

# The Current Condition of Education 2015: Research Highlights



## Reader's Guide

*The Condition of Education* is available on the National Center for Education Statistics (NCES) website as a full pdf of this volume for 2015, as individual pdfs, in html, and on the NCES mobile website (<http://nces.ed.gov/mobile>). Individual pdfs and html files are updated throughout the year as new data become available. All reference tables are hyperlinked within the html versions, as are the sources for each of the graphics. The reference tables can generally be found in other NCES publications—primarily the *Digest of Education Statistics*.

### 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 (<http://nces.ed.gov/programs/coe/sources.asp>). 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 are Census Bureau surveys 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 primarily 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.

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, according to NCES standards.

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 (including increases and decreases) are stated only when they 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](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>.

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 is often also based on the need to show the earliest available survey year, as in the case of the NAEP and the international assessment surveys. 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.

## 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 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. 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; and Hispanic or Latino is shortened to Hispanic. When discussed separately from Asian estimates, 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. Asians and Pacific Islanders are combined into one category in indicators for which the data were not collected separately for the two groups, or to preserve continuity in trend analyses even in cases where separate data collection was possible in the more recent data years.

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. 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. In some surveys, respondents are not given the option to select more than one race. In these surveys, respondents of Two or more races must select a single race category. Any comparisons between data from surveys that give the option to select more than one race and surveys that do not offer such an option should take into account the fact that there is a potential for bias if members of one racial group are more likely than members of the others to identify themselves as “Two or more races.”<sup>1</sup> 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. Selected indicators include Hispanic ancestry subgroups (such as Mexican, Puerto Rican, Cuban, Dominican, Salvadoran, Other Central American, and South American) and Asian ancestry subgroups (such as Asian Indian, Chinese, Filipino, Japanese, Korean, and Vietnamese). In addition, selected indicators include “Two or more races” subgroups (such as White and Black, White and Asian, and White and American Indian/Alaska Native).

For more information on the ACS, see the Guide to Sources (<http://nces.ed.gov/programs/coe/sources.asp>). For more information on race/ethnicity, see the Glossary (<http://nces.ed.gov/programs/coe/glossary.asp>).

## 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 analysis. 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 seem substantial are often not statistically significant and, therefore, not cited in the text.

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<sup>1</sup> Such bias was found by a National Center for Health Statistics study that examined race/ethnicity responses to the 2000 Census. This study found, for example, that as the percentage of multiple-race respondents in a county increased, the likelihood of respondents stating Black as their primary race increased among Black/White respondents but decreased among American Indian or Alaska Native/Black respondents. See Parker, J. et al. (2004). Bridging Between Two Standards for Collecting Information on Race and Ethnicity: An Application to Census 2000 and Vital Rates. *Public Health Reports*, 119(2): 192–205. Available through <http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=1497618>.

Data on American Indians/Alaska Natives are often subject to inaccuracies 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 *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. This combined category for Asians/Pacific Islanders is more representative of Asians than Pacific Islanders.

## 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.

\*  $p < .05$  Significance level.

# Highlights From *The Condition of Education 2015*

## Spotlights

### Kindergartners' Approaches to Learning Behaviors and Academic Outcomes

In the fall of 2010, about 26 percent of first-time kindergartners were rated by their teachers as demonstrating positive approaches to learning behaviors “very often,” 47 percent were rated as demonstrating these behaviors “often,” 25 percent were rated as demonstrating them “sometimes,” and 1 percent were rated as “never” demonstrating them. Fall kindergarten Approaches to Learning scores were positively associated with reading, mathematics, and science scores in kindergarten and first grade.

### Disparities in Educational Outcomes Among Male Youth

In 2013, the percentage of males ages 25–29 who had completed a bachelor’s or higher degree was higher for Asians (55 percent) than for Whites (37 percent), those of Two or more races (29 percent), Blacks (17 percent), and Hispanics (13 percent). This percentage was also higher for White males and males of Two or more races than for their Hispanic and Black peers.

### Postsecondary Attainment: Differences by Socioeconomic Status

A smaller percentage of students of low socioeconomic status (SES) than students of middle SES attained a bachelor’s or higher degree within 8 years of high school completion (14 vs. 29 percent), and percentages for both groups were smaller than the percentage of high-SES students who attained this level of education (60 percent).

## Population Characteristics



### ATTAINMENT

#### Educational Attainment

In 2014, some 91 percent of 25- to 29-year-olds had received at least a high school diploma or its equivalent. Between 1990 and 2014, the size of the White-Black gap in attainment of a high school diploma or its equivalent narrowed from 8 to 4 percentage points, and the size of the White-Hispanic gap narrowed from 32 to 21 percentage points.

#### International Educational Attainment

The percentage of 25- to 64-year-olds who had earned a bachelor’s or higher degree was higher in 2012 than in 2001 in the United States (33 vs. 28 percent) and across OECD countries (24 vs. 15 percent).



### ECONOMIC OUTCOMES

#### Annual Earnings of Young Adults

In 2013, young adults with a bachelor’s degree earned more than twice as much as those without a high school credential (\$48,500 vs. \$23,900) and 62 percent more than young adult high school completers (\$48,500 vs. \$30,000).

#### Employment Rates and Unemployment Rates by Educational Attainment

The percentage of the adult population who were employed was higher in 2014 than at the end of the recent recession in 2010, but lower than before the recession began in 2008.



### DEMOGRAPHICS

#### Children Living in Poverty

In 2013, approximately 21 percent of school-age children were in families living in poverty. The percentage of school-age children living in poverty ranged across the United States from 9 percent in New Hampshire to 33 percent in Mississippi.

# Participation in Education

## ALL AGES

### Enrollment Trends by Age

In 2013, some 94 percent of 5- to 6-year-olds and 98 percent of 7- to 13-year-olds were enrolled in elementary or secondary school. In that same year, 47 percent of 18- to 19-year-olds and 39 percent of 20- to 24-year-olds were enrolled in postsecondary education. Although the total school enrollment rate of most age groups from 3 to 34 did not change measurably between 2012 and 2013, the enrollment rate of 16- to 17-year-olds was 2 percentage points lower in 2013 than in 2012.

## PREPRIMARY EDUCATION

### Preprimary Enrollment

The percentage of 3- to 5-year-olds enrolled in preprimary programs increased from 59 to 64 percent between 1990 and 2000, but there has been no measurable increase since then. The percentage of these children who attended full-day programs increased from 39 to 60 percent between 1990 and 2013 overall, although the 2013 full-day enrollment rate was not measurably different from the 2012 rate.

## ELEMENTARY/SECONDARY ENROLLMENT

### Public School Enrollment

From school years 2012–13 through 2024–25, overall public elementary and secondary school enrollment is projected to increase by 6 percent (from 49.8 million to 52.9 million students), with changes across states ranging from an increase of 26 percent in Nevada to a decrease of 11 percent in West Virginia.

### Charter School Enrollment

From school year 1999–2000 to 2012–13, the number of students enrolled in public charter schools increased from 0.3 million to 2.3 million. During this period, the percentage of public school students who attended charter schools increased from 0.7 to 4.6 percent.

### Private School Enrollment

Private school enrollment in prekindergarten through grade 12 increased from 5.9 million in 1995–96 to 6.3 million in 2001–02, then decreased to 5.3 million in 2011–12. The percentage of all students in private schools decreased from 12 percent in 1995–96 to 10 percent in 2011–12.

### Racial/Ethnic Enrollment in Public Schools

From fall 2002 through fall 2012, the number of White students enrolled in public elementary and secondary schools decreased from 28.6 million to 25.4 million, and their share of public school enrollment decreased from 59 to 51 percent. In contrast, the number of Hispanic students enrolled during this period increased from 8.6 million to 12.1 million students, and their share of public school enrollment increased from 18 to 24 percent.

### English Language Learners

The percentage of public school students in the United States who were English language learners (ELL) was higher in school year 2012–13 (9.2 percent) than in 2002–03 (8.7 percent) and in 2011–12 (9.1 percent). In 2012–13, five of the six states with the highest percentages of ELL students in their public schools were located in the West.

### Children and Youth With Disabilities

The number of children and youth ages 3–21 receiving special education services was 6.4 million, or about 13 percent of all public school students, in 2012–13. Some 35 percent of students receiving special education services had specific learning disabilities.



## POSTSECONDARY ENROLLMENT

### Undergraduate Enrollment

Total undergraduate enrollment in degree-granting postsecondary institutions was 17.5 million students in fall 2013, an increase of 46 percent from 1990, when it was 12.0 million students. By 2024, total undergraduate enrollment is projected to increase to 19.6 million students.

### Postbaccalaureate Enrollment

Total enrollment in postbaccalaureate degree programs was 2.9 million students in fall 2013. Between 2013 and 2024, postbaccalaureate enrollment is projected to increase by 20 percent to 3.5 million students.

## Elementary and Secondary Education



## SCHOOL CHARACTERISTICS AND CLIMATE

### Characteristics of Traditional Public and Public Charter Schools

In school year 2012–13, the majority of charter schools (57 percent) were in cities, compared with 25 percent of traditional public schools. In contrast, 11 percent of charter schools were in rural areas, compared with 29 percent of traditional public schools.

### Concentration of Public School Students Eligible for Free or Reduced-Price Lunch

In school year 2012–13, higher percentages of Black, Hispanic, and American Indian/Alaska Native students attended high-poverty public schools than did Pacific Islander students, students of Two or more races, Asian students, and White students (ordered by descending percentages).

### Rates of School Crime

Through nearly two decades of decline, the nonfatal victimization rate for 12- to 18-year-old students at school fell from 181 crimes per 1,000 students in 1992 to 55 per 1,000 students in 2013. The nonfatal victimization rate away from school for these students also declined from 173 to 30 crimes per 1,000 students during the same period.

### Teachers and Pupil/Teacher Ratios

Of the 6.2 million staff members in public elementary and secondary schools in fall 2012, some 3.1 million, or 50 percent, were teachers. The pupil/teacher ratio in public schools decreased over time from 26.9 students per teacher in 1955 to 17.9 in 1985, and then further declined to 15.3 in 2008. In the most recent years, the pupil/teacher ratios in 2010, 2011, and 2012 (all 16.0) were higher than the ratio in 2009 (15.4).



