofit institutions the 3-year graduation rate was highest for Hispanic students (62 percent), and lowest for American Indian/Alaska Native students (18 percent) and students of Two or more races (39 percent). Graduation rates for White, Black, and Asian students ranged from 51 to 56 percent. All racial/ethnic groups at 2-year institutions experienced a higher graduation rate at private for-profit schools than those attending public or private nonprofit institutions. Three-year graduation rates for students at private for-profit institutions ranged from 73 percent for Asian students to 53 percent for Black students.

Reference tables: *Digest of Education Statistics 2014*, 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 conferred to Hispanic students more than doubled between 2002–03 and 2012–13, and the number conferred to Black students increased by 54 percent. During the same period, the number of degrees conferred increased by smaller percentages for Asian/Pacific Islander (48 percent), White (23 percent), and American Indian/Alaska Native (16 percent) students.

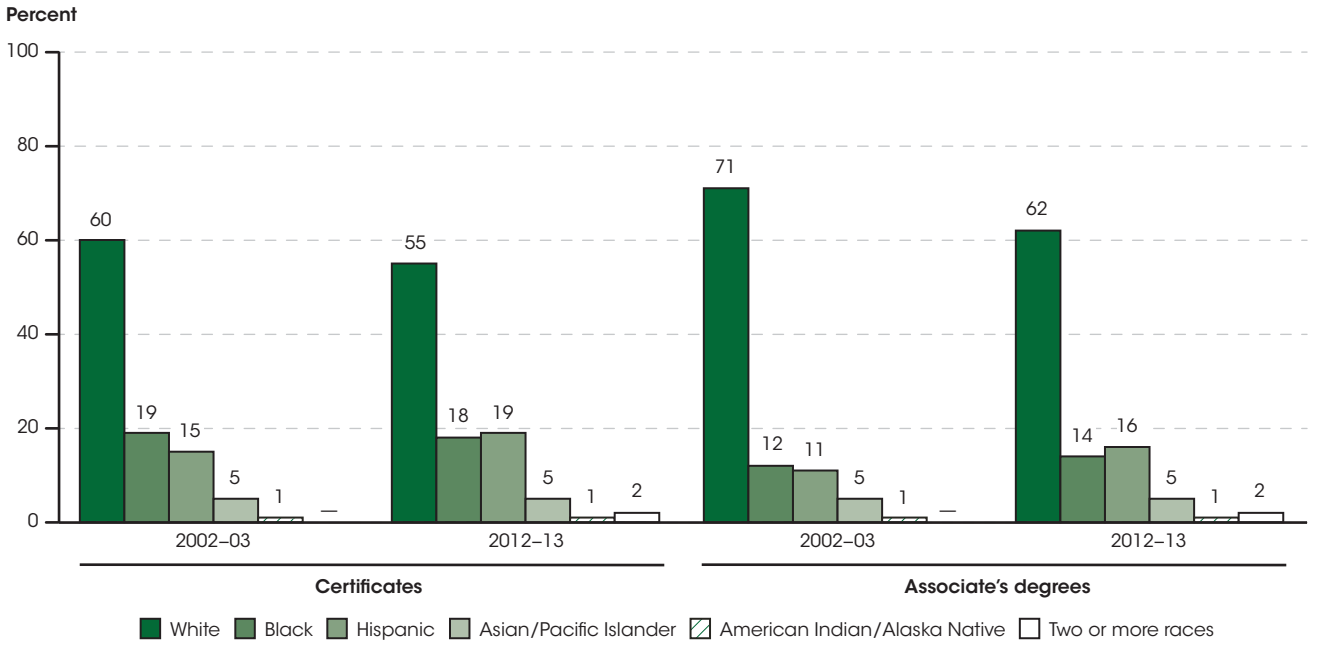
This indicator examines the number of degrees[1] awarded in 2012–13 across the level of degree and racial/ethnic groups. Between academic years 2002–03 and 2012–13, the total number of postsecondary degrees conferred increased at all degree levels: certificates by 49 percent (from 646,000 to 966,000), associate's degrees by 59 percent (from 634,000 to 1.0 million), bachelor's degrees by 36 percent (from 1.3 million to 1.8 million), master's degrees by 45 percent (from 519,000 to 752,000), and doctor's degrees by 44 percent (from 122,000 to 175,000). Reflecting the overall increase in the number of postsecondary degrees conferred at each level, the number of postsecondary degrees conferred also increased for all racial/ethnic groups at each level between 2002–03 and 2012–13.

Table 22.1. Number of degrees conferred by postsecondary institutions and percent change, by race/ethnicity and level of degree: Academic years 2002–03, 2011–12, and 2012–13

Level of degree and academic year	Total[1]	White	Black	Hispanic	Asian/Pacific Islander	American Indian/ Alaska Native	Two or more races
Certificates[2]							
2002–03	646,425	382,289	120,582	95,499	32,981	8,117	—
2011–12	989,061	535,621	190,253	187,014	43,048	10,638	14,140
2012–13	966,084	523,334	176,700	186,029	44,357	10,813	17,635
Percent change from 2002–03 to 2012–13	49.5	36.9	46.5	94.8	34.5	33.2	—
Percent change from 2011–12 to 2012–13	-2.3	-2.3	-7.1	-0.5	3.0	1.6	24.7
Associate's							
2002–03	634,016	438,261	75,609	66,673	32,629	7,461	—
2011–12	1,021,718	635,755	142,512	151,807	48,861	10,738	14,858
2012–13	1,006,961	616,990	135,777	157,966	49,456	10,540	19,402
Percent change from 2002–03 to 2012–13	58.8	40.8	79.6	136.9	51.6	41.3	—
Percent change from 2011–12 to 2012–13	-1.4	-3.0	-4.7	4.1	1.2	-1.8	30.6
Bachelor's							
2002–03	1,348,811	994,616	124,253	89,029	87,964	9,875	—
2011–12	1,792,163	1,212,417	185,916	169,736	126,177	11,498	27,234
2012–13	1,840,164	1,221,576	191,180	186,650	130,144	11,445	34,338
Percent change from 2002–03 to 2012–13	36.4	22.8	53.9	109.7	48.0	15.9	—
Percent change from 2011–12 to 2012–13	2.7	0.8	2.8	10.0	3.1	-0.5	26.1
Master's							
2002–03	518,699	346,003	45,150	25,200	27,492	2,886	—
2011–12	755,967	470,822	86,007	50,994	45,379	3,681	9,823
2012–13	751,751	455,892	87,988	52,990	44,912	3,697	11,839
Percent change from 2002–03 to 2012–13	44.9	31.8	94.9	110.3	63.4	28.1	—
Percent change from 2011–12 to 2012–13	-0.6	-3.2	2.3	3.9	-1.0	0.4	20.5
Doctor's[3]							
2002–03	121,579	82,549	7,537	5,503	12,008	759	—
2011–12	170,217	109,365	11,794	9,223	17,896	915	1,571
2012–13	175,038	110,775	12,084	10,107	18,408	900	2,438
Percent change from 2002–03 to 2012–13	44.0	34.2	60.3	83.7	53.3	18.6	—
Percent change from 2011–12 to 2012–13	2.8	1.3	2.5	9.6	2.9	-1.6	55.2

— Not available.
[1] Total includes students of Two or more races and nonresident aliens.
[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 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 2003, Fall 2012, and Fall 2013, Completions component. See *Digest of Education Statistics 2014*, tables 320.20, 321.20, 322.20, 323.20, and 324.20.

Figure 22.1. Percentage distribution of certificates and associate's degrees conferred to U.S. citizens by postsecondary institutions, by race/ethnicity: Academic years 2002–03 and 2012–13

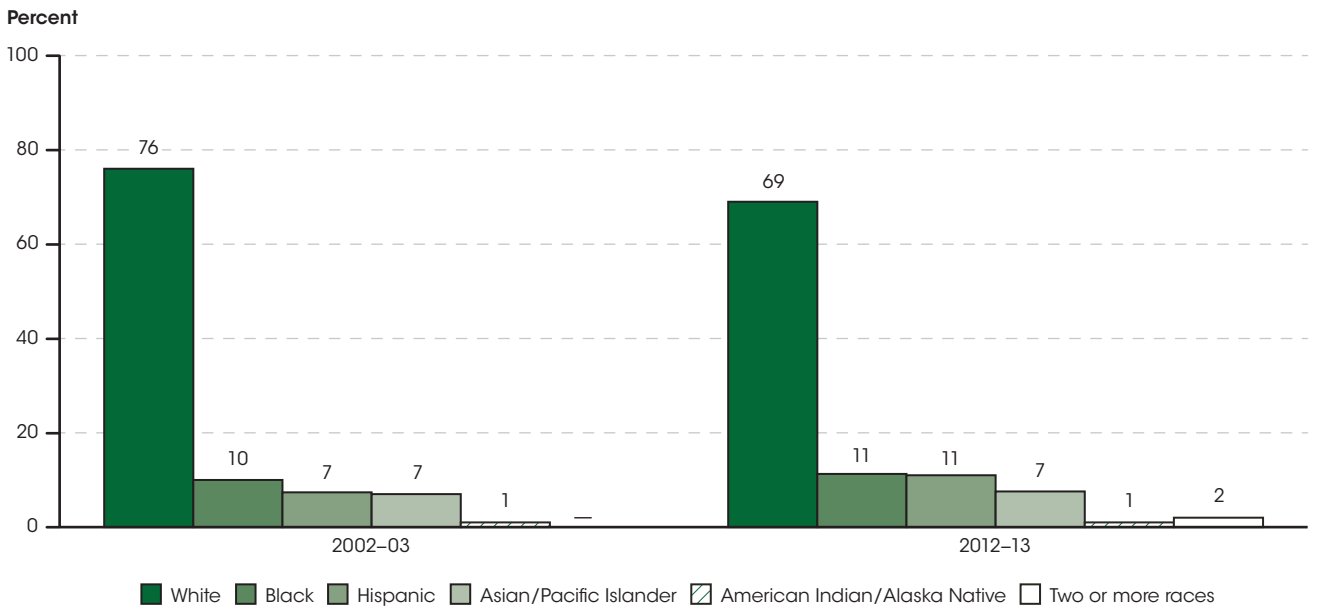


— Not available.
NOTE: Data are for postsecondary institutions participating in Title IV federal financial aid programs. Certificates include less-than-1-year awards and 1- to less-than-4-year awards (excluding associate's degrees). Race categories exclude persons of Hispanic ethnicity. Separate data on students of Two or more races not collected until 2010–11. 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 2003 and Fall 2013, Completions component. See *Digest of Education Statistics 2014*, tables 320.20 and 321.20.

The number of postsecondary certificates below the baccalaureate level conferred to Hispanic students almost doubled (a 95 percent increase, from 95,500 to 186,000) between academic years 2002–03 and 2012–13. During this period, the number of certificates conferred increased by 47 percent for Black students (from 121,000 to 177,000), by 37 percent for White students (from 382,000 to 523,000), by 34 percent for Asian/Pacific Islander students (from 33,000 to 44,400), and by 33 percent for American Indian/Alaska Native students (from 8,100 to 10,800). As a result of these changes, the share of all certificates conferred to Hispanics increased from 15 percent in 2002–03 to 19 percent in 2012–13. In contrast, the share of certificates earned by White students decreased from 60 percent to 55 percent during this period. In both 2002–03 and 2012–13, the shares of certificates earned by Asian/Pacific Islander students were 5 percent. The shares of certificates earned by Black students were 19 percent in 2002–03 and 18 percent in 2012–13. The shares of certificates earned by American Indian/Alaska Native students were 1 percent in both 2002–03 and 2012–13.

At the associate's degree level, the number of degrees conferred to Hispanic students more than doubled between academic years 2002–03 and 2012–13 (a 137 percent increase, from 66,700 to 158,000) and the number of degrees earned by Black students increased 80 percent (from 75,600 to 136,000). During this period, the number of associate's degrees conferred increased by 52 percent for Asian/Pacific Islander students (from 32,600 to 49,500), increased by 41 percent for both White students (from 438,000 to 617,000) and American Indian/Alaska Native students (from 7,500 to 10,500). As a result of the changes over this period, the share of all associate's degrees conferred to Hispanic students increased from 11 to 16 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 71 to 62 percent. In both 2002–03 and 2012–13, the shares of associate's degrees earned by American Indian/Alaska Native students were 1 percent. The share of associate's degrees earned by Asian/Pacific Islander students remained at 5 percent over this period.

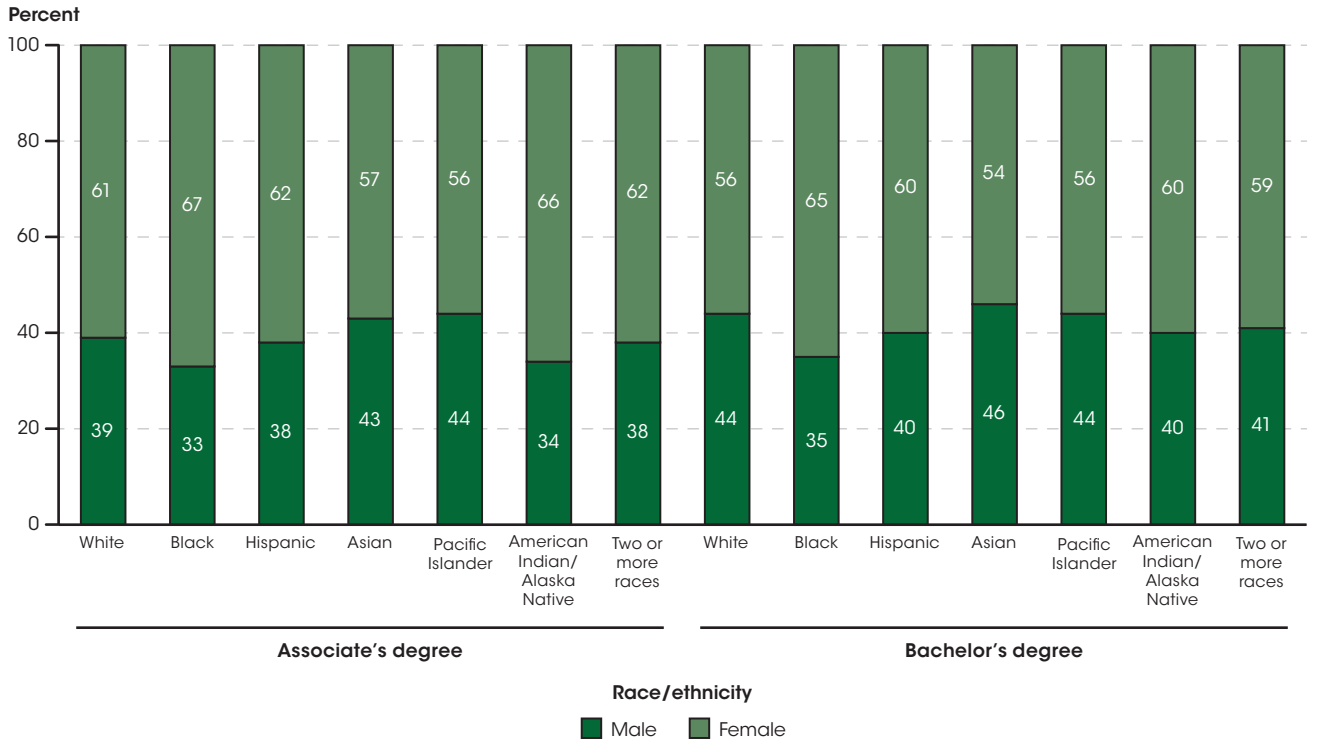
Figure 22.2. Percentage distribution of bachelor's degrees conferred to U.S. citizens by degree-granting postsecondary institutions, by race/ethnicity: Academic years 2002–03 and 2012–13



— Not available.
NOTE: Data are for postsecondary institutions participating in Title IV federal financial aid programs. Race categories exclude persons of Hispanic ethnicity. Separate data on students of Two or more races not collected until 2010–11. Detail may not sum to 100 because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2003 and Fall 2013, Completions component. See *Digest of Education Statistics 2014*, table 322.20.