## FINANCE

### Public School Revenue Sources

From school years 2001–02 through 2011–12, total elementary and secondary public school revenues increased from \$553 billion to \$620 billion (in constant 2013–14 dollars). During the most recent period from 2010–11 through 2011–12, total revenues for public elementary and secondary schools decreased by about \$22 billion, or more than 3 percent.

### Public School Expenditures

From 2000–01 to 2011–12, current expenditures per student in public elementary and secondary schools increased by 11 percent, after adjusting for inflation. Current expenditures per student peaked in 2008–09 at \$11,537 and have decreased each year since then. The amount for 2011–12 (\$11,014) was 3 percent less than the amount for 2010–11 (\$11,332).

### Education Expenditures by Country

In 2011, the United States spent \$11,841 per full-time-equivalent (FTE) student on elementary and secondary education, an amount 35 percent higher than the OECD average of \$8,789. At the postsecondary level, U.S. expenditures per FTE student were \$26,021, almost twice as high as the OECD average of \$13,619.



## ASSESSMENTS

### Reading Performance

The average grade 8 reading score was higher in 2013 than in 2011, according to data from the National Assessment of Educational Progress. At grade 4, the average score in 2013 was not measurably different from the score in 2011. Similarly, at grade 12 the average score in 2013 was not measurably different from that in 2009.

### Mathematics Performance

The average 4th- and 8th-grade mathematics scores in 2013 were higher than the scores in all previous assessment years, according to data from the National Assessment of Educational Progress. At grade 12, the average mathematics score in 2013 was higher than in 2005 but not measurably different from the score in 2009.

### Reading and Mathematics Score Trends

NAEP long-term trend results indicate that the average reading and mathematics achievement of 9- and 13-year-olds improved between the early 1970s and 2012; however, only 13-year-olds made score gains from 2008 to 2012, and they did so in both subject areas. Average reading and mathematics achievement for 17-year-olds did not change significantly between the early 1970s and 2012 or between 2008 and 2012.

### International Assessments

Among 15-year-old students, 29 education systems had higher average scores than the United States in mathematics literacy, 22 had higher average scores in science literacy, and 19 had higher average scores in reading literacy, according to the 2012 Program in International Student Assessment (PISA).



## STUDENT EFFORT, PERSISTENCE, AND PROGRESS

### High School Coursetaking

The percentages of high school graduates who had taken mathematics courses in algebra I, geometry, algebra II/trigonometry, analysis/precalculus, statistics/probability, and calculus increased from 1990 to 2009. The percentages of high school graduates who had taken science courses in chemistry and physics also increased between 1990 and 2009.

### Public High School Graduation Rates

In school year 2011–12, some 3.1 million public high school students, or 81 percent, graduated on time with a regular diploma. Among all public high school students, Asian/Pacific Islander students had the highest graduation rate (93 percent), followed by Whites (85 percent), Hispanics (76 percent), and American Indians/Alaska Natives and Blacks (68 percent each).

### Status Dropout Rates

The status dropout rate decreased from 12 percent in 1990 to 7 percent in 2013, with most of the decline occurring since 2000. From 1990 to 2013, the Hispanic status dropout rate declined from 32 percent to 12 percent, while Black and White status dropout rates decreased by 6 and 4 percentage points, respectively. Nevertheless, the Hispanic status dropout rate in 2013 (12 percent) remained higher than the White (5 percent) and Black (7 percent) status dropout rates.



## TRANSITION TO COLLEGE

### Immediate College Enrollment Rate

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. In 2013, the immediate college enrollment rate for high school completers from high-income families (80 percent) was 31 percentage points higher than the rate for those from low-income families (49 percent). The 2013 gap between high school completers from high- and low-income families did not measurably differ from the corresponding gap in 1990 (30 percentage points).

# Postsecondary Education



## CHARACTERISTICS OF POSTSECONDARY STUDENTS

### Characteristics of Degree-Granting Postsecondary Institutions

In 2013–14, some 29 percent of 4-year institutions had open admissions policies, 26 percent accepted three-quarters or more of their applicants, 32 percent accepted from one-half to less than three-quarters of their applicants, and 13 percent accepted less than one-half of their applicants.

### Characteristics of Postsecondary Students

Some 10.5 million undergraduate students attended 4-year institutions in fall 2013, while 7.0 million attended 2-year institutions. At 4-year institutions in fall 2013, some 77 percent of undergraduate students attended full time, compared with 41 percent at 2-year institutions.



## PROGRAMS AND COURSES

### Undergraduate Degree Fields

From 2002–03 to 2012–13, the number of associate's degrees awarded increased by 59 percent, from 634,000 to over 1 million, and the number of bachelor's degrees awarded increased by 36 percent, from 1.3 million to 1.8 million.

### Graduate Degree Fields

Between academic years 2002–03 and 2012–13, the number of master's degrees awarded increased by 45 percent, from 519,000 to 752,000, and the number of doctor's degrees awarded increased by 44 percent, from 122,000 to 175,000.



## FINANCE AND RESOURCES

### Price of Attending an Undergraduate Institution

The average net price of attendance (total cost minus grant and scholarship aid) in 2012–13 (in constant 2013–14 dollars) for first-time, full-time students was \$12,890 at public, in-state 4-year institutions, \$24,430 at private nonprofit 4-year institutions, and \$21,740 at private for-profit 4-year institutions.

### Grants and Loan Aid to Undergraduate Students

The percentage of first-time, full-time undergraduate students at 4-year degree-granting institutions receiving financial aid increased from 80 percent in 2007–08 to 85 percent in 2012–13.

### Postsecondary Revenues by Source

Between 2007–08 and 2012–13, revenues from tuition and fees per full-time-equivalent (FTE) student increased by 17 percent at public institutions (from \$5,478 to \$6,415, in constant 2013–14 dollars) and by 7 percent at private nonprofit institutions (from \$18,550 to \$19,866). At private for-profit institutions, revenues from tuition and fees were 7 percent higher in 2012–13 than in 2007–08 (\$16,135 vs. \$15,110).

### Expenses of Postsecondary Institutions

In 2012–13, instruction expenses per full-time-equivalent (FTE) student were \$7,814 (in constant 2013–14 dollars) at public institutions, \$16,432 at private nonprofit institutions, and \$3,893 at private for-profit institutions. Instruction was the largest expense category at public and private nonprofit institutions and the second largest expense category at private for-profit institutions.

### Characteristics of Postsecondary Faculty

From fall 1993 to fall 2013, the number of full-time faculty in degree-granting postsecondary institutions increased by 45 percent (from 545,700 to 791,400), while the number of part-time faculty increased by 104 percent (from 369,800 to 752,700). As a result of the faster increase in the number of part-time faculty, the percentage of faculty who were part time increased from 40 to 49 percent during this period.

## Student Loan Volume and Default Rates

In 2012–13, the average student loan amount of \$7,000 represented a 39 percent increase over the 2000–01 amount of \$5,100 (in constant 2013–14 dollars). Of the 4.7 million students who entered the repayment phase on their student loans in fiscal year (FY) 2011, some 651,000, or 13.7 percent, defaulted before the end of FY 2013.



## COMPLETIONS

### Institutional Retention and Graduation Rates for Undergraduate Students

About 59 percent of students who began seeking a bachelor's degree at a 4-year institution in fall 2007 completed that degree within 6 years. The graduation rate for females (62 percent) was higher than the rate for males (56 percent).

### Degrees Conferred by Public and Private Institutions

The number of postsecondary degrees conferred at each degree level increased between 2002–03 and 2012–13. The certificates below the associate's degree level awarded during this period increased by 49 percent, associate's degrees increased by 59 percent, bachelor's degrees increased by 36 percent, master's degrees increased by 45 percent, and doctor's degrees increased by 44 percent.

# Kindergartners' Approaches to Learning Behaviors and Academic Outcomes

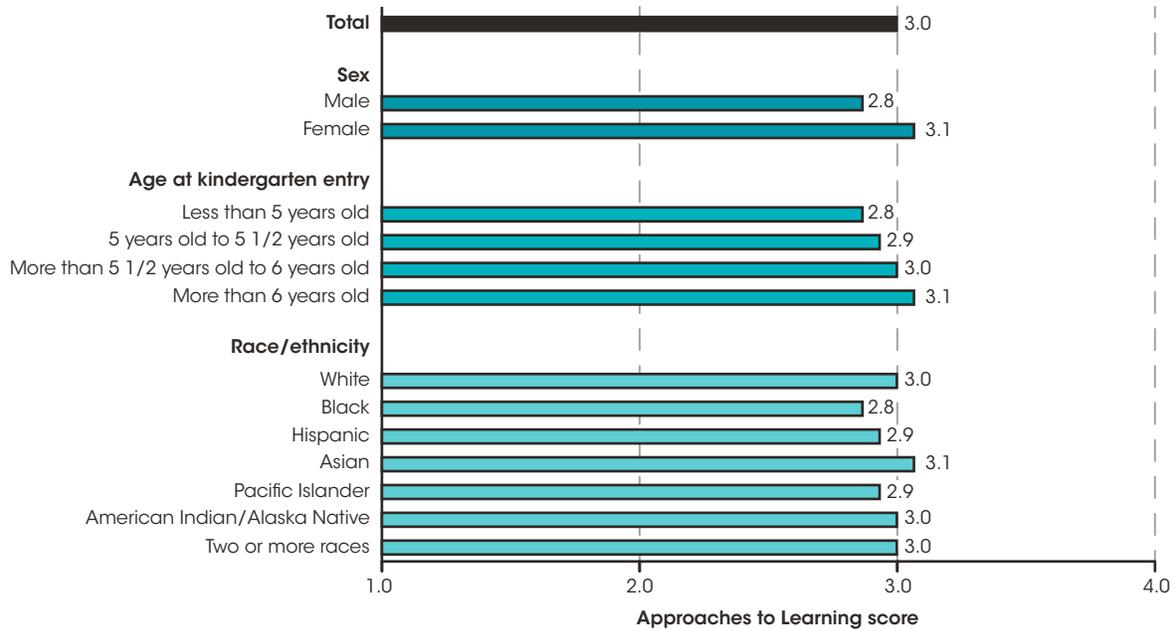
*In the fall of 2010, about 26 percent of first-time kindergartners were rated by their teachers as demonstrating positive approaches to learning behaviors "very often," 47 percent were rated as demonstrating these behaviors "often," 25 percent were rated as demonstrating them "sometimes," and 1 percent were rated as "never" demonstrating them. Fall kindergarten Approaches to Learning scores were positively associated with reading, mathematics, and science scores in kindergarten and first grade.*