At the bachelor's degree level, the number of degrees conferred to Hispanic students more than doubled between academic years 2002–03 and 2012–13 (a 110 percent increase, from 89,000 to 187,000), and the number conferred to Black students increased by 54 percent (from 124,000 to 191,000). During the same period, the number of degrees conferred increased by 48 percent for Asian/Pacific Islander students (from 88,000 to 130,000), increased by 23 percent for White students (from 995,000 to 1.2 million), and increased by 16 percent for American Indian/Alaska Native students (from 9,900 to 11,400). As a result of the changes over this period, the share of all bachelor's degrees conferred to U.S. residents 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 2002–03 to 69 percent in 2012–13. In 2012–13, the share of bachelor's degrees earned by Asian/Pacific Islander students was 7 percent, and the share earned by American Indian/Alaska Native students was 1 percent; in each case, the percentage change from 2002–03 was less than 1 percent.

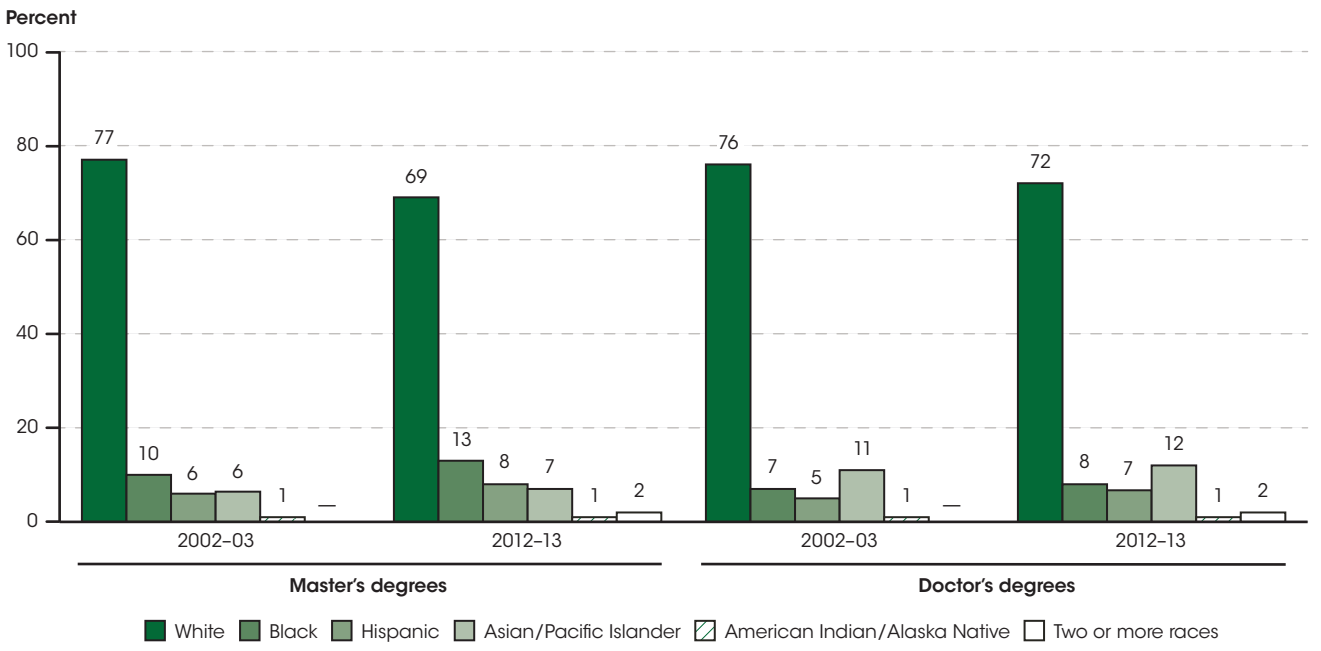
Figure 22.3. Percentage distribution of associate's degrees and bachelor's degrees conferred to U.S. citizens by degree-granting postsecondary institutions, by race/ethnicity and sex: 2012–13



NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. 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 2013, Completions component. See *Digest of Education Statistics 2014*, tables 321.30, 321.40, 321.50, 322.30, 322.40, and 322.50.

Across racial/ethnic groups, larger shares of undergraduate degrees and certificates were conferred to female students than to male students in academic year 2012–13. For example, the shares of bachelor's degrees earned by female students were 65 percent for Black students, 60 percent for American Indian/Alaska Native and Hispanic students, 59 percent for students of Two or more races,[2] 56 percent for both Pacific Islander and White students, and 54 percent for Asian students.

Figure 22.4. Percentage distribution of master's and doctor's degrees conferred to U.S. citizens by degree-granting postsecondary institutions, by race/ethnicity: Academic years 2002–03 and 2012–13

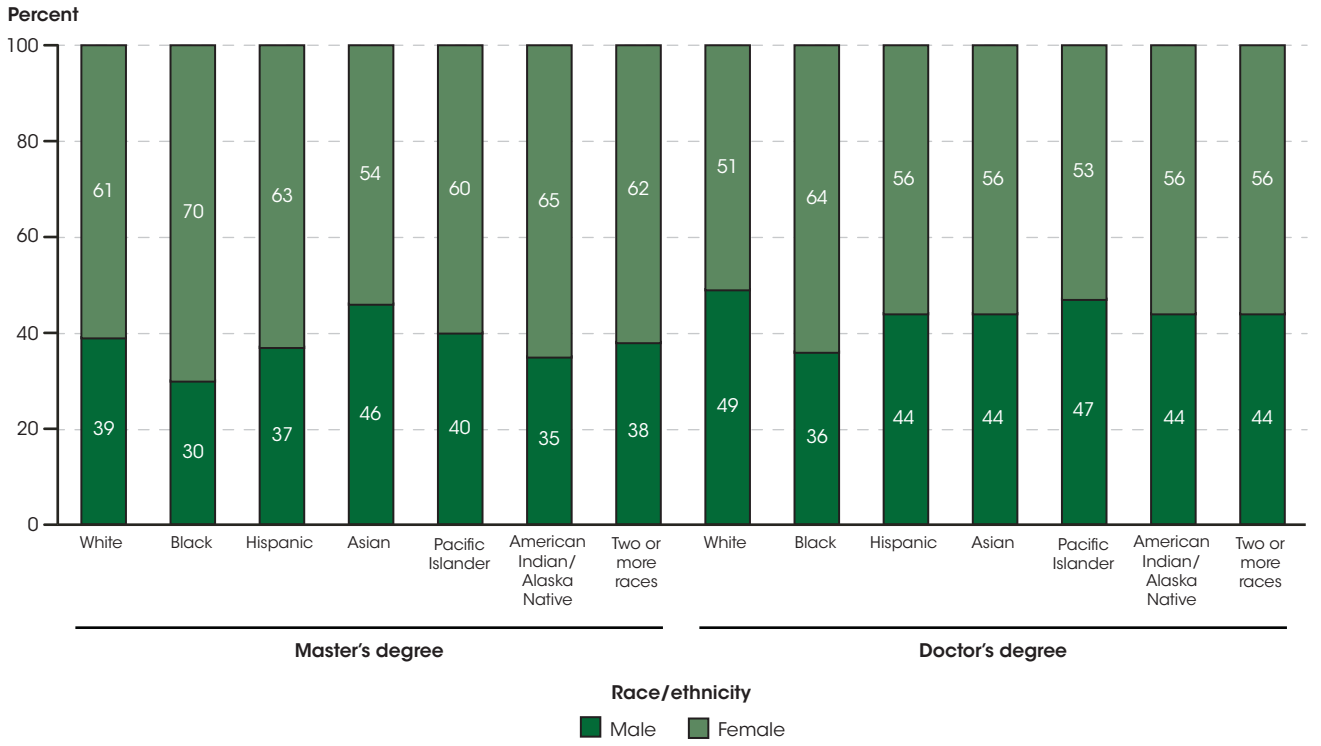


— Not available.
NOTE: Data are for postsecondary institutions participating in Title IV federal financial aid programs. Doctor's degrees includes Ph.D., Ed.D., and comparable degrees at the doctoral level. Includes most degrees formerly classified as first-professional, such as M.D., D.D.S., and law degrees. Race categories exclude persons of Hispanic ethnicity. Separate data on students of Two or more races not collected until 2010–11. 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 2003 and Fall 2013, Completions component. See *Digest of Education Statistics 2014*, tables 323.20 and 324.20.

The distribution of graduate degrees by race/ethnicity between 2002–03 and 2012–13 followed a pattern similar to that observed for undergraduate degrees. At the master's degree level, the number of degrees conferred to Hispanic students more than doubled over this period (an increase of 110 percent, from 25,200 to 53,000), and the number conferred to Black students almost doubled (an increase of 95 percent, from 45,200 to 88,000). The number of master's degrees conferred during the period increased by 63 percent for Asian/Pacific Islander students (from 27,500 to 44,900), increased by 32 percent for White students (346,000 to 456,000), and increased by 28 percent for American Indian/Alaska Native students (from 2,900 to 3,700). As a result of the changes over the period, the share of all master's degrees conferred to U.S. citizens earned by Hispanic students increased from 6 to 8 percent, the share earned by Black students increased from 10 to 13 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 period decreased from 77 to 69 percent. In both 2002–03 and 2012–13, American Indian/Alaska Native students accounted for 1 percent of the master's degrees awarded.

At the doctor's degree level, the number of degrees conferred increased by 84 percent for Hispanic students (from 5,500 to 10,100), increased by 60 percent for Black students (from 7,500 to 12,100), and increased by 53 percent for Asian/Pacific Islander students (from 12,000 to 18,400) between academic years 2002–03 and 2012–13. During the same period, the number of doctor's degrees conferred increased by 34 percent for White students (from 82,500 to 111,000) and by 19 percent for American Indian/Alaska Native students (from 760 to 900). As a result, the share of all doctor's degrees conferred 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 72 percent over the period. The shares of doctor's degrees earned by American Indian/Alaska Native students were 1 percent in both 2002–03 and 2012–13.

Figure 22.5. Percentage distribution of master's and doctor's degrees conferred to U.S. citizens by degree-granting postsecondary institutions, by race/ethnicity and sex: 2012–13



NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. 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 2013, Completions component. See *Digest of Education Statistics 2014*, tables 323.30, 323.40, 323.50, 324.25, 324.30, and 324.35.

In academic year 2012–13, the share of degrees conferred to female students at each graduate level was larger than that conferred 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 2012–13, female students earned 70 percent of the master's degrees conferred to Black students. The shares of master's degrees conferred to females of other racial/ethnic groups ranged from 54 percent among Asian students to 65 percent among American Indian/Alaska Native students. At the doctor's degree level, female students earned 64 percent of degrees conferred to Black students; the shares of doctor's degrees conferred to females of other racial/ethnic groups ranged from 51 percent among White students to 56 percent among Hispanic 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, or certificate. Data reported by racial/ethnic groups includes only U.S. residents.

[2] Separate data on students of Two or more races was not collected until 2010–11.

Reference tables: *Digest of Education Statistics 2014*, tables 320.20, 321.20, 321.30, 321.40, 321.50, 322.20, 322.30, 322.40, 322.50, 323.20, 323.40, 323.50, 324.20, 324.25, 324.30, and 324.35

Data sources: Integrated Postsecondary Education Data System (IPEDS)

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

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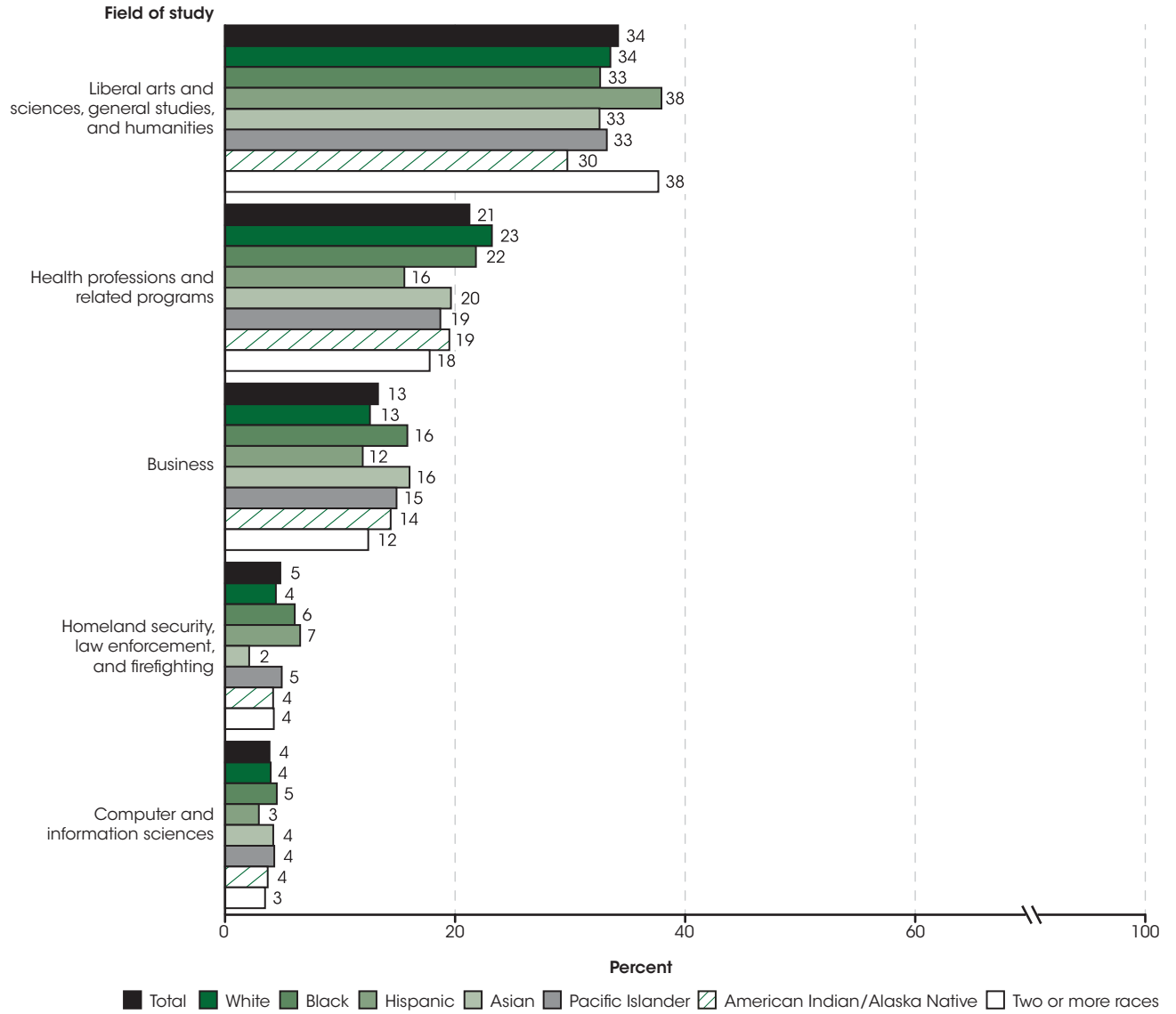
Indicator 23

Undergraduate and Graduate Degree Fields

In 2012–13, a higher percentage of bachelor's degrees were conferred in business than in any other field across all racial/ethnic groups, ranging from 16 percent for students of Two or more races to 23 percent for Pacific Islander students.

There are varying outcomes for postsecondary degree recipients depending on their field of study. For example, certain degree fields are associated with higher median annual salaries.[1] This indicator examines the five degree fields in which the greatest number of associate's, bachelor's, master's, and doctor's degrees were conferred in 2012–13 both overall and by racial/ethnic groups.