At kindergarten entry, children differ not only in their cognitive knowledge and skills but also in their approaches to learning behaviors. In elementary school, positive approaches to learning include behaviors such as paying attention in class, completing tasks independently, organizing materials, and following classroom rules. Differences in children's approaches to learning behaviors have been observed by teachers in the beginning of kindergarten.<sup>1</sup> Research suggests that children who demonstrate positive approaches to learning behaviors have stronger academic skills, on average, in kindergarten and first grade.<sup>2</sup>

In the Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011), teachers of kindergarten students reported on how students rate in seven approaches to learning behaviors: paying attention,

persisting in completing tasks, showing eagerness to learn new things, working independently, adapting easily to changes in routine, keeping belongings organized, and following classroom rules. Teachers assigned a rating of 1 (never), 2 (sometimes), 3 (often), or 4 (very often) for each of the seven items during the fall kindergarten round of the ECLS-K:2011. Following data collection, an average of the seven ratings was calculated to represent each child's fall kindergarten Approaches to Learning rating. This Spotlight describes differences in kindergartners' Approaches to Learning ratings in the beginning of their kindergarten year (fall 2010), with respect to characteristics of the children and their families. It also explores associations between children's initial Approaches to Learning category and their reading, mathematics, and science scores in kindergarten (fall 2010 and spring 2011) and first grade (spring 2012).<sup>3</sup>

**Figure 1. Average Approaches to Learning scores of first-time kindergartners, by sex, age at kindergarten entry, and race/ethnicity: Fall 2010**



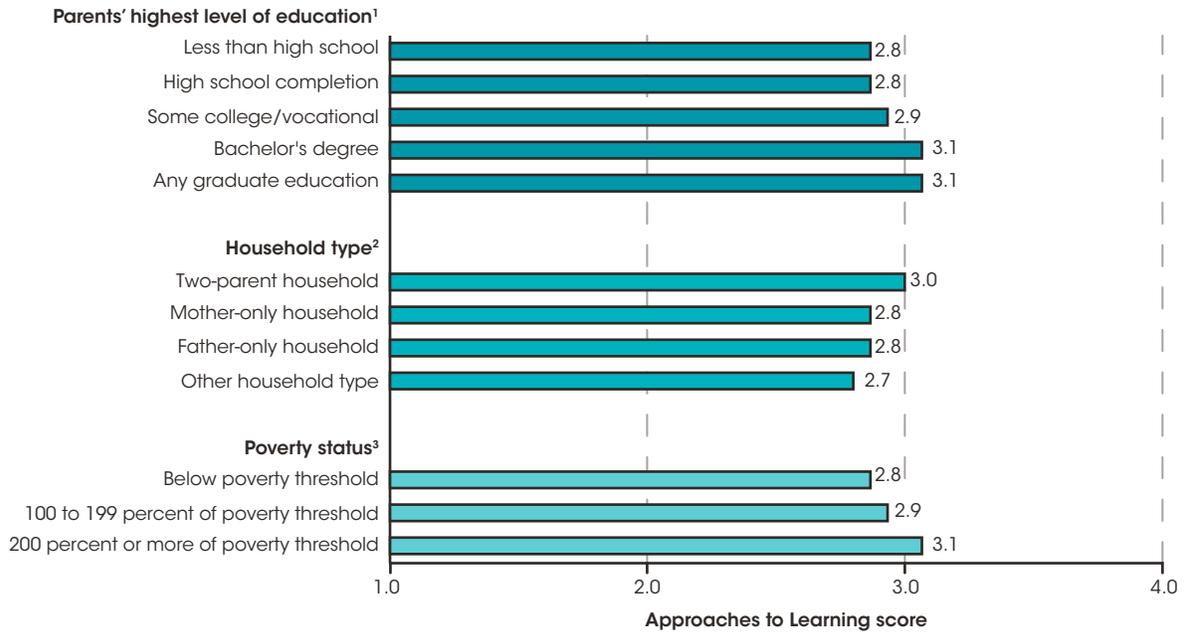
NOTE: The Approaches to Learning scale is based on teachers' reports on how students rate in seven areas: attentiveness, task persistence, eagerness to learn, learning independence, flexibility, organization, and ability to follow classroom rules. Possible scores on the scale range from 1 to 4, with higher scores indicating that a child exhibits positive learning behaviors more often. Following data collection, an average of the seven ratings was calculated to represent each child's fall kindergarten Approaches to Learning rating. Although rounded numbers are displayed, the figures are based on unrounded estimates. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011), Kindergarten-First Grade Restricted-Use Data File. See *Digest of Education Statistics 2014*, table 220.45.

In the fall 2010 kindergarten data collection, the average Approaches to Learning rating for first-time kindergartners was 3.0. Teachers gave higher ratings, on average, to female than to male kindergartners on the Approaches to Learning scale (3.1 vs. 2.8). Kindergartners who were over 5½ years old when they entered kindergarten received higher ratings than younger kindergartners. For example, the average ratings for kindergartners who were more than 6 years old at kindergarten entry (3.1) and those who were 5½ to

6 years old (3.0) were higher than the ratings for those who were less than 5 years old (2.8) and those who were 5 to 5½ years old at kindergarten entry (2.9). Average Approaches to Learning ratings were higher for Asian (3.1) and White kindergartners (3.0) than for Black (2.8) and Hispanic kindergartners (2.9). Hispanic kindergartners, American Indian/Alaska Native kindergartners (3.0), and kindergartners of Two or more races (3.0) also had higher ratings than Black kindergartners.

**Figure 2. Average Approaches to Learning scores of first-time kindergartners, by parents' highest level of education, household type, and poverty status: Fall 2010**



<sup>1</sup>Parents' highest level of education is the highest level of education achieved by either of the parents or guardians in a two-parent household, by the only parent in a single-parent household, or by any guardian in a household with no parents.

<sup>2</sup>Two parents may refer to two biological parents, two adoptive parents, or one biological/adoptive parent and one other parent/partner. Single parent refers to one biological or adoptive parent only. Other household type refers to households without parents, in which the guardian or guardians may be related or unrelated to the child.

<sup>3</sup>Poverty status is based on preliminary U.S. Census income thresholds for 2010, which identify incomes determined to meet household needs, given family size and composition. For example, a family of three with one child was below the poverty threshold if its income was less than \$17,552 in 2010.

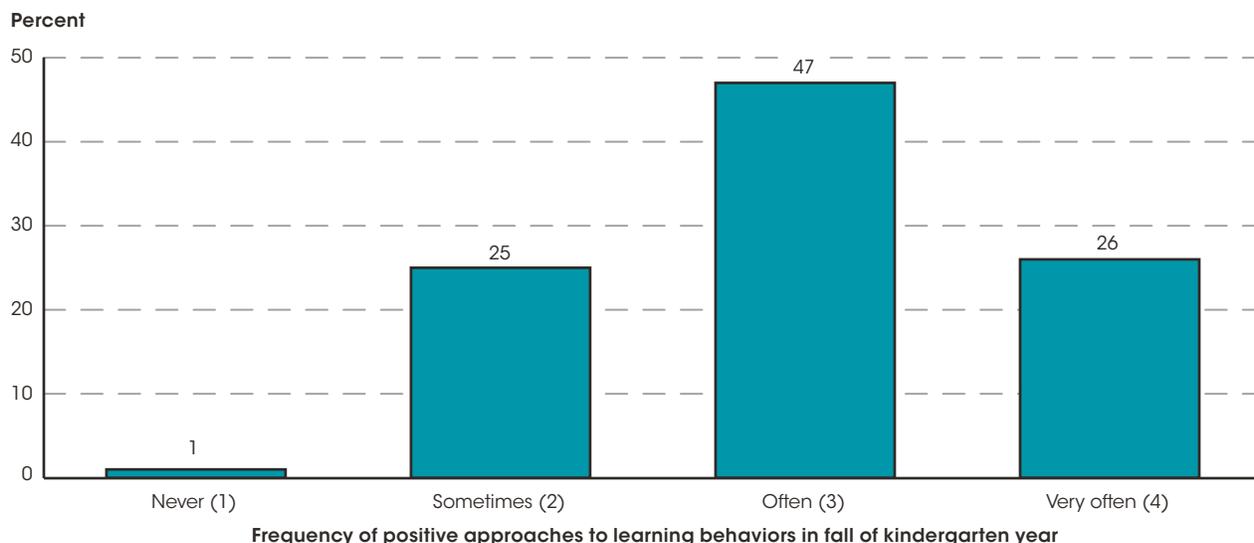
NOTE: The Approaches to Learning scale is based on teachers' reports on how students rate in seven areas: attentiveness, task persistence, eagerness to learn, learning independence, flexibility, organization, and ability to follow classroom rules. Possible scores on the scale range from 1 to 4, with higher scores indicating that a child exhibits positive learning behaviors more often. Following data collection, an average of the seven ratings was calculated to represent each child's fall kindergarten Approaches to Learning rating. Although rounded numbers are displayed, the figures are based on unrounded estimates.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011), Kindergarten-First Grade Restricted-Use Data File. See *Digest of Education Statistics 2014*, table 220.45.

In the fall of kindergarten, first-time kindergartners whose parents' highest level of education was a bachelor's degree or any graduate education received higher Approaches to Learning ratings (both at 3.1), on average, than kindergartners whose parents had some college or vocational training (2.9), students whose parents completed high school (2.8), and students whose parents had completed less than high school (2.8). Kindergartners from two-parent households were rated

higher (3.0) than their peers from single-parent, mother- or father-only households (2.8) or other household types (2.7). With respect to household poverty status, the average Approaches to Learning rating was highest for kindergartners in households with incomes at or above 200 percent of the federal poverty level (3.1) and lowest for those in households with incomes below the federal poverty level (2.8).