Figure 23.1. Percentage of associate's degrees awarded by postsecondary institutions in selected fields of study, by race/ethnicity: 2012–13

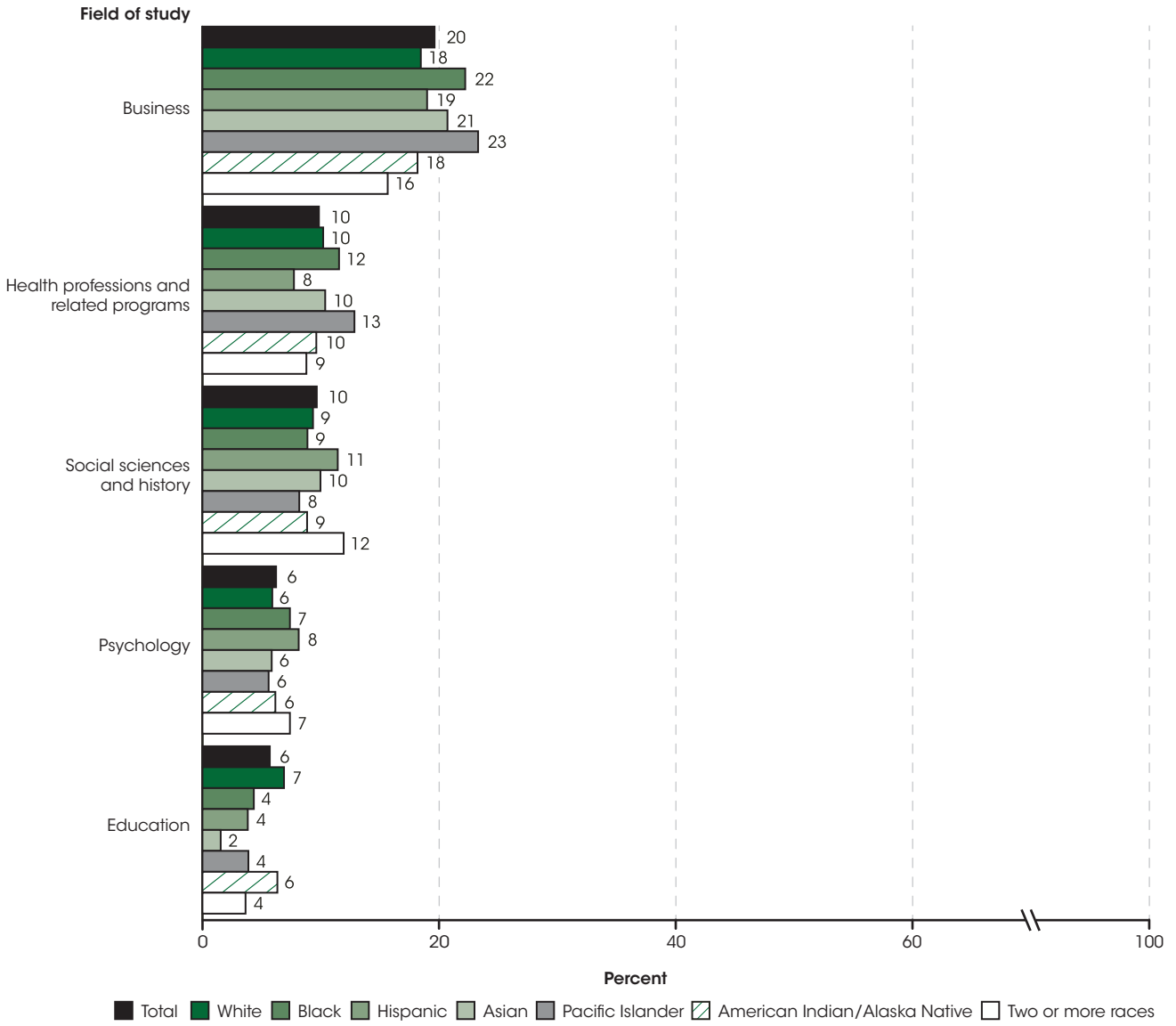


NOTE: These five fields were selected because they were the fields in which the largest percentages of associate's degrees were awarded in 2012–13. Data are for postsecondary institutions participating in Title IV federal financial aid programs. Race categories exclude persons of Hispanic ethnicity. 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. Total includes nonresident alien graduates who are not reported by race/ethnicity. 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.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2013, Completions component. See *Digest of Education Statistics 2014*, table 321.30.

In 2012–13, over three quarters of the associate's degrees conferred were in the five largest fields: liberal arts and sciences, general studies, and humanities (34 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 conferred in liberal arts and sciences, general studies, and humanities ranged from 30 percent for American Indian/Alaska Native students to 38 percent for students of Two or more races and Hispanic students. The percentage of degrees conferred in health professions and related programs ranged from 16 percent for Hispanic students to 23 percent for White students. For business degrees conferred, the percentage ranged from 12 percent for Hispanic students and students of Two or more races to 16 percent for Black students and Asian students.

The distribution of the fourth and fifth largest fields for associate's degrees conferred was the same as the total distribution for White, Black, and Pacific Islander students, as well as students of Two or more races. For Hispanic students, the fourth and fifth largest associate's degree fields in 2012–13 were homeland security, law enforcement, and firefighting, and multi/interdisciplinary studies. The fourth and fifth largest fields of study among Asian students were multi/interdisciplinary studies and computer and information sciences. Among American Indian/Alaska Native students, the fourth and fifth largest fields were education and homeland security, law enforcement, and firefighting.

Figure 23.2. Percentage of bachelor's degrees awarded by postsecondary institutions in selected fields of study, by race/ethnicity: 2012–13

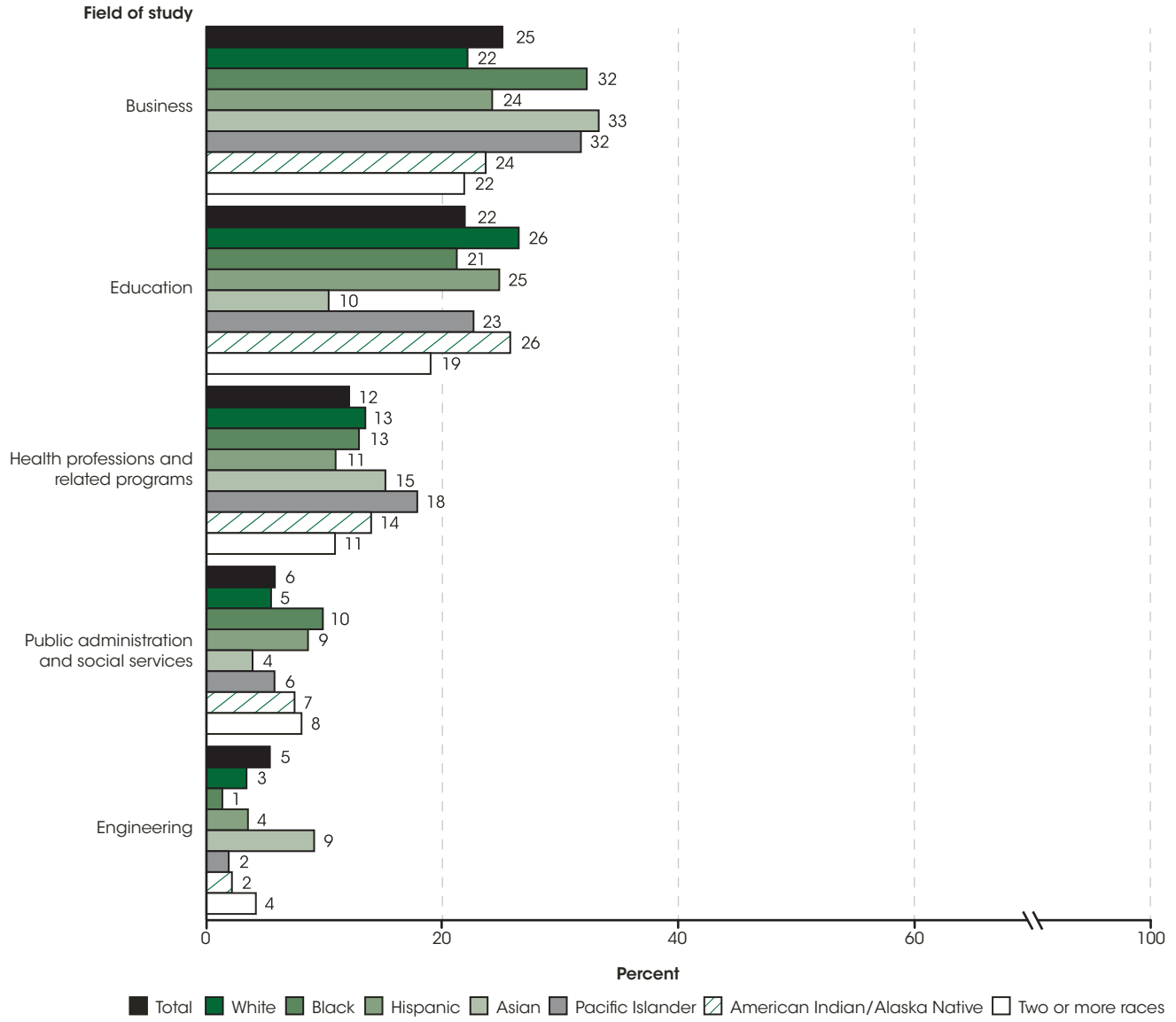


NOTE: These five fields were selected because they were the fields in which the largest percentages of bachelor's degrees were awarded in 2012–13. Data are for postsecondary institutions participating in Title IV federal financial aid programs. Race categories exclude persons of Hispanic ethnicity. Reported 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. Total includes nonresident alien graduates who are not reported by race/ethnicity. 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.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2013, Completions component. See *Digest of Education Statistics 2014*, table 322.30.

About half of the bachelor's degrees conferred in 2012–13 were in the five largest fields: business (20 percent); health professions and related programs (10 percent); social sciences and history (10 percent); psychology (6 percent); and education (6 percent). In 2012–13, a higher percentage of bachelor's degrees were conferred in business than in any other field across all racial/ethnic groups, ranging from 16 percent for students of Two or more races to 23 percent for Pacific Islander students. Health professions and related programs was the second most popular field for White (10 percent), Black (12 percent), Pacific Islander (13 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 for Asian students (13 percent).

Homeland security, law enforcement, and firefighting was the fifth largest field for Black students. Visual and performing arts was the fifth largest field for Hispanic students and students of Two or more races. Engineering was the fifth largest field for Asian students, and biological and biomedical sciences was the fifth largest field for Pacific Islander students.

Figure 23.3. Percentage of master's degrees awarded by postsecondary institutions in selected fields of study, by race/ethnicity: 2012–13

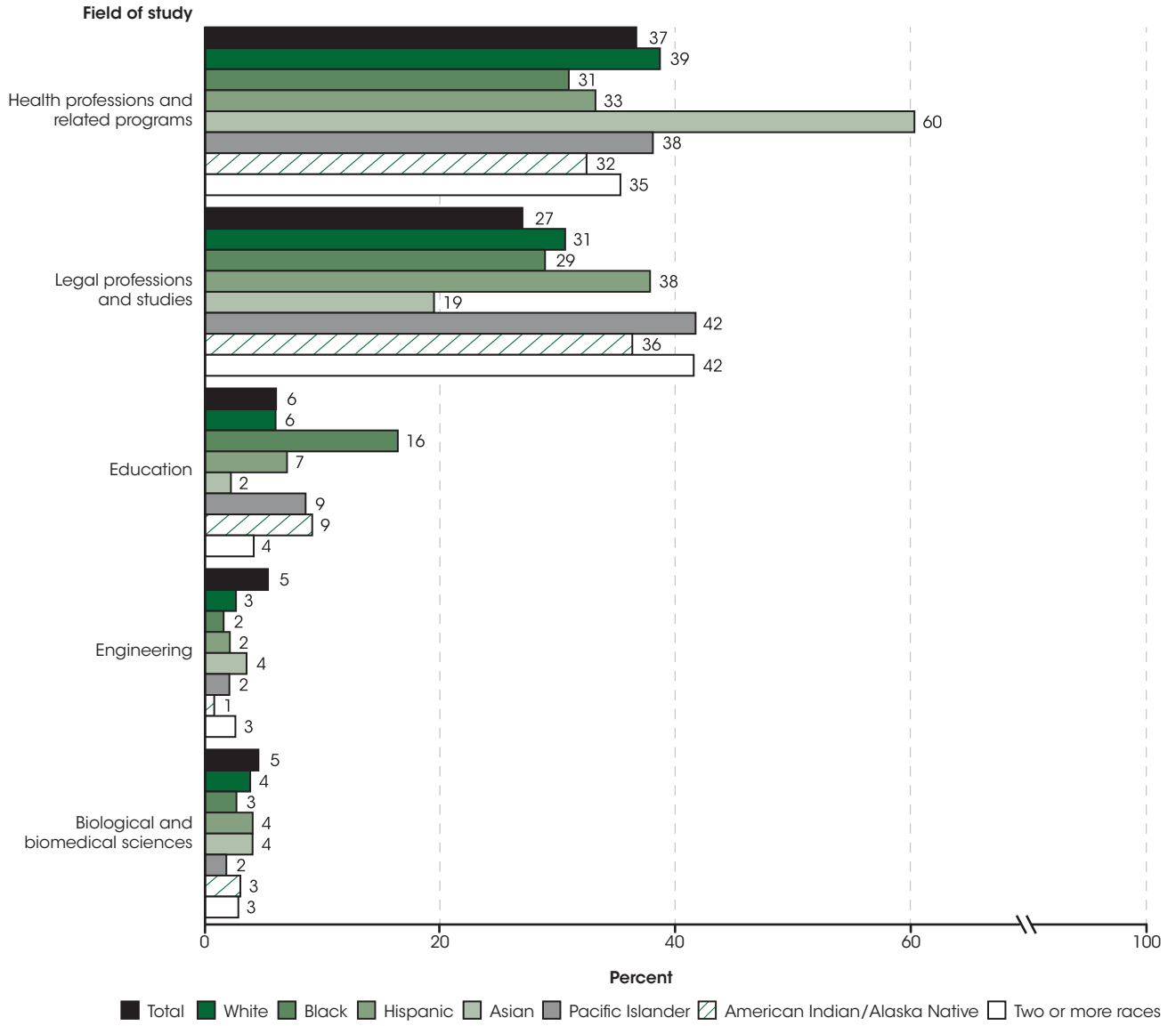


NOTE: These five fields were selected because they were the fields in which the largest percentages of master's degrees were awarded in 2012–13. Data are for postsecondary institutions participating in Title IV federal financial aid programs. Race categories exclude persons of Hispanic ethnicity. Reported 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. Total includes nonresident alien graduates who are not reported by race/ethnicity. 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.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2013, Completions component. See *Digest of Education Statistics 2014*, table 323.30.

In 2012–13, about 70 percent of the master's degrees conferred were in the five largest fields: business (25 percent); education (22 percent); health professions and related programs (12 percent); public administration and social services (6 percent); and engineering (5 percent). The percentage of master's degrees conferred in business ranged from 22 percent for students of Two or more races and White students to 33 percent for Asian students. The percentage of degrees conferred in education ranged from 10 percent for Asian students to 26 percent for American Indian/Alaska Native students and White students. The percentage of degrees conferred in health professions and related programs ranged from 11 percent for students of Two or more races and Hispanic students to 18 percent for Pacific Islander students.

Similar to the total ranking, public administration and social services was the fourth largest field for all racial/ethnic groups except Asian students, for whom the fourth largest field was engineering. Psychology was the fifth largest for all racial/ethnic groups except Asian students, for whom the fifth largest field was computer and information sciences.

Figure 23.4. Percentage of doctor's degrees awarded by postsecondary institutions in selected fields of study, by race/ethnicity: 2012–13



NOTE: These five fields were selected because they were the fields in which the largest percentages of doctor's degrees were awarded in 2012–13. 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. Total includes nonresident alien graduates who are not reported by race/ethnicity.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2013, Completions component. See *Digest of Education Statistics 2014*, table 324.25.

In 2012–13, about 80 percent of the doctor's degrees conferred were in the five largest fields: health professions and related programs (37 percent), legal professions and studies (27 percent), education (6 percent), engineering (5 percent) and biological and biomedical sciences (5 percent). There was wide variability across racial/ethnic groups in the percentage of degrees conferred in these fields. The percentage of doctor's degrees conferred for health professions and related programs ranged from 31 percent for Black students to 60 percent for Asian students. The percentage of degrees conferred for legal professions and studies showed similar variability, ranging from 19 percent for Asian students to 42 percent for students of Two or more races and Pacific Islander students. The percentage of degrees conferred in the field of education ranged from 2 percent for Asian students to 16 percent for Black students. Education was the third largest field for all groups except Asian students, for whom the third largest field was biological and biomedical sciences.

Although not one of the largest fields overall, psychology was the fourth largest field for students who were White, Black, Hispanic, Pacific Islander, and American Indian/Alaska Native as well as students of Two or more races. Biological and biomedical sciences was the fifth largest field within most racial/ethnic groups, with the exception of Black students, for whom business was the fifth largest degree field and Pacific Islander students, for whom psychology and engineering were equal as the fourth and fifth largest fields.

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, National Center for Education Statistics. Washington, DC. Retrieved August 2015 from https://nces.ed.gov/pubs2012/2012046.pdf.

Reference tables: *Digest of Education Statistics 2014*, 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

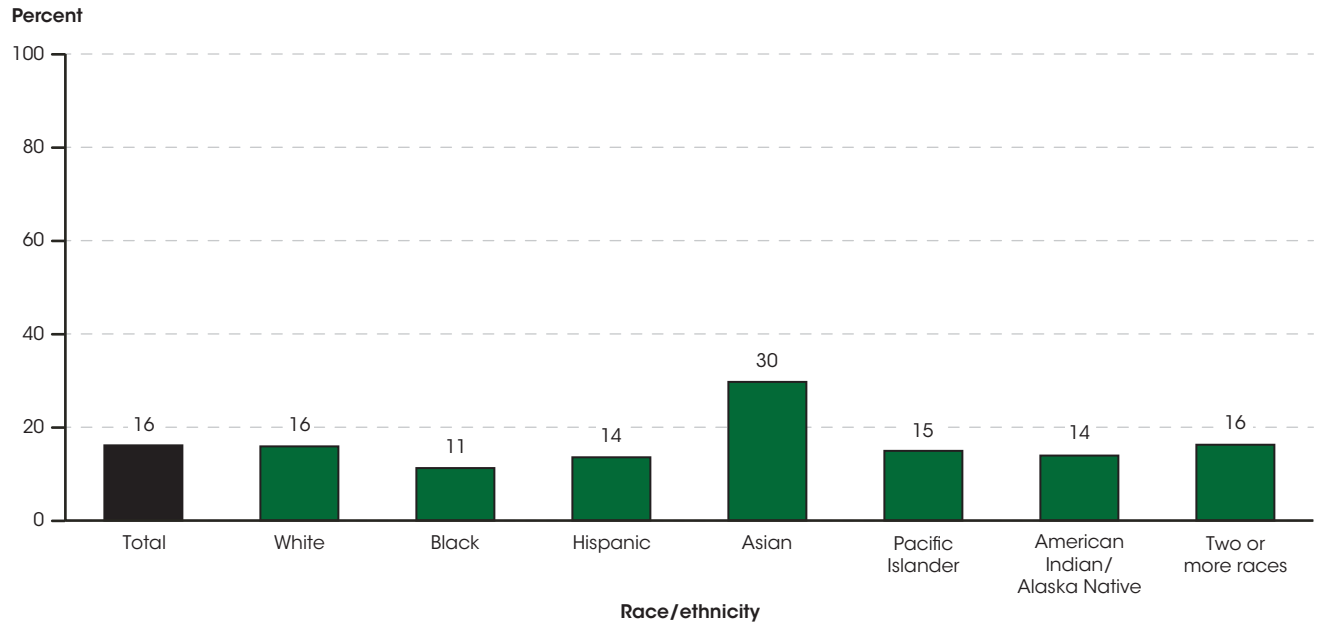
Indicator 24

STEM Degrees

Overall, a higher percentage of bachelor's degrees were conferred to females than males in 2012–13 (57 vs. 43 percent). However, a higher percentage of the bachelor's degrees in the STEM fields were conferred to males than females (65 vs. 35 percent). This pattern held across all racial/ethnic groups.

Young adults who have bachelor's or higher degrees in the fields of science, technology, engineering and mathematics (STEM) tend to have 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 conferred in STEM fields by race/ethnicity and gender.

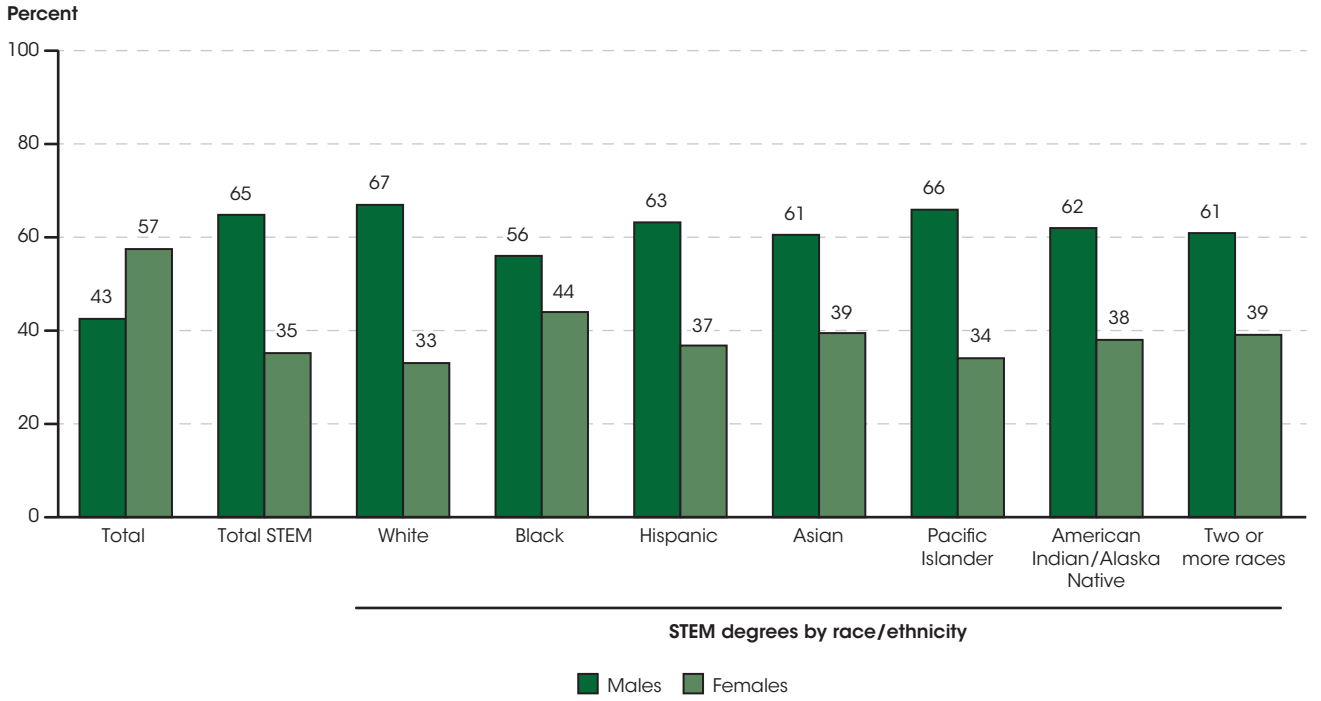
Figure 24.1. STEM bachelor's degrees as a percentage of total bachelor's degrees conferred to U.S. citizens by postsecondary institutions, by race/ethnicity: 2012–13



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.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2013, Completions component. See *Digest of Education Statistics 2014*, tables 318.45 and 322.30.

Of the 1,780,000 bachelor's degrees conferred to U.S. citizens in 2012–13, about 290,000 (16 percent) were in STEM fields. However, the percentage of bachelor's degrees in STEM fields varied by race/ethnicity. For example, the percentage of STEM bachelor's degrees conferred to Asian students (30 percent) was almost double the average for all students. In contrast, the percentage of bachelor's degrees in STEM fields was lower than the average for Black (11 percent), Hispanic (14 percent), American Indian/Alaska Native (14 percent), and Pacific Islander students (15 percent).

Figure 24.2. Percentage of total and STEM bachelor's degrees conferred by postsecondary institutions, by race/ethnicity and gender: 2012–13



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 2013, Completions component. See *Digest of Education Statistics 2014*, tables 318.45 and 322.20.

Similar to the pattern at other degree levels, a higher percentage of bachelor's degrees in all fields were conferred to females than males in 2012–13 (57 vs. 43 percent). However, a higher percentage of the bachelor's degrees in STEM fields were conferred to males than females (65 vs. 35 percent). This pattern held across all racial/ethnic groups. The percentages of STEM bachelor's degrees conferred to females in some racial/ethnic groups were higher than the average percentage for all females (35 percent). This included females who were Black (44 percent), Asian (39 percent), of Two or more races (39 percent), American Indian/Alaska Native (38 percent), and Hispanic (37 percent).

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, National Center for Education Statistics. Washington, DC. Retrieved August 2015 from https://nces.ed.gov/pubs2012/2012046.pdf.

Reference tables: *Digest of Education Statistics 2014*, tables 318.45, 322.20, and 322.30

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 young adults ages 18–24 and among adults age 25 and older. In 2013, the percentage of 18- to 24-year-olds who had completed at least some college was highest for Asian young adults (73 percent) and lowest for American Indian/Alaska Native young adults (39 percent). The percentage of adults age 25 and older who had earned at least a bachelor's degree in 2013 was highest for Asian adults (52 percent). Among the other racial/ethnic groups, 33 percent of White adults, 32 percent of adults of Two or more races, 19 percent of Black adults, 16 percent of Pacific Islander adults, 15 percent of American Indian/Alaska Native adults, and 14 percent of 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 varied by race/ethnicity. In 2013, among adults ages 25 to 64 who had not completed high school, lower percentages of Hispanic and Asian adults (both 9 percent) than of White (14 percent), Black (25 percent), and American Indian/Alaska Native (23 percent) adults were unemployed (*Indicator 26*). In general, higher unemployment rates were associated with lower levels of education for each racial/ethnic group in 2013. For example, the unemployment rate for Black adults without a high school credential was 25 percent, compared with 15 percent for Black adults with a high school credential and 6 percent for Black adults with at least a bachelor's degree.

Among young adults ages 20 to 24, higher percentages of Black and American Indian/Alaska Native young adults (29 percent and 38 percent, respectively) than of White (16 percent), Hispanic (21 percent), and Asian (13 percent) young adults, as well as young adults of Two or more races (15 percent) were neither enrolled in school nor working in 2014 (*Indicator 27*).

In 2013, 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 $23,900 for those who did not complete high school, $30,000 for those who completed high school, and $50,000 for those with a bachelor's or higher degree. This same pattern was evident 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 ($59,900) were higher than the median annual earnings of their White ($50,000), Black ($44,600), and Hispanic peers ($45,800).

Chapter 6. Outcomes of Education

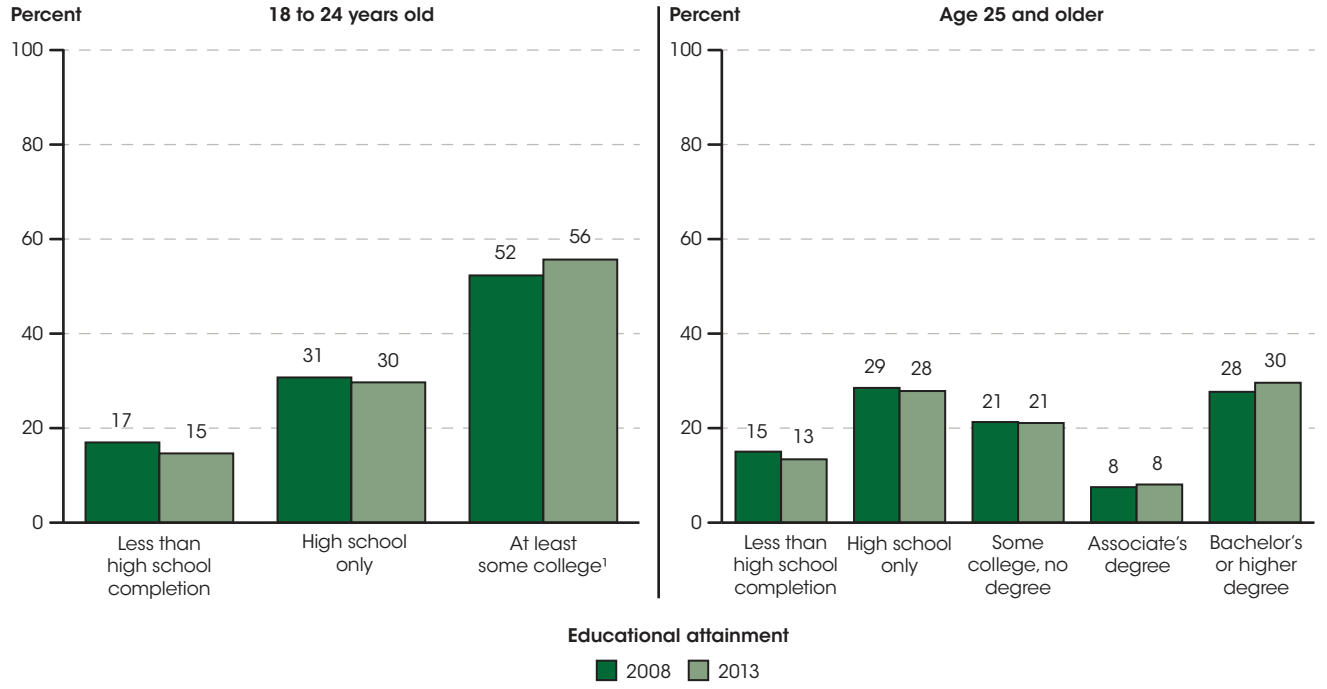
Indicator 25

Educational Attainment

In 2013, the percentage of 18- to 24-year-olds who had not completed high school was higher for American Indian/Alaska Native young adults (25 percent) than for any other racial/ethnic group. Among adults age 25 and older, the percentage who had not completed high school in 2013 was higher for Hispanic adults (35 percent) than for any other racial/ethnic group.

Educational attainment refers to the highest level of education completed (e.g., a high school diploma or equivalency certificate, some college, a bachelor's degree). In general, higher educational attainment is associated with higher median earnings and higher employment rates.[1] This indicator examines the percentages of individuals with the lowest level of educational attainment (less than high school) and the highest level of educational attainment (at least some college) among adults ages 18–24, and among adults age 25 and older (for whom the lowest and highest levels of educational attainment are less than high school completion and at least a bachelor's degree, respectively).

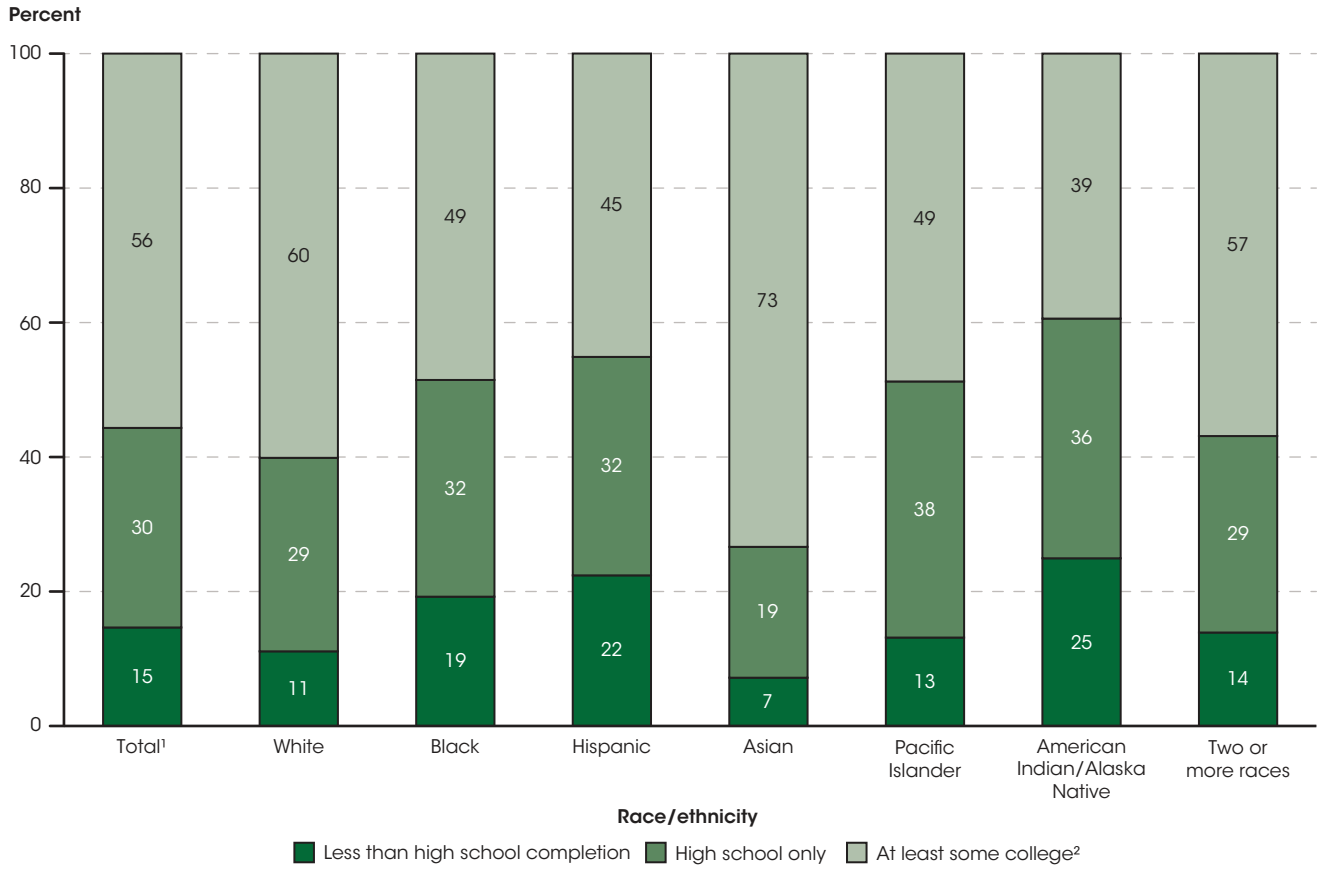
Figure 25.1. Percentage of persons 18 to 24 years old and age 25 and older, by educational attainment: 2008 and 2013



[1] At least some college includes those who completed some college as their highest level of educational attainment as well as those who earned an associate's, bachelor's, or higher degree.
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.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2008 and 2013. See *Digest of Education Statistics 2014*, table 104.40.