**Figure 3. Percentage distribution of first-time kindergartners, by frequency of positive approaches to learning behaviors in fall of kindergarten year: Fall 2010**



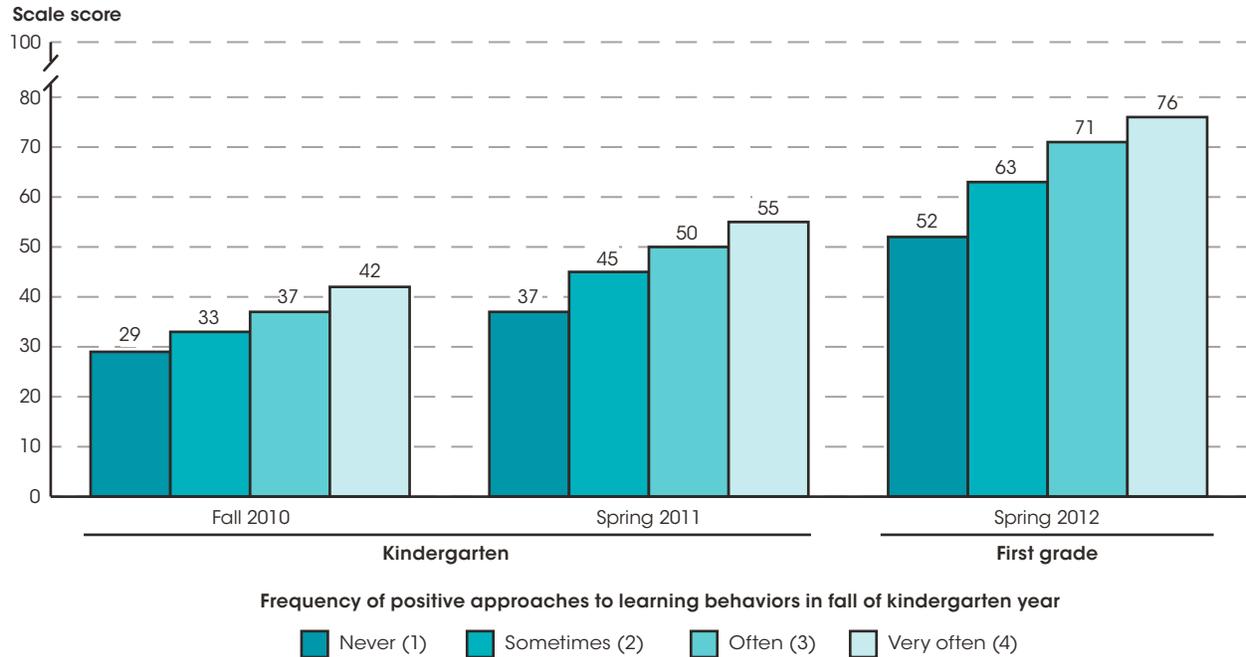
NOTE: The Approaches to Learning scale is based on teachers' reports on how students rate in seven areas: attentiveness, task persistence, eagerness to learn, learning independence, flexibility, organization, and ability to follow classroom rules. Possible scores on the scale range from 1 to 4, with higher scores indicating that a child exhibits positive learning behaviors more often. Fall Approaches to Learning scores were categorized into the anchor points on the original scale by rounding the mean score to the nearest whole number. Details may not sum to total because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011), Kindergarten-First Grade Restricted-Use Data File. See *Digest of Education Statistics 2014*, table 220.40.

For the remaining sections of the Spotlight discussion, kindergartners' mean ratings on the Approaches to Learning scale in the fall of kindergarten were rounded to the nearest whole number so that students could be grouped into the original categories represented by the 4-point scale. For example, a student with an average rating of 2.4 would be categorized into the "sometimes" (value of 2) group. Overall, 26 percent of first-time

kindergartners were rated by their teachers in the fall of kindergarten as demonstrating positive approaches to learning behaviors "very often" (average rating of 4), 47 percent were rated as demonstrating them "often" (average rating of 3), 25 percent were rated as demonstrating them "sometimes" (average rating of 2), and 1 percent were rated as "never" (average rating of 1) demonstrating positive approaches to learning behaviors.

**Figure 4. Average reading scale scores of fall 2010 first-time kindergartners, by frequency of positive approaches to learning behaviors in fall of kindergarten year: Fall 2010, spring 2011, and spring 2012**

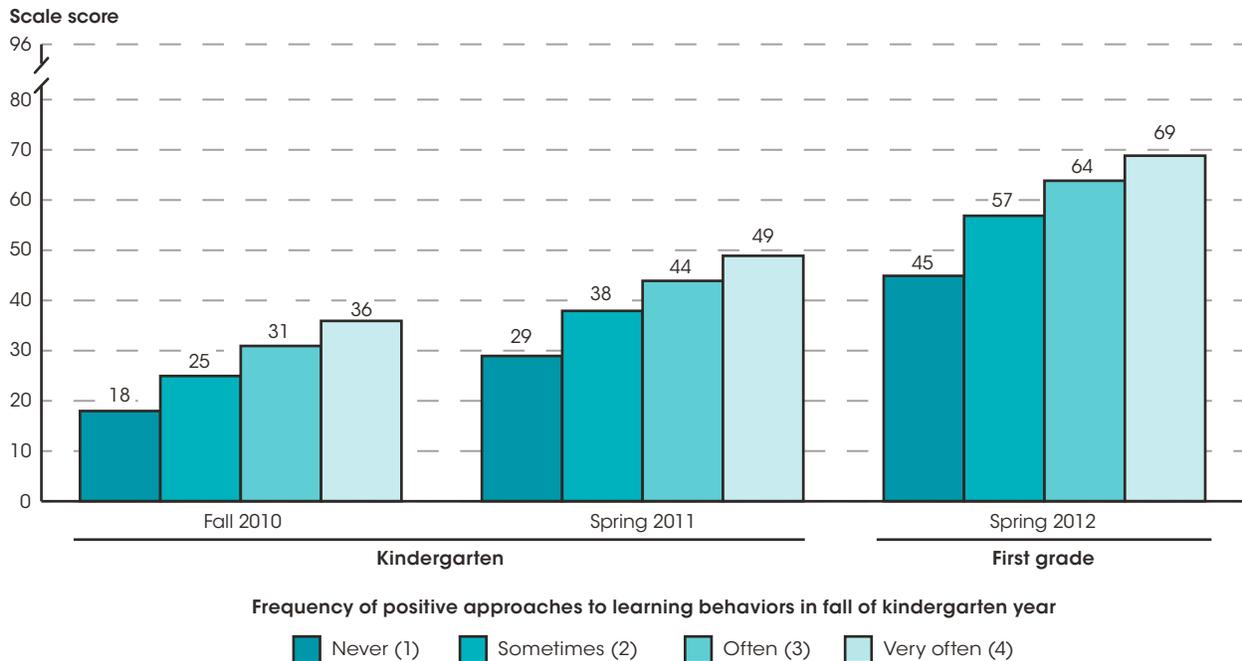


NOTE: The reading assessments reflect performance on questions measuring basic skills (print familiarity, letter recognition, beginning and ending sounds, rhyming words, and word recognition); vocabulary knowledge; and reading comprehension, including identifying information specifically stated in text (e.g., definitions, facts, and supporting details), making complex inferences from text, and considering the text objectively and judging its appropriateness and quality. Possible scores for the reading assessments range from 0 to 100. Frequency of positive approaches to learning behaviors is derived from kindergartners' fall 2010 Approaches to Learning scale scores. The Approaches to Learning scale is based on teachers' reports on how students rate in seven areas: attentiveness, task persistence, eagerness to learn, learning independence, flexibility, organization, and ability to follow classroom rules. Possible scores on the Approaches to Learning scale range from 1 to 4, with higher scores indicating that a child exhibits positive learning behaviors more often. Fall Approaches to Learning scores were categorized into the anchor points on the original scale by rounding the average score to the nearest whole number. SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011), Kindergarten-First Grade Restricted-Use Data File. See *Digest of Education Statistics 2014*, table 220.40.

First-time kindergartners' average Approaches to Learning rating categories in the fall of kindergarten were positively associated with their reading and mathematics scores in kindergarten and first grade. In both subjects, students who received an average rating of "never" on the Approaches to Learning scale in the fall of kindergarten had the lowest scores at each time period, and those who had an average rating of "very often" in the fall of kindergarten had the highest reading and mathematics

scores. For example, students who were rated as "never" demonstrating positive approaches to learning behaviors by teachers in the fall of kindergarten had an average spring first-grade reading score of 52 points, compared with an average score of 63 points for those with a rating of "sometimes," 71 points for those with a rating of "often," and 76 points for those with a rating of "very often."

**Figure 5. Average mathematics scale scores of fall 2010 first-time kindergartners, by frequency of positive approaches to learning behaviors in fall of kindergarten year: Fall 2010, spring 2011, and spring 2012**



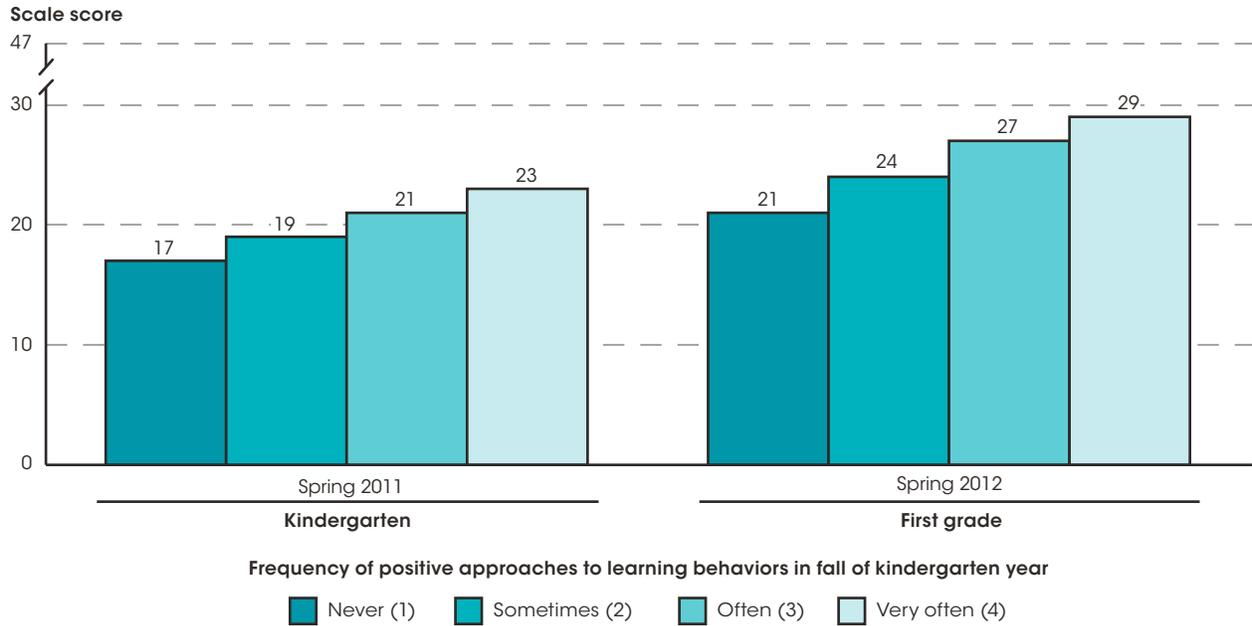
NOTE: The mathematics assessments reflect performance on questions on number sense, properties, and operations; measurement; geometry and spatial sense; data analysis, statistics, and probability (measured with a set of simple questions assessing children’s ability to read a graph); and prealgebra skills such as identification of patterns. Possible scores for the mathematics assessments range from 0 to 96. Frequency of positive approaches to learning behaviors is derived from kindergartners’ fall 2010 Approaches to Learning scale scores. The Approaches to Learning scale is based on teachers’ reports on how students rate in seven areas: attentiveness, task persistence, eagerness to learn, learning independence, flexibility, organization, and ability to follow classroom rules. Possible scores on the Approaches to Learning scale range from 1 to 4, with higher scores indicating that a child exhibits positive learning behaviors more often. Fall Approaches to Learning scores were categorized into the anchor points on the original scale by rounding the average score to the nearest whole number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011), Kindergarten-First Grade Restricted-Use Data File. See *Digest of Education Statistics 2014*, table 220.40.

First-time kindergartners who received an average Approaches to Learning rating of “never” in the fall of kindergarten not only scored the lowest on the reading and mathematics assessments at each time point, but they also had not yet caught up by the next round of data collection to the performance at the prior assessment time of their peers who had received a rating of “very often” in the fall of kindergarten. For example, the average fall

kindergarten mathematics scores for students with average Approaches to Learning ratings in the fall of kindergarten of “often” (31 points) or “very often” (36 points) were higher than the average spring kindergarten mathematics score (i.e., the score at the end of the kindergarten year) for students with an average Approaches to Learning rating of “never” in the fall of kindergarten (29 points).

**Figure 6. Average science scale scores of fall 2010 first-time kindergartners, by frequency of positive approaches to learning behaviors in fall of kindergarten year: Spring 2011 and spring 2012**



NOTE: Science was not assessed in the fall of kindergarten. The science assessments reflect performance on questions on physical sciences, life sciences, environmental sciences, and scientific inquiry. Possible scores for the science assessments range from 0 to 47. Frequency of positive approaches to learning behaviors is derived from kindergartners' fall 2010 Approaches to Learning scale scores. The Approaches to Learning scale is based on teachers' reports on how students rate in seven areas: attentiveness, task persistence, eagerness to learn, learning independence, flexibility, organization, and ability to follow classroom rules. Possible scores on the Approaches to Learning scale range from 1 to 4, with higher scores indicating that a child exhibits positive learning behaviors more often. Fall Approaches to Learning scores were categorized into the anchor points on the original scale by rounding the average score to the nearest whole number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011), Kindergarten-First Grade Restricted-Use Data File. See *Digest of Education Statistics 2014*, table 220.40.

Patterns of performance in science were consistent with those observed in reading and mathematics. First-time kindergartners who received an average Approaches to Learning rating of “never” in the fall of kindergarten had the lowest science scores in the spring of kindergarten (17 points) and in the spring of first grade (21 points), and those receiving a rating of “very often” in the fall of kindergarten had the highest scores in the spring of

kindergarten (23 points) and in the spring of first grade (29 points).<sup>4</sup> In addition, the average spring kindergarten science score for students with a “very often” Approaches to Learning rating in the fall of kindergarten (23 points) was higher than the average spring first-grade science score (i.e., the score at the end of the following school year) for those students with an average rating of “never” in the fall of kindergarten (21 points).

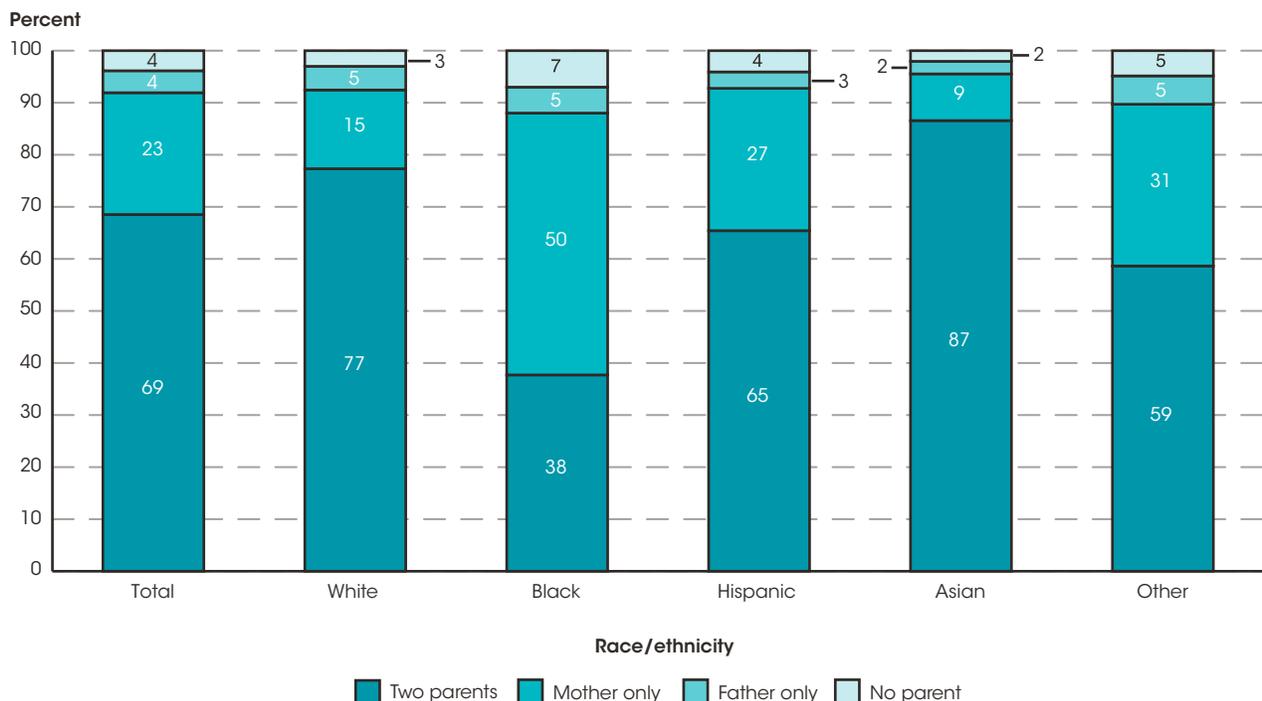
# Disparities in Educational Outcomes Among Male Youth

*In 2013, the percentage of males ages 25–29 who had completed a bachelor’s or higher degree was higher for Asians (55 percent) than for Whites (37 percent), those of Two or more races (29 percent), Blacks (17 percent), and Hispanics (13 percent). This percentage was also higher for White males and males of Two or more races than for their Hispanic and Black peers.*

The United States has seen progress in many areas related to the education of its young people. Despite these achievements, disparities in educational and other outcomes persist in the aggregate for male youth compared to their female peers in general, and for boys and young men of color in particular.<sup>1</sup> In February 2014, President Barack Obama launched My Brother’s Keeper, an initiative designed to help address underlying issues and improve the expected life outcomes for those boys and young men of color who continue to struggle.<sup>2</sup> As part of this undertaking, the Federal Interagency Forum on Child and Family Statistics and many of its component

agencies, including the U.S. Department of Education, were tasked with making available relevant statistics to track progress in closing gaps.<sup>3</sup> With a focus on boys and young men of color,<sup>4</sup> this Spotlight features a selection of national-level measures using data from the latest available year to describe the educational pipeline that young people navigate. Information on certain measures that tend to be associated with educational outcomes, such as household poverty, are also included to frame the education data in the broader context of young people’s lives.

**Figure 1. Percentage distribution of males ages 0–17, by race/ethnicity and presence of parents in household: 2013**



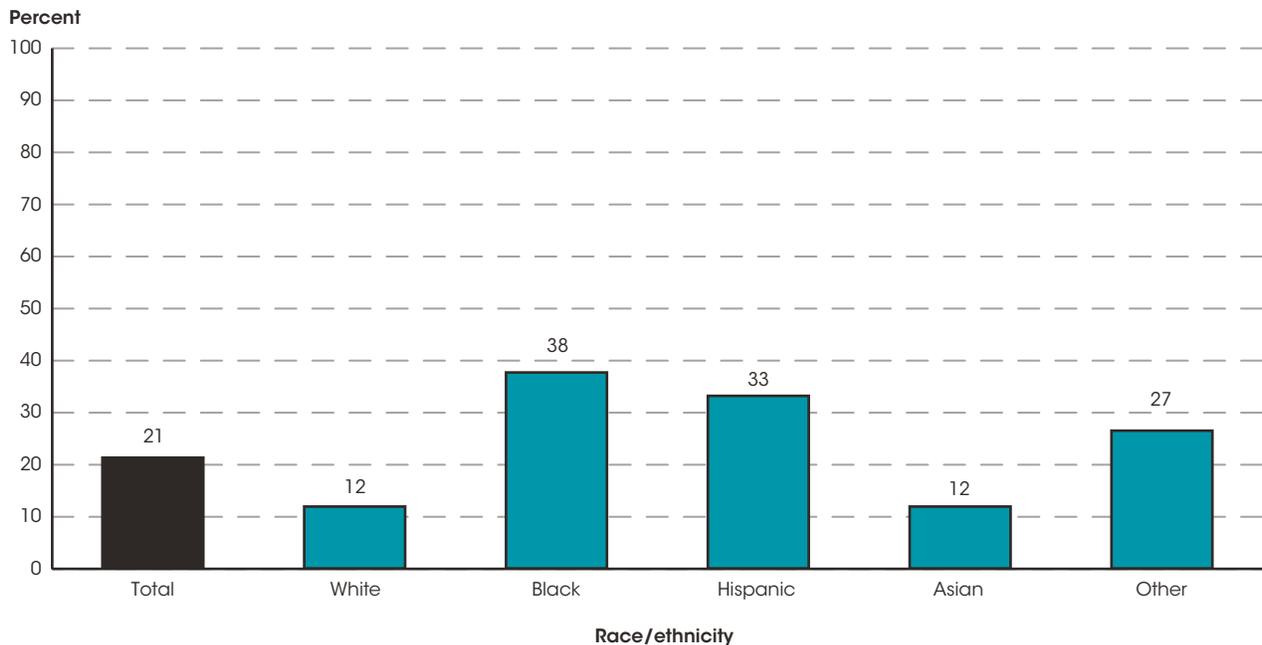
NOTE: "Two parents" refers to all children who have both a mother and father identified in the household, including biological, step, and adoptive parents. "Mother only" and "father only" refer to children for whom only one parent in the household has been identified, whether biological, step, or adoptive. Race categories exclude persons of Hispanic ethnicity. "Other" includes race and ethnicity categories such as American Indian or Alaska Native, and Native Hawaiian or Other Pacific Islander.