Overall, the highest level of education attained among 18- to 24-year-olds and adults age 25 and older increased between 2008 and 2013. For example, the percentage of 18- to 24-year-olds who had completed at least some college increased by 3 percentage points, from 52 percent in 2008 to 56 percent in 2013. At least some college includes those who completed some college as their highest level of educational attainment as well as those who earned an associate's, bachelor's, or higher degree. During the same period, the percentage of adults age 25 and older who had earned at least a bachelor's degree increased by 2 percentage points, from 28 to 30 percent. Differences in educational attainment by race/ethnicity were found for both age groups and are discussed below.

Figure 25.2. Percentage distribution of educational attainment of 18- to 24-year-olds, by race/ethnicity: 2013

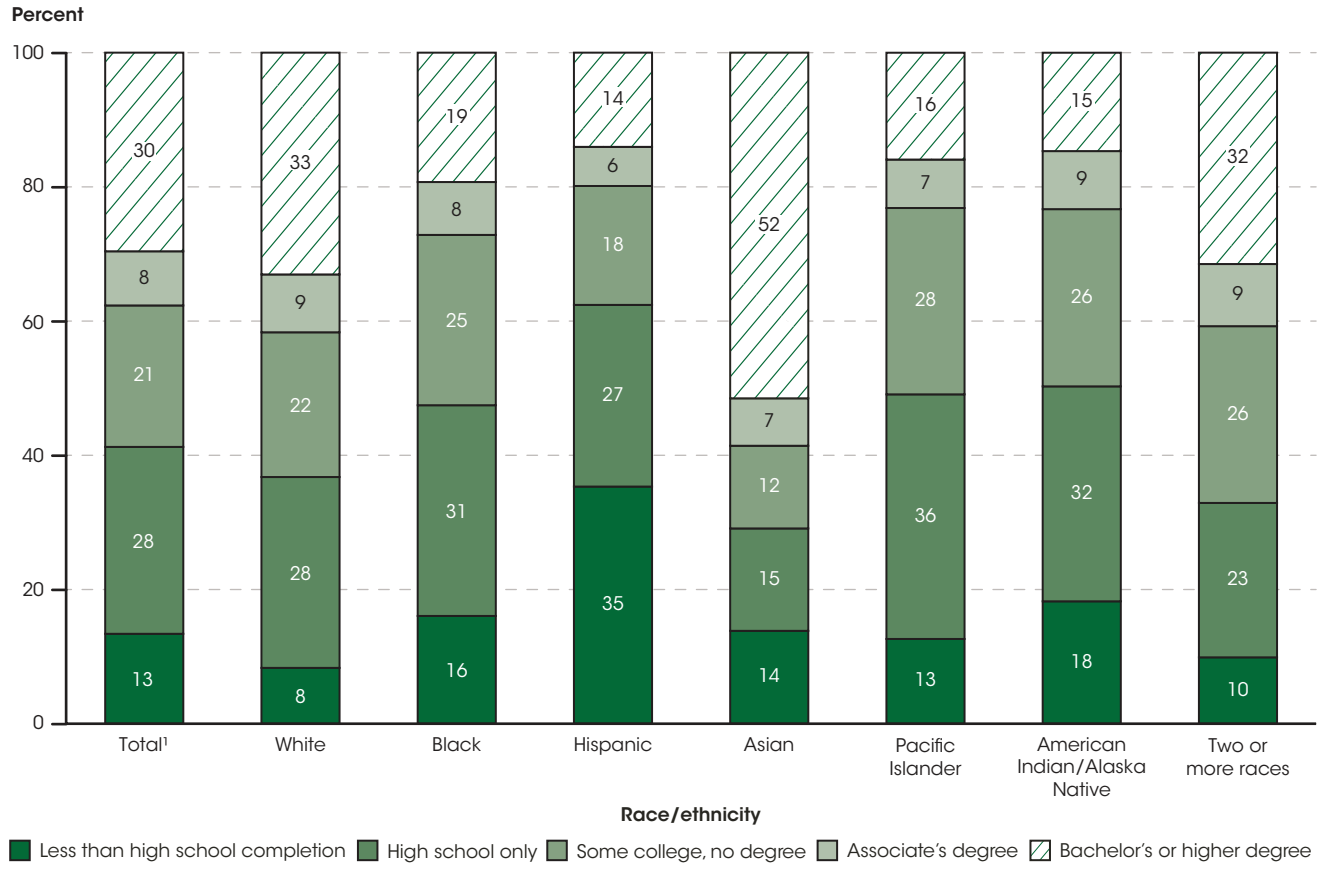


[1] Total includes other racial/ethnic groups not shown separately.
[2] At least some college includes those who completed some college as their highest level of educational attainment as well as those who earned an associate's, bachelor's, or higher degree.
NOTE: High school completers include diploma 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, 2013. See *Digest of Education Statistics 2014,* table 104.40.

In 2013, the percentage of 18- to 24-year-olds who had not completed high school was higher for American Indian/Alaska Native young adults (25 percent) than for any other racial/ethnic group. About 22 percent of Hispanic and 19 percent of Black young adults, 14 percent of young adults of Two or more races, as well as 13 percent of Pacific Islander, 11 percent of White, and 7 percent of Asian young adults had not completed high school in 2013. Most differences between these racial/ethnic groups were statistically significant, with the exception of the differences between Pacific Islander young adults and White young adults or young adults of Two or more races.

The percentage of 18- to 24-year-olds who had completed at least some college in 2013 was highest for Asian young adults (73 percent) and lowest for American Indian/Alaska Native young adults (39 percent). In addition, about 60 percent of White young adults, 57 percent of young adults of Two or more races, 49 percent each of Black and Pacific Islander, and 45 percent of Hispanic young adults had completed at least some college. Most differences between these racial/ethnic groups were statistically significant, with the exception of the differences between Pacific Islander and Black or Hispanic young adults.

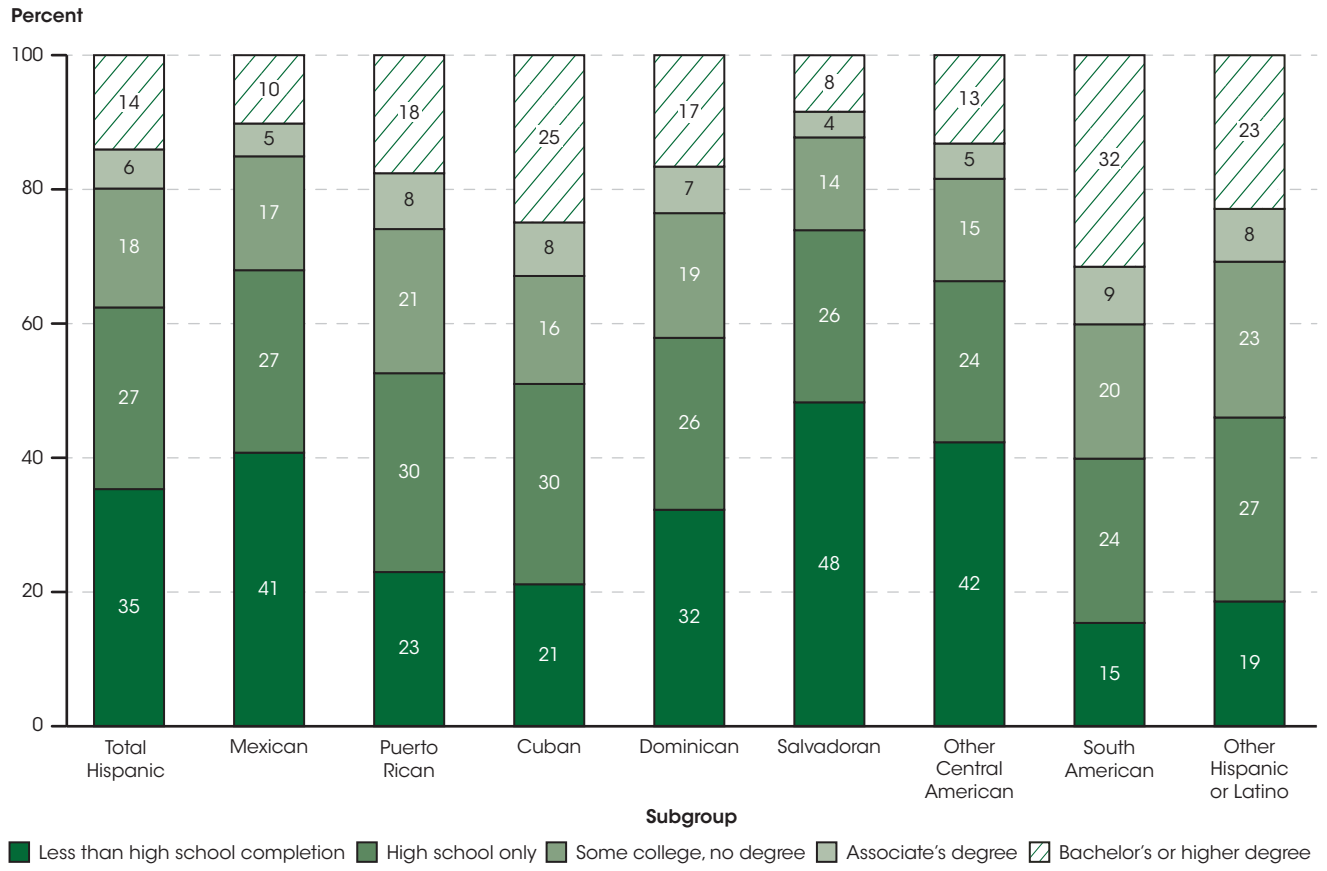
Figure 25.3. Percentage distribution of educational attainment of adults age 25 and older, by race/ethnicity: 2013



[1] Total includes other racial/ethnic groups not shown separately.
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, 2013. See *Digest of Education Statistics 2014*, table 104.40.

In 2013, the percentage of adults age 25 and older who had not completed high school was highest for Hispanic adults (35 percent). In comparison, about 18 percent of American Indian/Alaska Native, 16 percent of Black, 14 percent of Asian, and 13 percent of Pacific Islander adults, as well as 10 percent of adults of Two or more races, and 8 percent of White adults had not completed high school. Most differences between these racial/ethnic groups were statistically significant, with the exception of the differences between Asian and Pacific Islander adults. The percentage of adults age 25 and older who had earned at least a bachelor's degree in 2013 was highest for Asian adults (52 percent). Among the other racial/ethnic groups, 33 percent of White adults, 32 percent of adults of Two or more races, 19 percent of Black, 16 percent of Pacific Islander, 15 percent of American Indian/Alaska Native, and 14 percent of Hispanic adults had earned at least a bachelor's degree. Most differences between these racial/ethnic groups were statistically significant, with the exception of the differences between American Indian/Alaska Native and Pacific Islander or Hispanic adults.

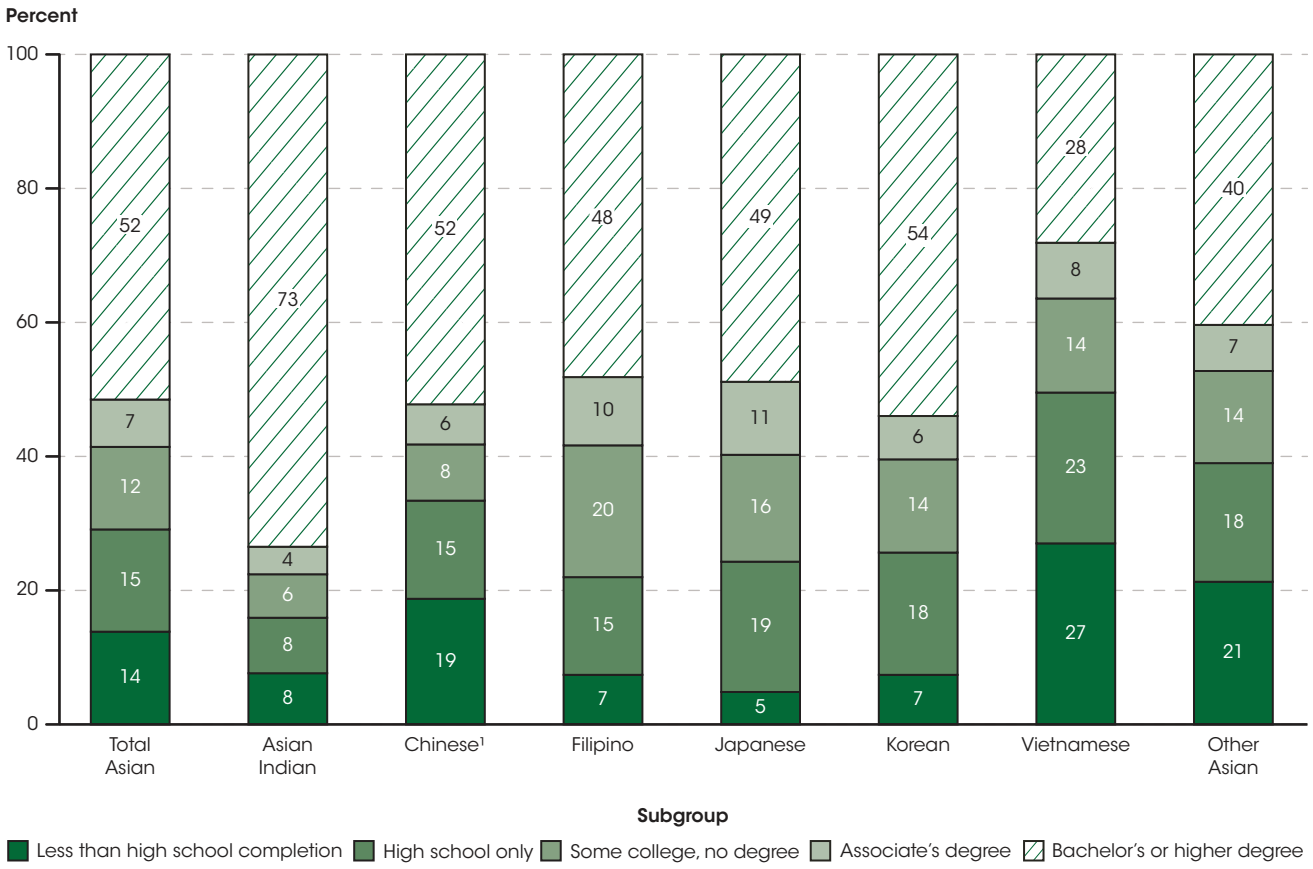
Figure 25.4. Percentage distribution of educational attainment of Hispanics age 25 and older, by subgroup: 2013



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.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2013. See *Digest of Education Statistics 2014*, table 104.40.