SOURCE: U.S. Census Bureau, Current Population Survey, Annual Social and Economic Supplements, 2013. Retrieved May 2015, from <http://mbk.ed.gov/data/>.

Living with two parents is associated with positive educational, economic, and other life outcomes.<sup>5</sup> The majority of male youth ages 0–17 lived with two parents in 2013 (87 percent of Asians, 77 percent of Whites, and 65 percent of Hispanics); Black males were the exception:

38 percent lived with two parents. Instead, 50 percent of young Black males lived with only their mother. Families headed by single parents, particularly single mothers, are associated with a higher incidence of poverty.<sup>6</sup>

**Figure 2. Percentage of males ages 0–17 in poverty, by race/ethnicity: 2012**



NOTE: Race categories exclude persons of Hispanic ethnicity. "Other" includes race and ethnicity categories such as American Indian or Alaska Native, and Native Hawaiian or Other Pacific Islander.  
SOURCE: U.S. Census Bureau, Current Population Survey, Annual Social and Economic Supplements, 2012. Retrieved May 2015, from <http://mbk.ed.gov/data/>.

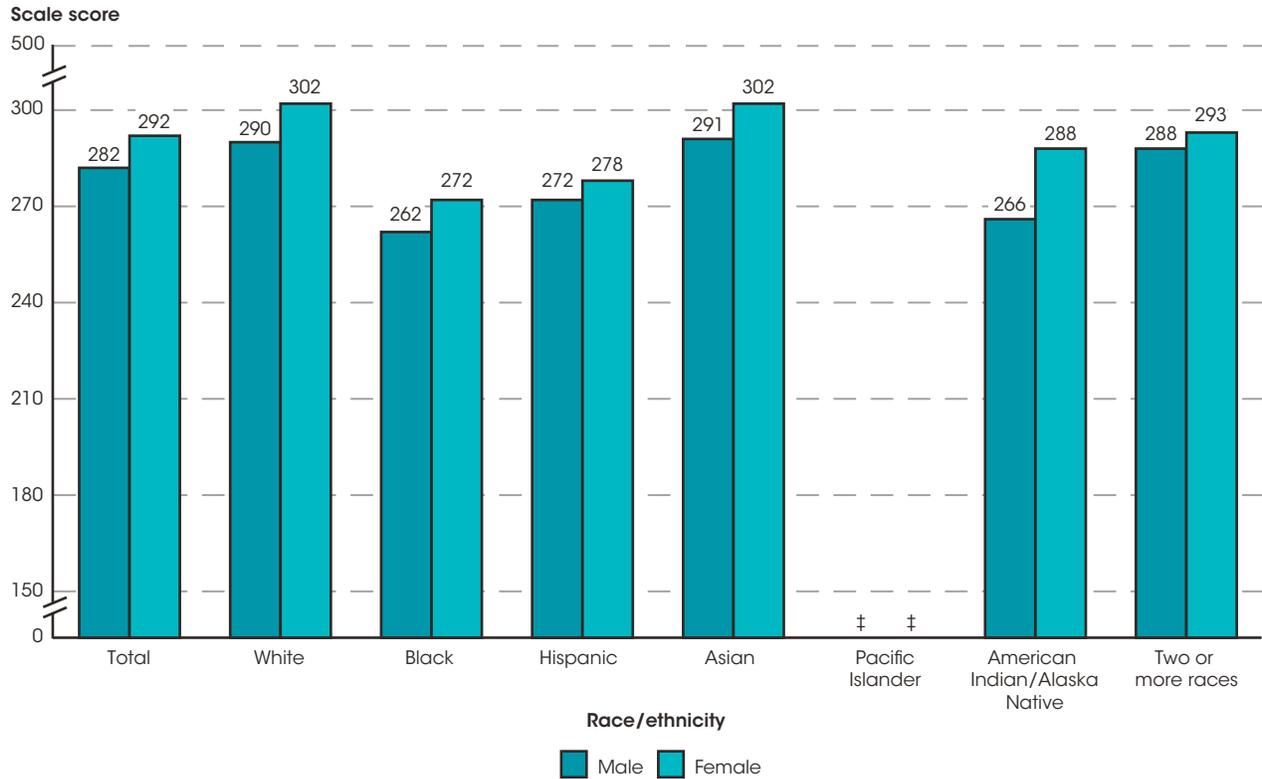
The percentages of Black and Hispanic males ages 0–17 living in poverty in 2012 (38 and 33 percent, respectively) were higher than the percentages for Whites and Asians (12 percent each). There were no measurable differences between males and females (overall or within the racial/ethnic groups) in the percentages of children living in different household types or the percentage living in

poverty. Research suggests that living in poverty during early childhood is associated with lower than average academic performance that begins in kindergarten<sup>7</sup> and extends through elementary and high school. Living in poverty during early childhood is also associated with lower than average rates of school completion.<sup>1</sup>

Regarding academic performance, gaps in learning behaviors, knowledge, and skills among children in various racial/ethnic groups are found as early as infancy, preschool, and kindergarten.<sup>8,9</sup> Differences in achievement are also observed in the National Assessment

of Educational Progress (NAEP) at grades 4, 8, and 12.<sup>10</sup> As the 12th grade marks a key period of transition from school to postsecondary education and the labor force, reading and mathematics scores at grade 12 are highlighted here.

**Figure 3. Average reading scale scores of 12th-grade students, by race/ethnicity and sex: 2013**

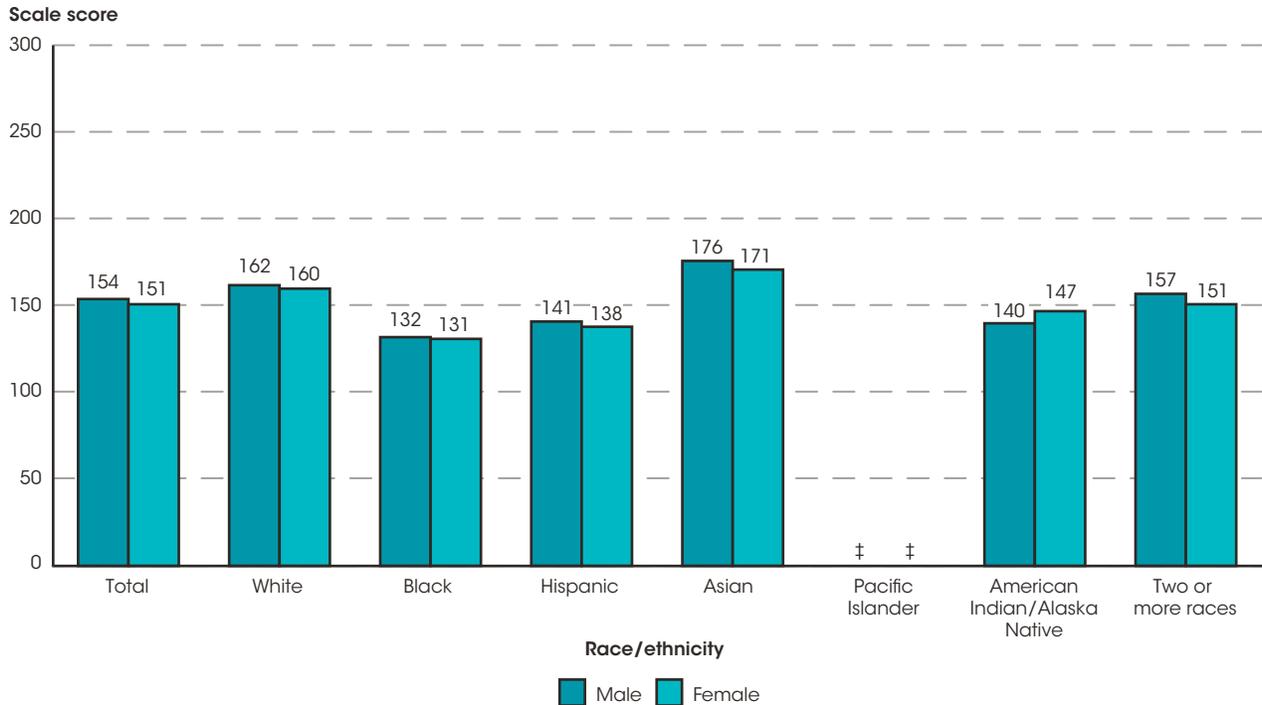


‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.  
 NOTE: The National Assessment of Educational Progress (NAEP) reading scale ranges from 0 to 500. Race categories exclude persons of Hispanic ethnicity.  
 SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, 2013. Retrieved May 2015, from <http://mbk.ed.gov/data/>.

NAEP reading scores<sup>11</sup> in 2013 were higher at grade 12 for female than male students overall (292 vs. 282) and for students in most of the racial/ethnic groups; however, the apparent difference for students of Two or more races was not significant. Among 12th-grade males, Asians (291), Whites (290), and those of Two or more races (288) scored higher, on average, than Hispanics (272), American Indians/Alaska Natives (266), and Blacks (262); Hispanic males also scored higher than Black males.