The percentage of adults age 25 and older who had not completed high school varied across Hispanic subgroups. For instance, in 2013 the percentages of Salvadoran (48 percent), Other Central American (42 percent), and Mexican adults (41 percent) who had not completed high school were above the Hispanic average of 35 percent, while the percentages for Dominican (32 percent), Puerto Rican (23 percent), Cuban (21 percent), Other Hispanic or Latino[2] (19 percent), and South American adults (15 percent) were below this average. Differences by Hispanic subgroup were also found in the percentage of adults age 25 and older who had earned at least a bachelor's degree. In 2013, the percentages of adults who had earned at least a bachelor's degree were above the Hispanic average of 14 percent for the following subgroups: South American (32 percent), Cuban (25 percent), Other Hispanic or Latino (23 percent), Puerto Rican (18 percent), and Dominican adults (17 percent); in contrast, the percentages for Mexican (10 percent) and Salvadoran adults (8 percent) were below the average of 14 percent, and the percentage for Other Central American adults (13 percent) was not measurably different from this average.

Figure 25.5. Percentage distribution of educational attainment of Asians age 25 and older, by subgroup: 2013



[1] Excludes Taiwanese. Taiwanese is included in "Other Asian."
NOTE: High school completers include diploma recipients and those completing high school through alternative credentials, such as a GED. Asian 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, 2013. See *Digest of Education Statistics 2014*, table 104.40.

There was variation across Asian subgroups in the percentage of adults age 25 and older who had not completed high school. For instance, in 2013 the percentages of adults who had not completed high school were above the Asian average of 14 percent for the following subgroups: Vietnamese (27 percent), Other Asian (21 percent), and Chinese adults[3] (19 percent); in contrast, the percentages for the following subgroups were below the Asian average of 14 percent: Asian Indian (8 percent), Filipino and Korean (7 percent each), and Japanese adults (5 percent). 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 2013, the percentages of Asian Indian (73 percent) and Korean adults (54 percent) who had earned at least a bachelor's degree were above the average of 52 percent for all Asian adults, while the percentages for Japanese (49 percent), Filipino (48 percent), Other Asian[4] (40 percent), and Vietnamese adults (28 percent) were below this average. The percentage of Chinese adults (52 percent) who had earned at least a bachelor's degree was not measurably different from the average for all Asian adults.

Endnotes:

[1] Kena, G., Musu-Gillette, L., Robinson, J., Wang, X., Rathbun, A., Zhang, J., Wilkinson-Flicker, S., Barmer, A., and Dunlop Velez, E. (2015). *The Condition of Education 2015* (NCES 2015-144). U.S. Department of Education, National Center for Education Statistics. Washington, DC.
[2] Includes other Hispanic ethnic subgroups not shown separately, for example, Spaniards.
[3] The "Chinese" category excludes Taiwanese.
[4] Taiwanese is included in the "Other Asian" category along with other subgroups such as Bangladeshi, Bhutanese, Burmese, Cambodian, Hmong, Indonesian, Laotian, Malaysian, Mongolian, Nepalese, Pakistani, Sri Lankan, and Thai.

Reference tables: *Digest of Education Statistics 2014*, 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

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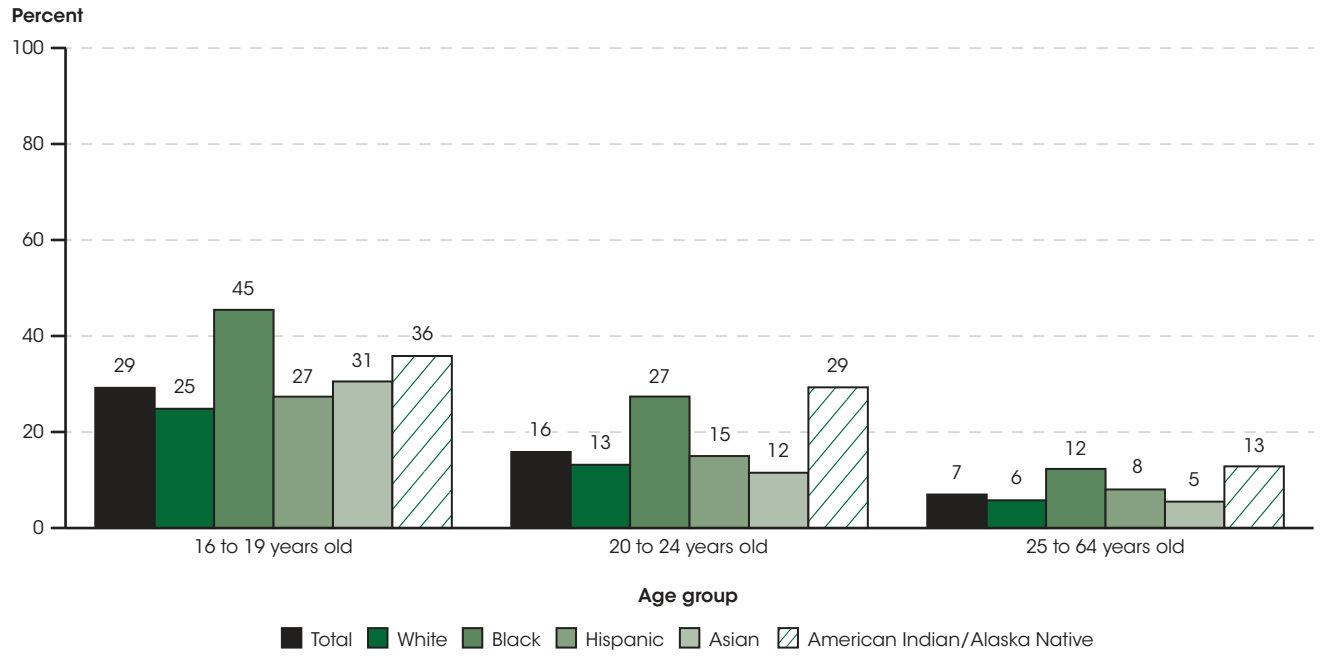
Indicator 26

Unemployment Rates

In 2013, among adults ages 25 to 64 who had not completed high school, lower percentages of Hispanic and Asian adults (both 9 percent) than of White (14 percent), Black (25 percent), and American Indian/Alaska Native (23 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.

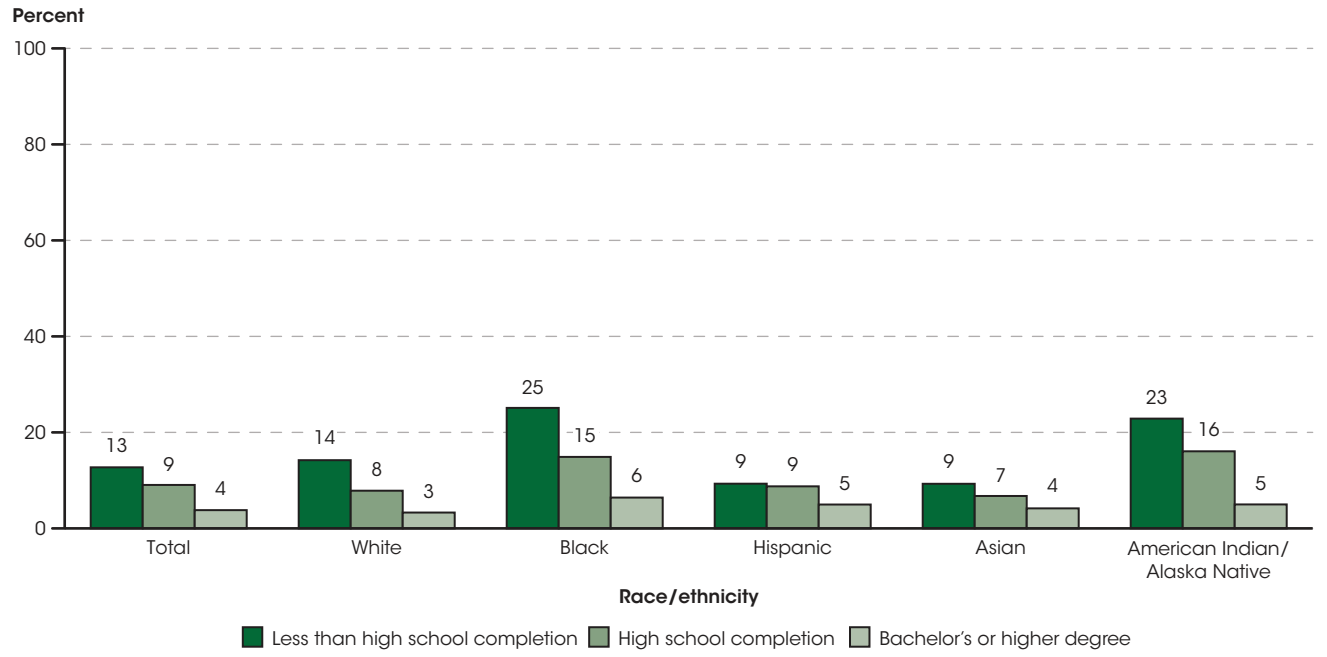
Figure 26.1. Unemployment rates of persons 16 to 64 years old, by age group and race/ethnicity: 2013



NOTE: 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.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2013, unpublished tabulations. See *Digest of Education Statistics 2014*, tables 501.10 and 501.20.

Youth ages 16 to 19 and young adult ages 20 to 24 generally had higher unemployment rates than adults ages 25 to 64, and differences in unemployment rates were found within each age group among racial/ethnic groups. In 2013, some 29 percent of youth ages 16 to 19 were unemployed, as were 16 percent of young adults ages 20 to 24, and 7 percent of adults ages 25 to 64. Among youth ages 16 to 19, a higher percentage of Black youth were unemployed (45 percent) than White (25 percent), Hispanic (27 percent), Asian (31 percent), and American Indian/Alaska Native (36 percent) youth. Among young adults ages 20 to 24, a higher percentage of Black and American Indian/Alaska Native young adults were unemployed (27 percent and 29 percent, respectively) than White (13 percent), Hispanic (15 percent), and Asian (12 percent) young adults. Similarly, among adults ages 25 to 64, a higher percentage of Black and American Indian/Alaska Native adults were unemployed (12 percent and 13 percent, respectively) than White (6 percent), Hispanic (8 percent), and Asian (5 percent) adults.

Figure 26.2. Unemployment rates of persons 25 to 64 years old, by race/ethnicity and educational attainment: 2013

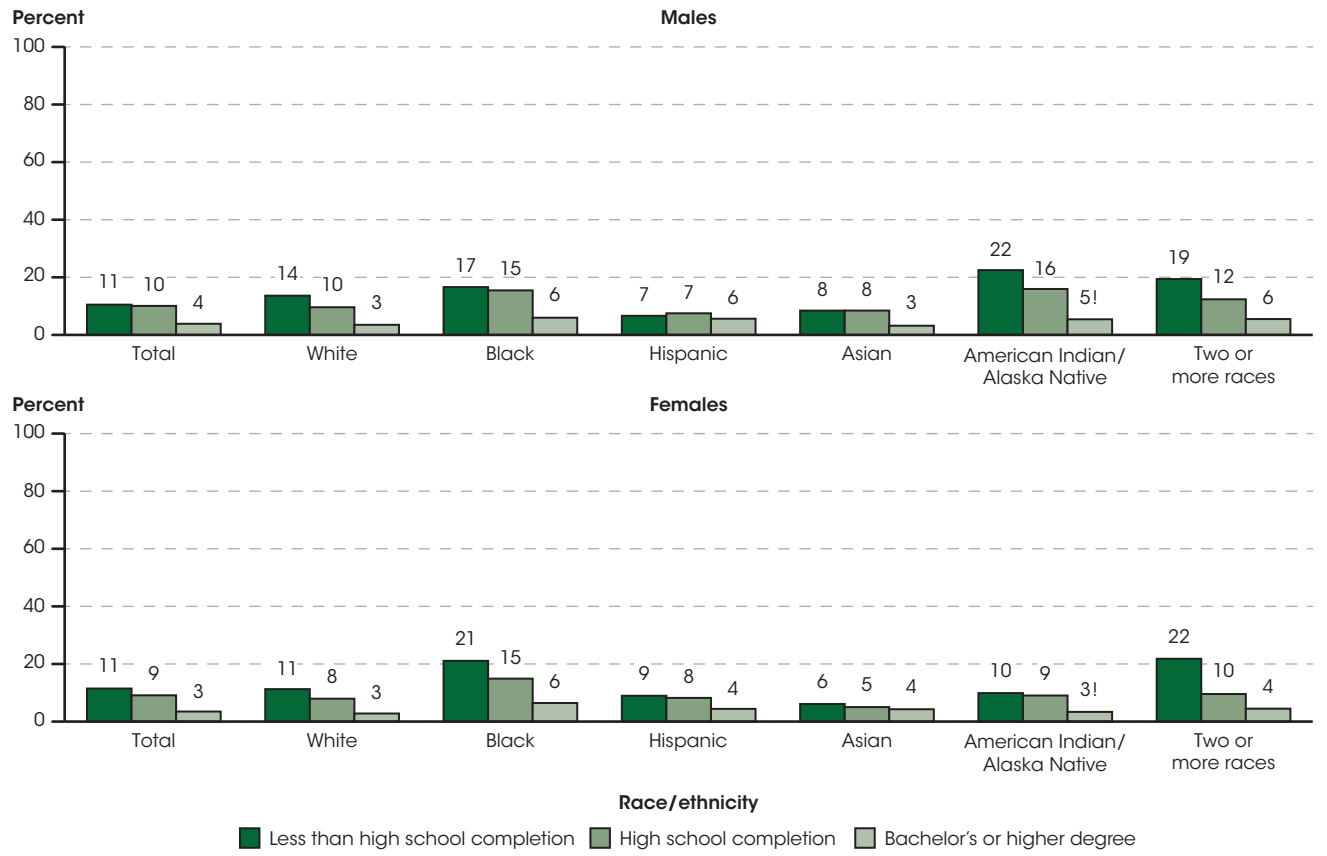


NOTE: Unemployment rate is the percentage of persons in the civilian labor force who are not working and who made specific efforts to find employment sometime during the prior 4 weeks. High school completion includes those with equivalency credentials, such as the GED credential. Race categories exclude persons of Hispanic ethnicity. Totals include racial/ethnic groups not separately shown.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2013, unpublished tabulations. See *Digest of Education Statistics 2014*, table 501.10.

In general, lower unemployment rates were associated with higher levels of education for each racial/ethnic group. While the overall unemployment rate for adults ages 25 to 64 was 7 percent in 2013, it was 13 percent for those who had not completed high school compared with 4 percent for those with a bachelor's or higher degree. This same pattern was evident across all racial/ethnic groups. For example, the unemployment rate for Black adults who had not completed high school was 25 percent, compared with 15 percent for those who had completed high school and 6 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 23 percent, compared with 16 percent for those who had completed high school and 5 percent for those with a bachelor's or higher degree.

In 2013, for adults ages 25 to 64, differences in unemployment rates were also found between racial/ethnic groups within each level of educational attainment. Among those who had not completed high school, lower percentages of Hispanic and Asian adults (both 9 percent) than of White (14 percent), Black (25 percent), and American Indian/Alaska Native (23 percent) adults were unemployed. In addition, a lower percentage of White adults who had not completed high school than of Black adults and American Indian/Alaska Native adults who had not completed high school were unemployed. Among adults who had completed high school, lower percentages of White and Asian adults (8 percent and 7 percent, respectively) than of Black (15 percent), Hispanic (9 percent), and American Indian/Alaska Native (16 percent) adults were unemployed. American Indian/Alaska Native and Black adults had the highest unemployment rates among adults who had complete high school. Among adults with a bachelor's or higher degree, a lower percentage of White adults (3 percent) than of Black (6 percent), Hispanic (5 percent), Asian (4 percent), and American Indian/Alaska Native (5 percent) adults were unemployed. In contrast, a higher percentage of Black adults with a bachelor's or higher degree than of White adults, Hispanic adults, Asian adults, and American Indian/Alaska Native adults with a bachelor's or higher degree were unemployed.