Average reading scores were higher in 2013 than in 2002 for 12th-grade males who were White (290 vs. 281) and Asian (291 vs. 280), but no measurable differences were found for males in the other racial/ethnic groups for which data were available.

**Figure 4. Average mathematics scale scores of 12th-grade students, by race/ethnicity and sex: 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.

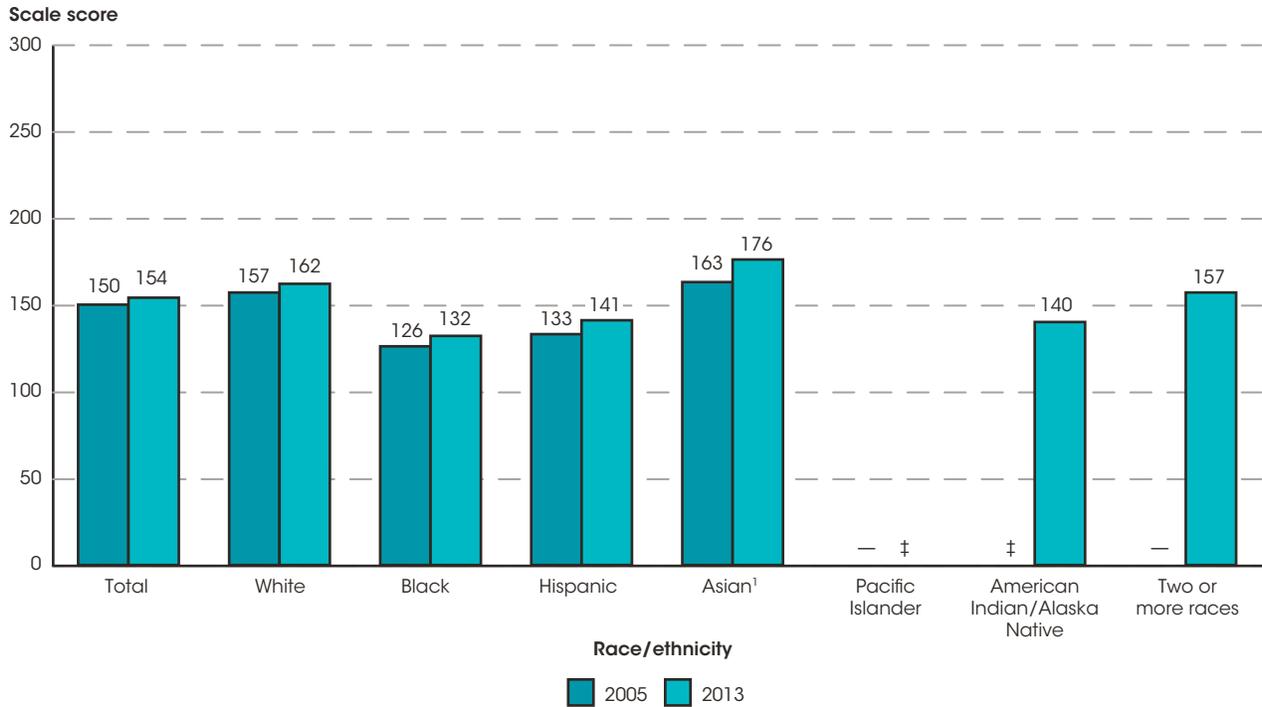
NOTE: The National Assessment of Educational Progress (NAEP) mathematics scale ranges from 0 to 300 at grade 12. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, 2013. Retrieved May 2015, from <http://mbk.ed.gov/data/>.

In contrast to the reading scores, NAEP mathematics scores,<sup>12</sup> were higher overall for males than for females among students in 12th grade in 2013 (154 vs. 151). Math scores were also higher for male than female students among Whites (162 vs. 160) and Asians (176 vs. 171), but not measurably different between male and female students in the other racial/ethnic groups. Among male

12th-grade students, Asians had the highest average math score (176); scores were also higher for White males (162) and males of Two or more races (157) than for Hispanic (141), American Indian/Alaska Native (140), and Black males (132). In addition, Hispanic males scored higher than Black males in the 12th grade.

**Figure 5. Average mathematics scale scores of male 12th-grade students, by race/ethnicity: 2005 and 2013**



— Not available.

‡ 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.

<sup>1</sup> 2005 data include Pacific Islander students.

NOTE: The National Assessment of Educational Progress (NAEP) mathematics scale ranges from 0 to 300 at grade 12. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, 2005 and 2013.

Retrieved May 2015, from <http://mbk.ed.gov/data/>.

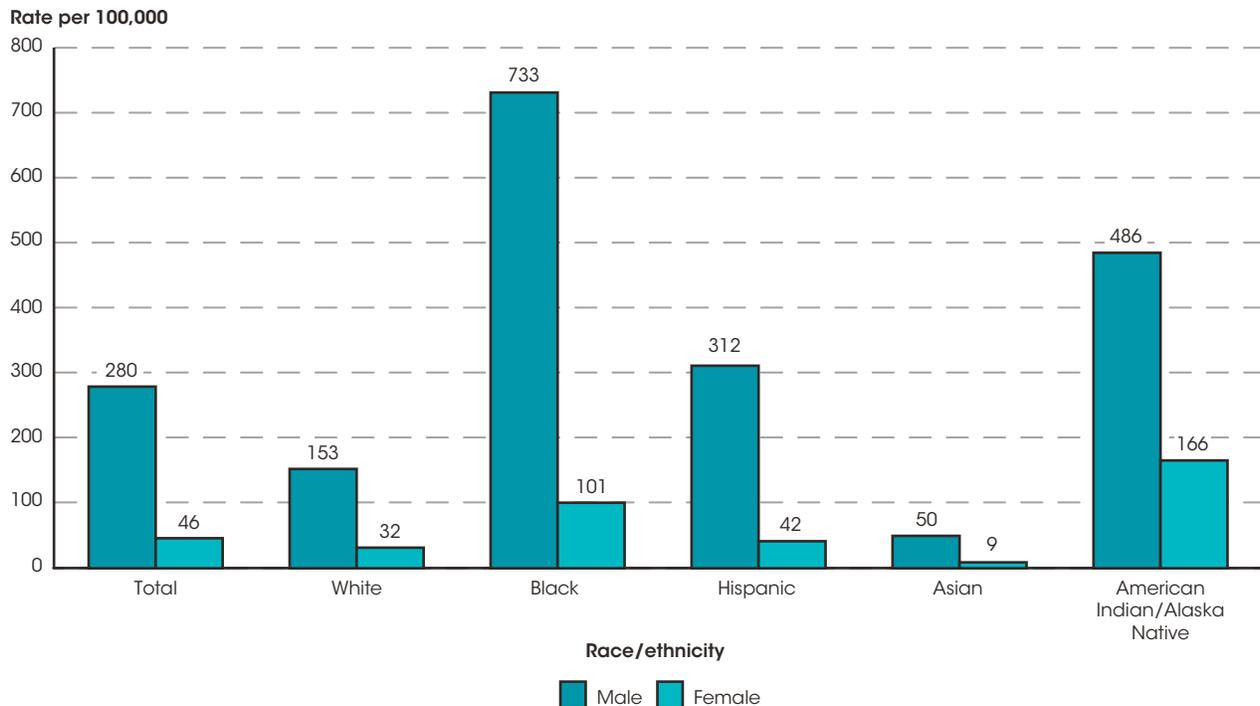
Average mathematics scores were higher in 2013 than in 2005 for 12th-grade males in each racial/ethnic group for which data were available: White (162 vs. 157),

Black (132 vs. 126), Hispanic (141 vs. 133), and Asian (176 vs. 163).

Following secondary education, many young people make transitions to employment, further schooling, or both. Some, however, engage in delinquent or criminal behaviors and enter the juvenile or adult correction systems. Research indicates that contact with these

systems typically impacts youth negatively by, among other things, interrupting their education and increasing the likelihood that they will drop out of school altogether.<sup>13</sup> Criminal convictions can also have a negative impact on employment outcomes.<sup>14</sup>