Figure 26.3. Unemployment rates of persons 25 to 34 years old, by gender, race/ethnicity, and educational attainment: 2013



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
NOTE: 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.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2013. See *Digest of Education Statistics 2014*, table 501.40.

In 2013, among adults ages 25 to 34, differences in unemployment rates were found between males and females from different ethnic/racial groups within different levels of educational attainment. For example, among adults who had not completed high school, Black and Hispanic males had lower unemployment rates (17 percent and 7 percent, respectively) compared to their female counterparts (21 percent and 9 percent, respectively). In contrast, White males who had not completed high school had a higher unemployment rate than White females who had not completed high school (14 vs. 11 percent) as did American Indian/Alaska Native males compared to females (22 vs. 10 percent). There was no measurable difference in unemployment rates between Asian males and females or males and females of Two or more races who had not completed high school. Among adults who had completed high school, White, Asian, and American Indian/Alaska Native males had higher unemployment rates than their counterpart females. Among adults with a bachelor's or higher degree, White and Hispanic males had higher unemployment rates (3.5 percent and 6 percent, respectively) compared to their female counterparts (2.8 percent and 4 percent). In contrast, Asian males with a bachelor's or higher degree had a lower unemployment rate than Asian females with a bachelor's or higher degree (3 vs. 4 percent).

Reference tables: *Digest of Education Statistics 2014*, tables 501.10, 501.20, and 501.40
Data sources: American Community Survey (ACS)

Glossary: Bachelor's degree, Educational attainment (Current Population Survey), Employment status, High school completer

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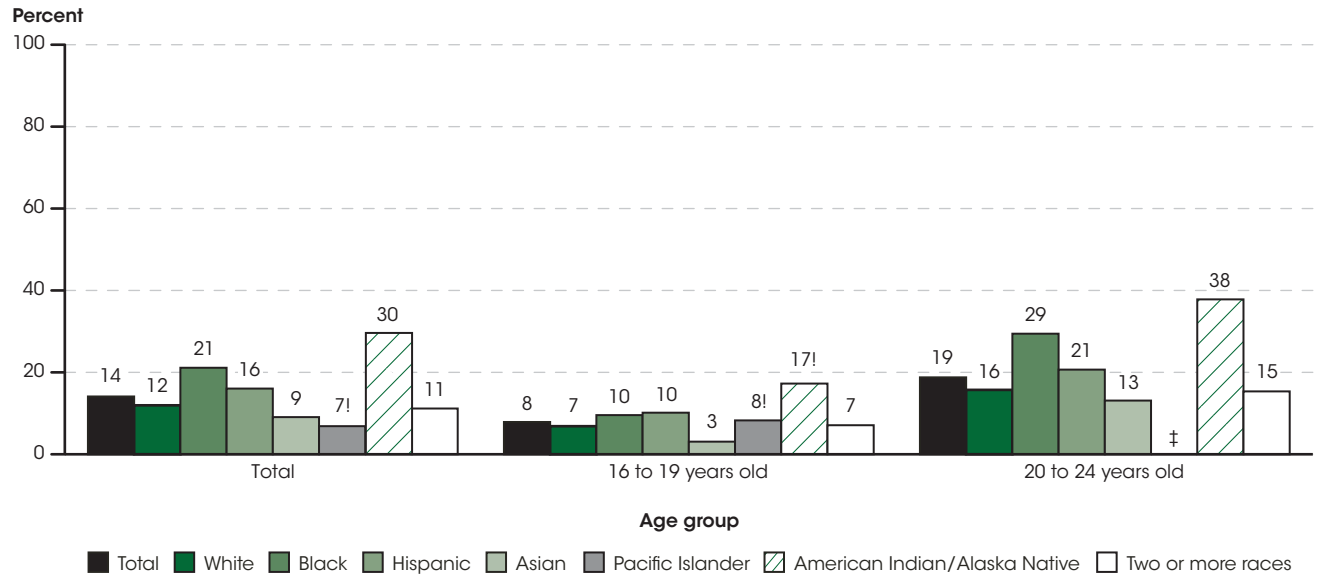
Indicator 27

Youth Neither Enrolled in School nor Working

In 2014, among young adults ages 20 to 24, higher percentages of American Indian/Alaska Native and Black young adults (38 percent and 29 percent, respectively) than of Hispanic (21 percent), White (16 percent), and Asian (13 percent) young adults, and young adults of Two or more races (15 percent) were neither enrolled in school nor working.

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.[1] There are many reasons why youth and young adults between the ages of 16 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. Although there is some overlap between youth discussed in this indicator and other indicators in the report, such as High School Status Dropout Rates and Unemployment Rates, this indicator focuses on the unique subset of youth that are both neither currently enrolled in school nor working. The next section in 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.[2]

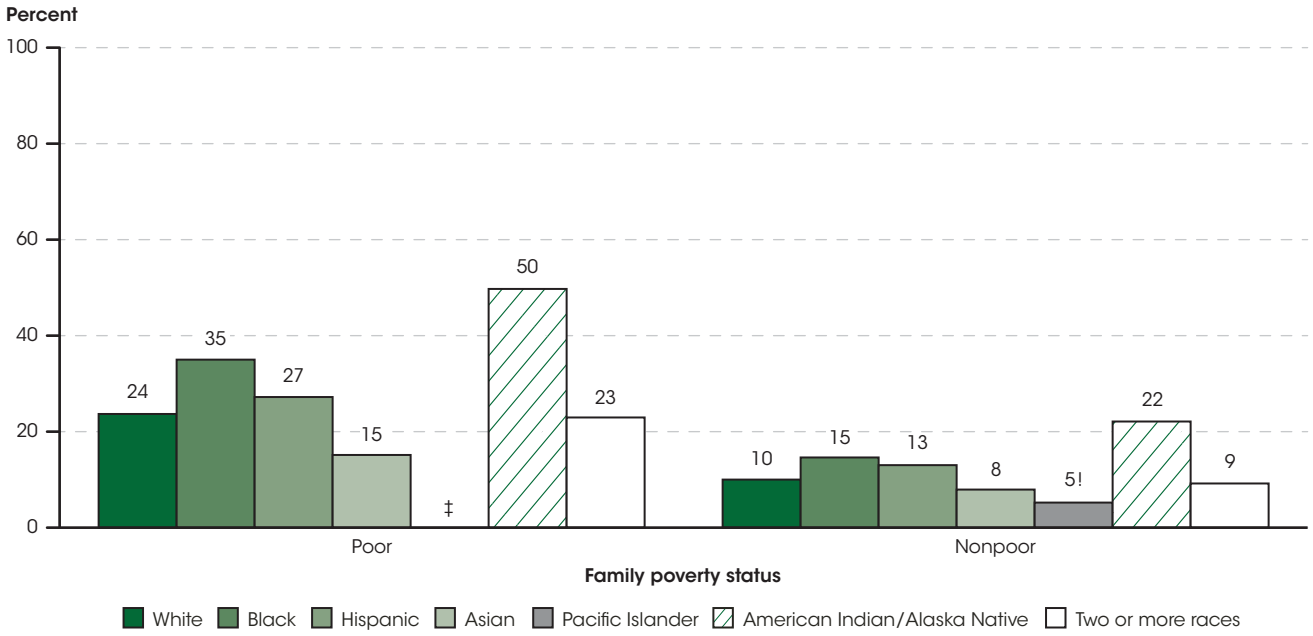
Figure 27.1. Percentage of persons 16 to 24 years old who were neither enrolled in school nor working, by age group and race/ethnicity: 2014



! 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.
NOTE: Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March 2014, unpublished data. See *Digest of Education Statistics 2014*, table 501.30.

In 2014, lower percentages of youth ages 16 to 19 than of young adults ages 20 to 24 were neither enrolled in school nor working for each racial/ethnic group. However, differences in the percentages of young adults and youth neither enrolled in school nor working were found between racial/ethnic groups. Among youth ages 16 to 19, a higher percentage of Black and Hispanic youth (both 10 percent) than of White youth (7 percent) were neither enrolled in school nor working. Similarly, a lower percentage of Asian youth (3 percent) than American Indian/Alaska Native (17 percent), Black (10 percent), Hispanic (10 percent), and White (7 percent) youth were neither enrolled in school nor working. Among young adults ages 20 to 24, higher percentages of American Indian/Alaska Native and Black young adults (38 percent and 29 percent, respectively) than of Hispanic (21 percent), White (16 percent), and Asian (13 percent) young adults, and young adults of Two or more races (15 percent) were neither enrolled in school nor working.

Figure 27.2. Percentage of persons 16 to 24 years old who were neither enrolled in school nor working, by family poverty status and race/ethnicity: 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.
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 http://www.census.gov/hhes/www/poverty/about/overview/measure.html. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March 2014, unpublished data. See *Digest of Education Statistics 2014*, table 501.30.

In general, higher percentages of youth and young adults ages 16 to 24 from poor families[3] compared to nonpoor families were neither enrolled in school nor working in 2014 for each racial/ethnic group. However, differences in percentages of youth and young adults neither enrolled in school nor working were found between racial/ethnic groups. Among poor families, a higher percentage of American Indian/Alaska Native and Black youth and young adults (50 percent and 35 percent, respectively) than of Hispanic (27 percent), White (24 percent), and Asian (15 percent) youth and young adults, and youth and young adults of Two or more races (23 percent) were neither enrolled in school nor working. Similarly among nonpoor families, a higher percentage of American Indian/Alaska Native and Black youth and young adults (22 percent and 15 percent, respectively) than of White (10 percent), Asian (8 percent), and Pacific Islander (5 percent) youth and young adults, and youth and young adults of Two or more races (9 percent) were neither enrolled in school nor working.

Endnotes:

[1] Fernandes-Alcantara, A.L. (2015). *Disconnected Youth: A Look at 16 to 24 Year Olds Who Are Not Working or in School*. Washington, DC: Congressional Research Service, 2015.
[2] Arnett, J. (2000). *Emerging Adulthood. American Psychologist, 55*(5), 469–480.
[3] 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 http://www.census.gov/hhes/www/poverty/about/overview/measure.html.

Reference tables: *Digest of Education Statistics 2014*, table 501.30
Data sources: Current Population Survey (CPS)
Glossary: Poverty (official measure)

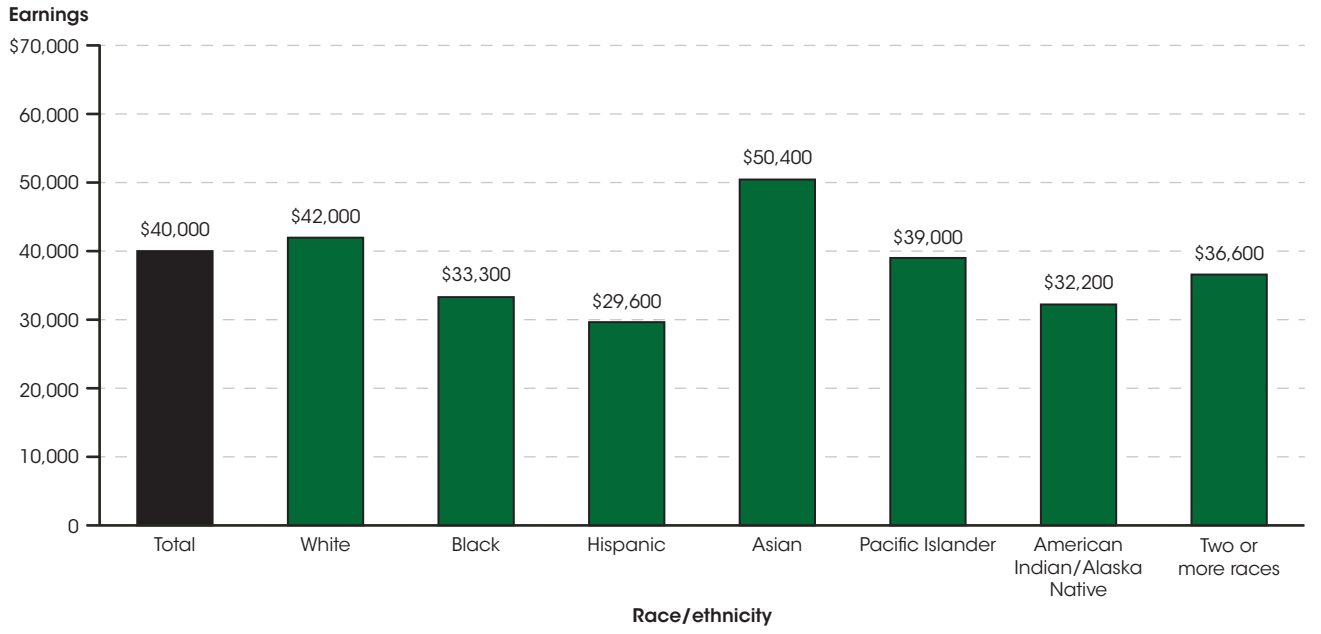
Indicator 28

Employment and Earnings

In 2013, among those with a bachelor's or higher degree, median annual earnings of Asian full-time workers ages 25–34 ($59,900) were higher than the median annual earnings of their White ($50,000), Black ($44,600), and Hispanic peers ($45,800).

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-round[1] 25- to 34-year-old workers and the percentage of the 25- to 34-year-old labor force[2] who work full time, year round in terms of different racial/ethnic groupings and different levels of educational attainment.

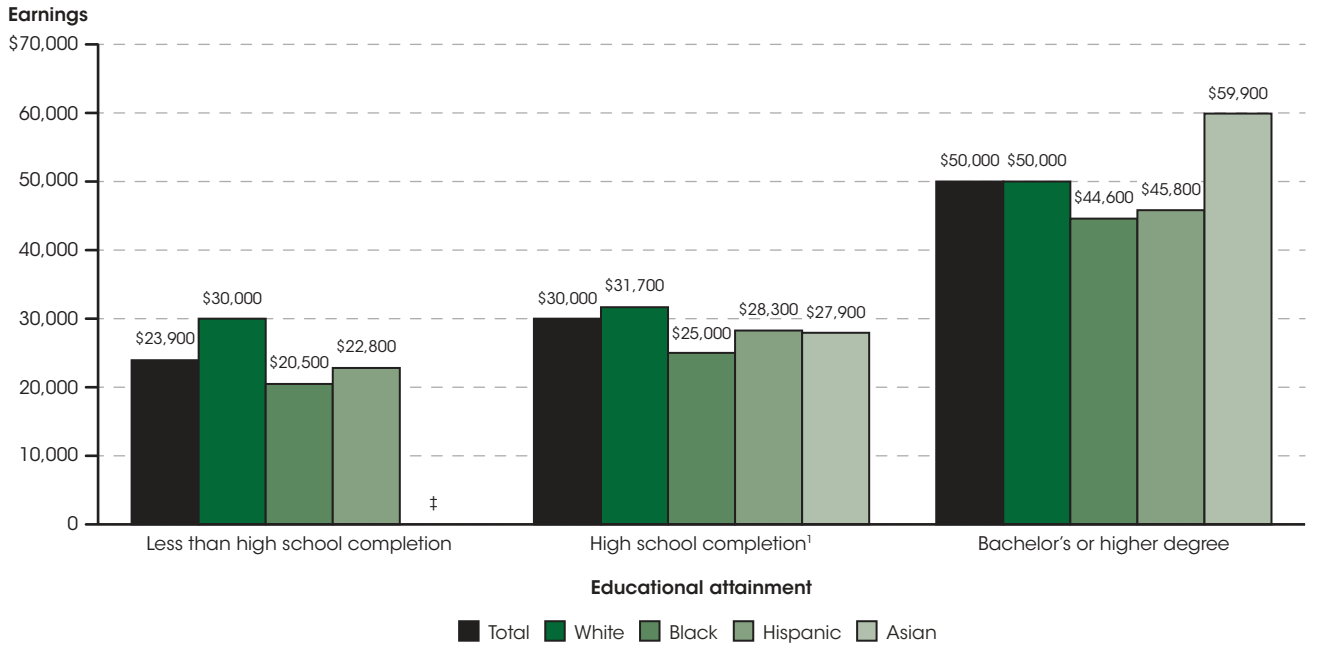
Figure 28.1. Median annual earnings of full-time year-round workers 25 to 34 years old, by race/ethnicity: 2013



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," 2014. See *Digest of Education Statistics 2014*, table 502.30.

In 2013, 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 ($50,400) were higher than the median annual earnings of their peers who were White ($42,000), Black ($33,300), Hispanic ($29,600), Pacific Islander ($39,000), American Indian/Alaska Native ($32,200), or Two or more races ($36,600). The median annual earnings of Hispanic full time year round workers ages 25–34 were lower than the median annual earnings of their peers who were White, Black, Asian, Pacific Islander, or Two or more races.

Figure 28.2. Median annual earnings of full-time year-round workers 25 to 34 years old, by educational attainment and race/ethnicity: 2013

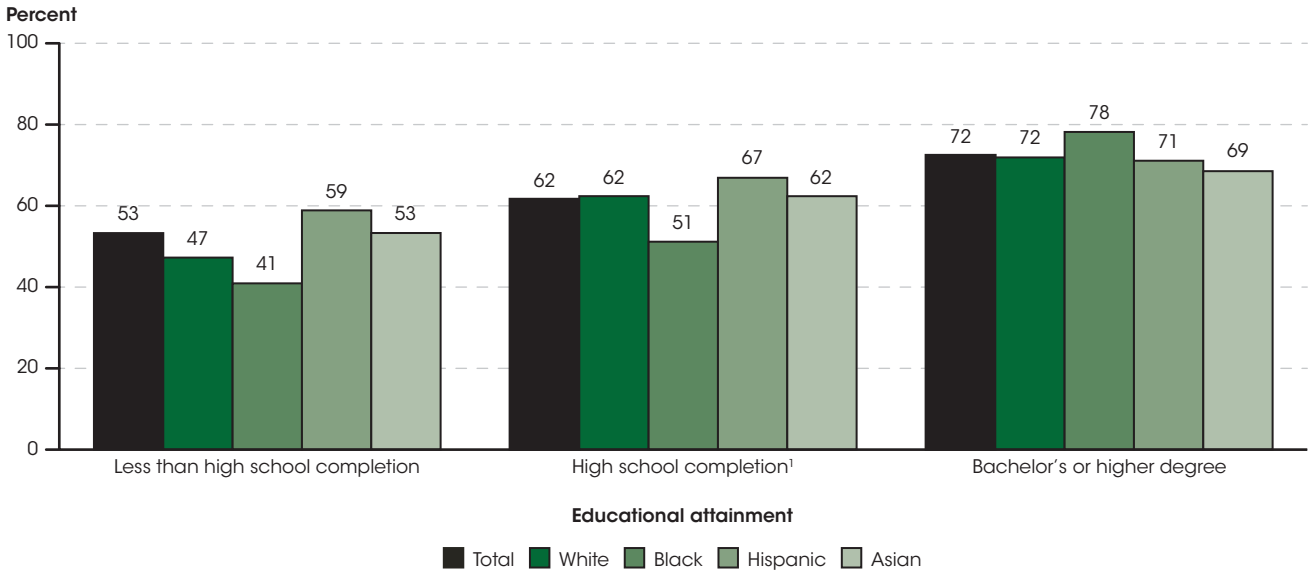


‡ Reporting standards not met (too few cases for a reliable estimate).
[1] Includes equivalency credentials, such as the GED credential.
NOTE: *Full-time year-round workers* are those who worked 35 or more hours per week for 50 or more weeks per year. Total includes other racial/ethnic groups not shown separately. Race categories exclude persons of Hispanic ethnicity. For Pacific Islanders, American Indians/Alaska Natives, and persons of Two or more races, data by educational attainment are omitted 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," 2014. See *Digest of Education Statistics 2014*, 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 group[3] in 2013. While overall median annual earnings of full-time young adult workers were $40,000, they were $23,900 for those who did not complete high school, $30,000 for those who completed high school, and $50,000 for those with a bachelor's or higher degree. This same pattern was evident across most racial/ethnic groups. For example, the median annual earnings for Black full time year round workers ages 25–34 who did not complete high school was $20,500, which was lower than the median annual earnings for those who completed high school ($25,000), and the median annual earnings for both these educational attainment levels were lower than the earnings for those with a bachelor's or higher degree ($44,600).

In 2013, for full-time workers ages 25–34, 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 ($30,000) were higher than the median annual earnings of their Black ($20,500) and Hispanic ($22,800) peers. Among those who completed high school, median annual earnings of White 25- to 34-year-olds working full time ($31,700) were higher than the median annual earnings of their Black ($25,000) and Hispanic peers ($28,300); in addition, there was no measurable difference between the median annual earnings of White and Asian full-time workers who completed high school. The median annual income of full-time workers in this age group with a bachelor's or higher degree was higher for Asian workers ($59,900) than the median annual earnings of their White ($50,000), Black ($44,600), and Hispanic peers ($45,800).

Figure 28.3. Full-time year-round workers 25 to 34 years old as a percentage of the labor force, by educational attainment and race/ethnicity: 2013



[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 shown separately. Race categories exclude persons of Hispanic ethnicity. For Pacific Islanders, American Indians/Alaska Natives, and persons of Two or more races, data by educational attainment are omitted 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," 2014. See *Digest of Education Statistics 2014*, table 502.30.

Sixty-five percent of the 25- to 34-year-old labor force worked full time, year round in 2013, but the percentage varied by level of educational attainment. The percentage of the 25- to 34-year-old labor force who worked full-time was higher for those with a bachelor's or higher degree than for those who completed high school (72 vs. 62 percent), and both percentages were higher than the percentage for those who did not complete high school (53 percent). This same pattern emerged for White young adults ages 25–34, but the associations between higher levels of educational attainment and higher full-time employment rates varied among the other racial/ethnic groups. The percentage of the 25- to 34-year-old Black individuals in the labor force working full time was higher for those with a bachelor's or higher degree (78 percent) than for those who completed high school (51 percent) and those who did not complete high school (41 percent); however, the percentages did not differ measurably between those with and those without a high school credential. For Hispanic 25- to 34-year-old individuals in the labor force, the percentages working full time were higher for those with a bachelor's degree (71 percent) and those who had completed high school (67 percent) than for those with less than high school completion (59 percent). The percentages of those who worked full time in the Asian 25- to 34-year-old labor force was not measurably different for those who did not completed high school, those who completed high school, and those with a bachelor's or higher degree.

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 2013. 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 (59 percent) than their White (47 percent) or Black (41 percent) counterparts. Among those who completed high school, the percentage of those who worked full time was higher for Hispanic 25- to 34-year-olds (67 percent) than their White (62 percent) peers; the percentages for both groups were higher than the percentage of their Black peers (51 percent) who worked full time. Among those with a bachelor's or higher degree, the percentage of those 25- to 34-year-olds who worked full time was higher for Black individuals (78 percent) than their White (72 percent), Hispanic (71 percent), or Asian (69 percent) peers.

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, and American Indians/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 2014*, 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:

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ED*Facts*

ED*Facts* 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 ED*Facts* 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. ED*Facts* does not collect student-level records. The entities that are required to report ED*Facts* 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 ED*Facts* file specifications and data groups can be found at http://www.ed.gov/EDFacts.

ED*Facts* 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 ED*Facts* data across states and across time. To build ED*Facts* 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, ED*Facts* 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 ED*Facts* data on public school students participating in programs for English language learners. ED*Facts* Limited English Proficient (LEP) students in LEP program data are collected in data group 123 within file 046. ED*Facts* 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 ED*Facts*, contact:

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High School Longitudinal Study of 2009

The High School Longitudinal Study of 2009 (HSLS: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 HSLS: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 HSLS: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 HSLS: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 HSLS: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 HSLS:09.

A full second follow-up is planned for 2016, when most sample members will be 3 years beyond high school graduation. Additional follow-ups are planned, to at least age 30.

For more information on HSLS:09, contact:

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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.

For more information on IPEDS, contact:

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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.

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 2013 Completions component, it was nearly 100.0 percent. Because of the high response rate, there was no need to conduct a nonresponse bias analysis. Imputation methods for the fall 2013 Completions component are discussed in *Postsecondary Institutions and Cost of Attendance in 2013–14; Degrees and Other Awards Conferred, 2012–13; and 12-Month Enrollment, 2012–13* (NCES 2014-066rev).

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.

For more information on the IPEDS Completions component, contact:

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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 2013–14 Graduation Rates component collected counts of full-time, first-time degree- and certificate-seeking undergraduate students beginning their postsecondary education in the specified cohort year and their completion status as of August 31, 2013 (150 percent of normal program completion time) at the same institution where the students started. Four-year institutions used 2007 as the cohort year, while less-than-4-year institutions used 2010 as the cohort year. The response rate for this component was nearly 100.0 percent.

For more information on the IPEDS Graduation Rates component, contact:

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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 2014 data collection, where the Fall Enrollment component covered fall 2013, the response rate was 99.9 percent. Data collection procedures for the Fall Enrollment component of the spring 2013 data collection are presented in *Enrollment in Postsecondary Institutions, Fall 2013; Financial Statistics, Fiscal Year 2013; and Employees in Postsecondary Institutions, Fall 2013* (NCES 2015-012).

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.)

For more information on the IPEDS Fall Enrollment component, contact:

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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 http://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.

In addition to conducting the main assessments, NAEP also conducts the long-term trend assessments and trial urban district assessments. Long-term trend assessments provide an opportunity to observe educational progress in reading and mathematics of 9-, 13-, and 17-year-olds since the early 1970s. The long-term trend reading assessment measures students' reading comprehension skills using an array of passages that vary by text types and length. The assessment was designed to measure students' ability to locate specific information in the text provided; make inferences across a passage to provide an explanation; and identify the main idea in the text.

The NAEP long-term trend assessment in mathematics measures knowledge of mathematical facts; ability to carry out computations using paper and pencil; knowledge of basic formulas, such as those applied in geometric settings; and ability to apply mathematics to skills of daily life, such as those involving time and money.

Indicators 9 (Reading Achievement) and *10* (Mathematics Achievement) in this report use data from the NAEP main assessments as well as the long-term trend assessments, and *Indicator 11* (Absenteeism and Achievement) use data from the NAEP main assessments.

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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 14* (Retention, Suspension, and Expulsion) reports data from the 2003, 2007, and 2012 NHES (Parent and Family Involvement in Education Survey); and *Indicator 5* (Early Child Care and Education Arrangements) reports data from the 2012 NHES (Early Childhood Program Participation Survey).

NHES:2003 included two surveys: the Parent and Family Involvement in Education Survey and the Adult Education for Work-Related Reasons Survey (the first administration). The Parent and Family Involvement Survey expanded on the first survey fielded on this topic in 1996. In 2003, screeners were completed with 32,050 households. About 12,700 of the 16,000 sampled adults completed the Adult Education for Work-Related Reasons Survey, for a weighted response rate of 76 percent. For the Parent and Family Involvement in Education Survey, interviews were completed by the parents of about 12,400 of the 14,900 sampled children in kindergarten through grade 12, yielding a weighted unit response rate of 83 percent.

NHES:2007 fielded the Parent and Family Involvement in Education Survey and the School Readiness Survey. These surveys were similar in design and content to surveys included in the 2003 and 1993 collections, respectively. New features added to the Parent and Family Involvement Survey were questions about supplemental education services provided by schools and school districts (including use of and satisfaction with such services), as well as questions that would efficiently identify the school attended by the sampled students. For the Parent and Family Involvement Survey, interviews were completed with parents of 10,680 sampled children in kindergarten through grade 12, including 10,370 students enrolled in public or private schools and 310 homeschooled children.

The 2007 and earlier administrations of NHES used a random-digit-dial sample of landline phones and computer-assisted telephone interviewing to conduct interviews. However, due to declining response rates for all telephone surveys and the increase in households that only or mostly use a cell phone instead of a landline, the data collection method was changed to an address-based sample survey for NHES:2012. Because of this change in survey mode, readers should use caution when comparing NHES:2012 estimates to those of prior NHES administrations.

NHES:2012 included the Parent and Family Involvement in Education Survey and the Early Childhood Program Participation Survey. The Parent and Family Involvement in Education Survey gathered data on students who were enrolled in kindergarten through grade 12 or who were homeschooled at equivalent grade levels. Survey questions that pertained to students enrolled in kindergarten through grade 12 requested information on various aspects of parent involvement in education (such as help with homework, family activities, and parent involvement at school) and survey questions pertaining to homeschooled students requested information on the student's homeschooling experiences, the sources of the curriculum, and the reasons for homeschooling.

The 2012 Parent and Family Involvement in Education Survey questionnaires were completed for 17,563 (397 homeschooled and 17,166 enrolled) children, for a weighted unit response rate of 78.4 percent. The overall estimated unit response rate (the product of the screener unit response rate of 73.8 percent and the Parent and Family Involvement in Education Survey unit response rate) was 57.8 percent.

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.

For more information on the PSS, contact:

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Other Department of Education Agencies

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

Office of Special Education Programs
Office of Special Education and Rehabilitative Services
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-7100
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

Bureau of Labor Statistics
U.S. Department of Labor
2 Massachusetts Avenue NE
Washington, DC 20212
http://www.bls.gov/cpi

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. For example, the 2013 1-year estimates used data collected between January 1, 2013, and December 31, 2013; the 2013 3-year estimates used data collected between January 1, 2011, and December 31, 2013; and the 2013 5-year estimates used data collected between January 1, 2009, and December 31, 2013. *Indicators 2* (Nativity), *3* (Children's Living Arrangements), *4* (Children Living in Poverty), *16* (High School Status Dropout Rates), *18* (College Participation Rates), *25* (Educational Attainment), and *26* (Unemployment Rates) in this report use 1-year estimates from the ACS.

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.

In this report, *Indicators 14* (Retention, Suspension, and Expulsion), *16* (High School Status Dropout Rates), *17* (High School Status Completion Rates), and *18* (College Participation Rates) use the October CPS data while *Indicators 4* (Children Living in Poverty), *27* (Youth Neither Enrolled in School Nor Working), and *28* (Employment and Earnings) use the March CPS data.

Further information on the CPS may be obtained from

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U.S. Department of Commerce
4600 Silver Hill Road
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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 can be 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. This report only presents data on status dropout rates.

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 2013 is estimated to be about 15 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: 1972–2012* (NCES 2015-015) at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2015015 or by contacting

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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 2013 basic CPS, the household-level nonresponse rate was 9.86 percent. The person-level nonresponse rate for the school enrollment supplement was an additional 8.0 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

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4600 Silver Hill Road
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http://www.census.gov/hhes/school/index.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. *Indicator 1* (Population Distribution) reports data from the Census annual estimates.

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 other 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/popest/methodology/2012-nat-st-co-meth.pdf).

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

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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

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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

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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 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 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 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.

Postsecondary institutions (2005 Carnegie classification of degree-granting institutions)

Doctorate-granting Characterized by a significant level and breadth of activity in commitment to doctoral-level education as measured by the number of doctorate recipients and the diversity in doctoral-level program offerings. These institutions are assigned to one of the three subcategories listed below based on level of research activity (for more information on the research activity index used to assign institutions to the subcategories, see http://carnegieclassifications.iu.edu/):

- **Research university, very high** Characterized by a very high level of research activity.
- **Research university, high** Characterized by a high level of research activity.
- **Doctoral/research university** Awarding at least 20 doctor's degrees per year, but not having a high level of research activity.

Master's Characterized by diverse postbaccalaureate programs but not engaged in significant doctoral-level education.

Baccalaureate Characterized by primary emphasis on general undergraduate, baccalaureate-level education. Not significantly engaged in postbaccalaureate education.

Special focus Baccalaureate or postbaccalaureate institution emphasizing one area (plus closely related specialties), such as business or engineering. The programmatic emphasis is measured by the percentage of degrees granted in the program area.

Associate's Institutions conferring at least 90 percent of their degrees and awards for work below the bachelor's level. In NCES tables, excludes all institutions offering any 4-year programs leading to a bachelor's degree.

Tribal Colleges and universities that are members of the American Indian Higher Education Consortium, as identified in IPEDS Institutional Characteristics.

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 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 2016*, 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.

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 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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