**Figure 6. Rate per 100,000 of placement of juveniles in residential facilities, by race/ethnicity and sex: 2011**

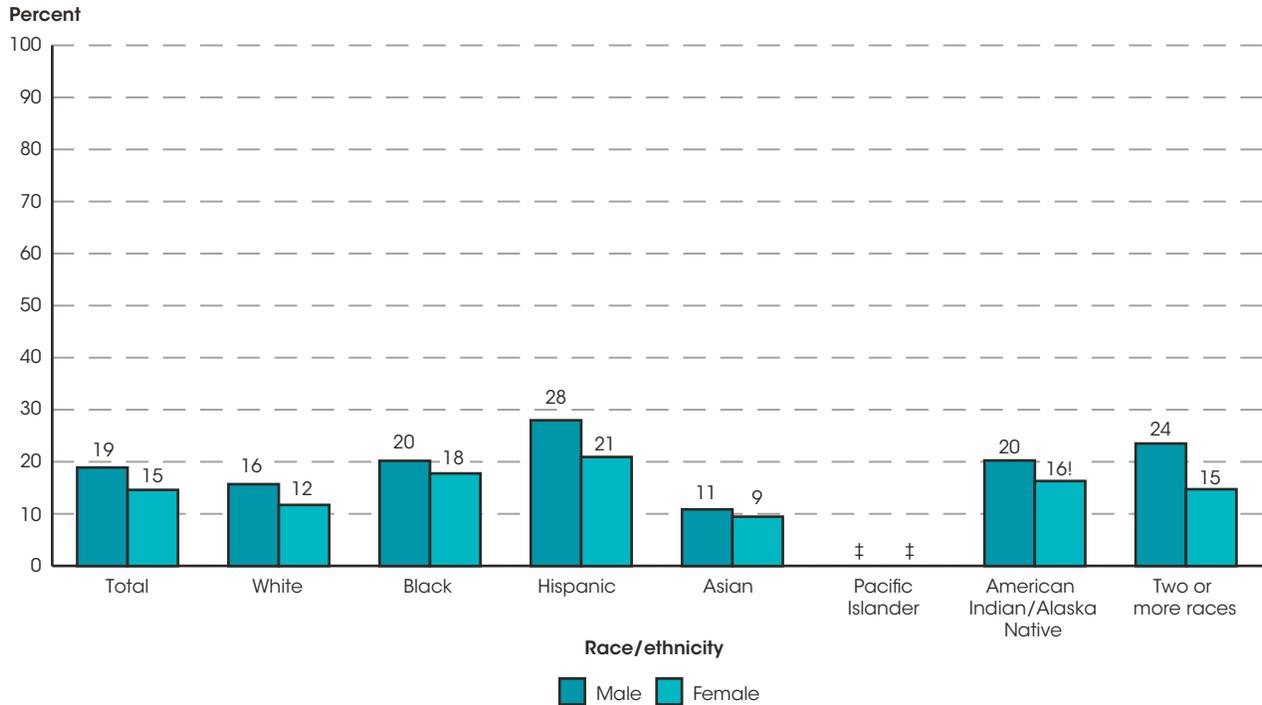


NOTE: Data from the Census of Juveniles in Residential Placement (CJRP) are based on a 1-day count of youth younger than age 21 held in a juvenile residential placement facility for an offense. CJRP does not include facilities used exclusively for abused/neglected children, mental health, or drug treatment. Nor are federal or adult jails or prisons included. Therefore, counts based on CJRP data do not include youth younger than 18 tried in criminal courts and confined in adult correctional facilities. Rate is per 100,000 persons ages 12 through the extended age of juvenile court jurisdiction in each state. More information about the extended age of juvenile court jurisdiction can be found at [http://www.ojjdp.gov/ojstatbb/structure\\_process/qa04106.asp](http://www.ojjdp.gov/ojstatbb/structure_process/qa04106.asp). Data for Pacific Islanders and those of Two or more races are not available. Race categories exclude persons of Hispanic ethnicity. SOURCE: U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention, Census of Juveniles in Residential Placement, Easy Access to Juvenile Populations, 2011. Retrieved May 2015, from <http://mbk.ed.gov/data/>.

The rate of juvenile placement in residential correction facilities<sup>15</sup> in 2011 was about 6 times higher for males than females (280 per 100,000 persons vs. 46 per 100,000 persons). This rate was also considerably higher for Black male youth than for male or female youth of any other racial/ethnic group. The rate of residential placement for Black males in 2011 was 733 per 100,000, which was 1.5 times the rate for American Indian/Alaska Native males (486 per 100,000), more than twice the rate for Hispanic males (312 per 100,000), nearly 5 times the rate for White males (153 per 100,000), and over 14 times the rate for Asian males (50 per 100,000). Black males made up over one-third (35 percent) of all youth in residential placement in 2011.

Additionally, males ages 18–24 had notably higher rates of imprisonment in state facilities<sup>16</sup> than females in 2012: the rate was 1,060 per 100,000 persons for males versus 65 per 100,000 persons for females. Moreover, the imprisonment rate for Black males was substantially higher than the rate for males or females of any other racial/ethnic subgroup. For example, the 2012 imprisonment rate for Black males (3,102 per 100,000) was more than twice the rate for Hispanic males (1,165 per 100,000), nearly 7 times the rate for White males (446 per 100,000), and more than 26 times the rate for Black females (118 per 100,000). In 2012, Black males made up 41 percent of all imprisoned young adults ages 18–24 (see *My Brother's Keeper Data*).

**Figure 7. Percentage of 18- to 24-year-olds who have not completed high school, by race/ethnicity and sex: 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.

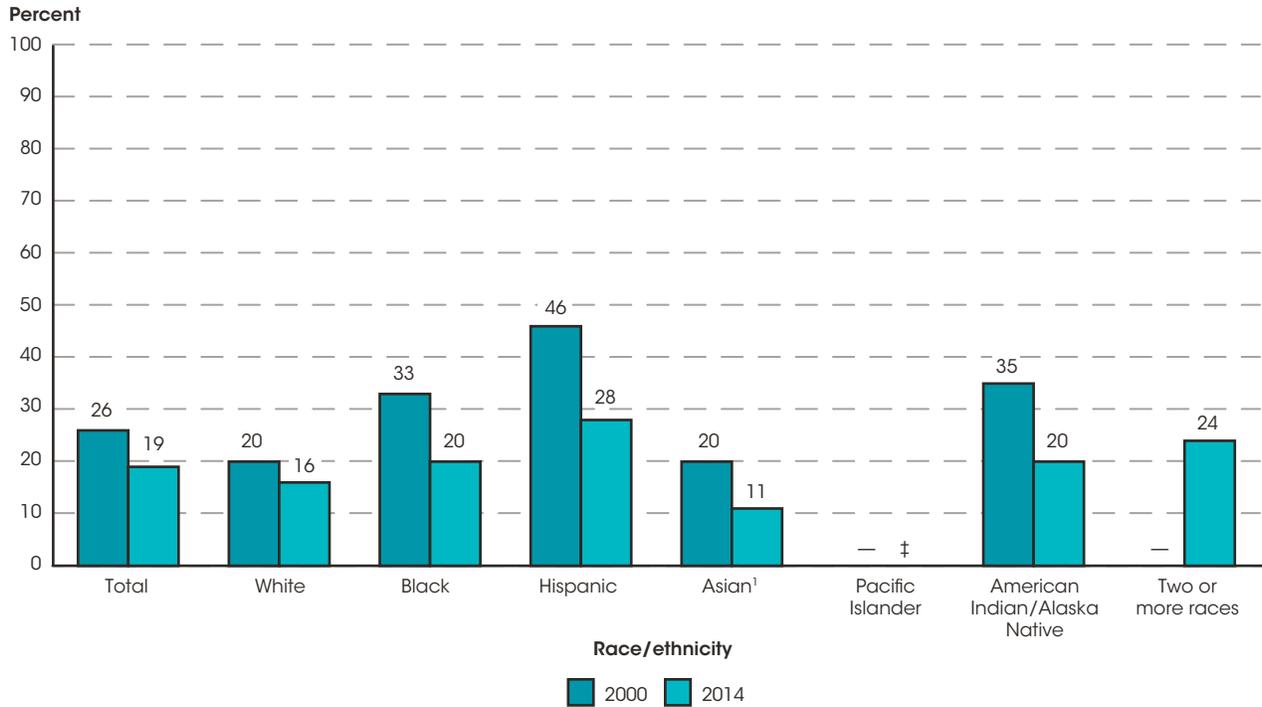
NOTE: Data are based on sample surveys of the civilian noninstitutional population. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey, 2014. Retrieved May 2015, from <http://mbk.ed.gov/data/>.

In terms of educational attainment,<sup>17</sup> a higher percentage of male than female 18- to 24-year-olds (young adults) had not completed high school in 2014; this was true both overall (19 vs. 15 percent) and among Whites (16 vs. 12 percent) and Hispanics (28 vs. 21 percent). There was no measurable difference between males

and females in the other racial/ethnic groups. Among male young adults, a higher percentage of Hispanics (28 percent) than Blacks (20 percent), Whites (16 percent), and Asians (11 percent) had not completed high school. In addition, this percentage was higher for Black males than for White males and Asian males.

**Figure 8. Percentage of male 18- to 24-year-olds who have not completed high school, by race/ethnicity: 2000 and 2014**



— Not available.

‡ 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.

<sup>1</sup> Data for 2000 include Pacific Islanders.

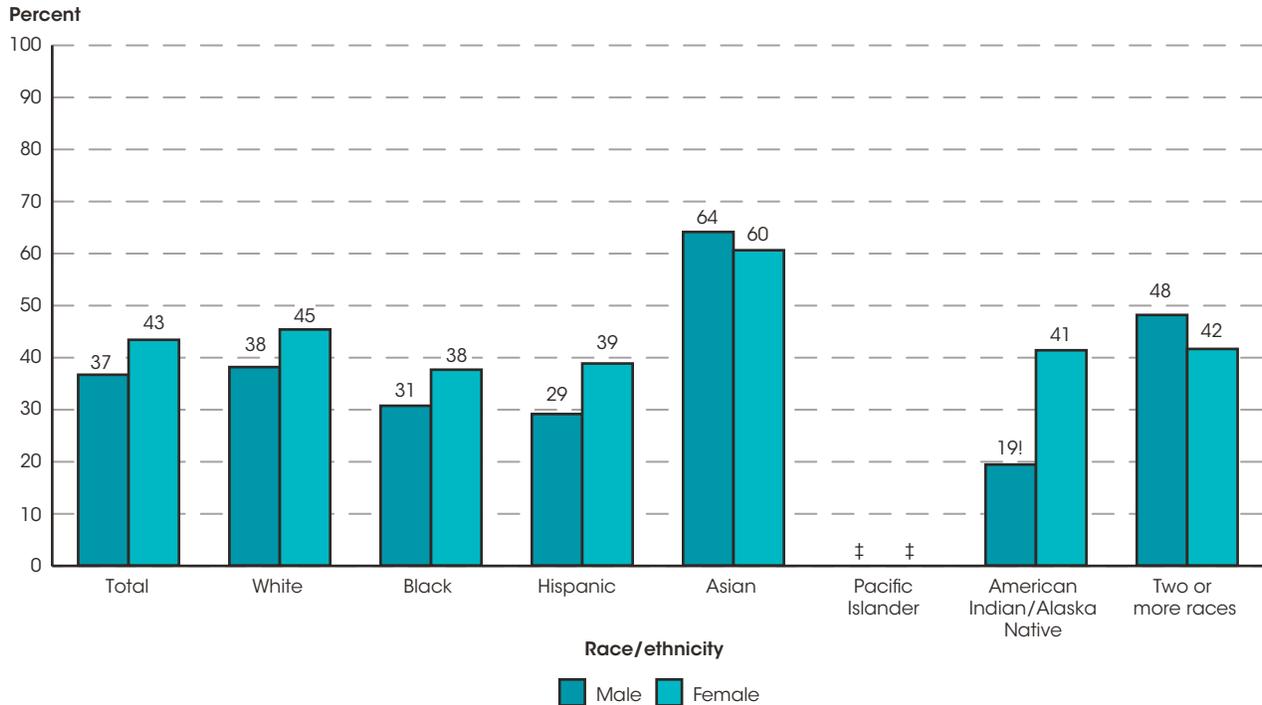
NOTE: Data are based on sample surveys of the civilian noninstitutional population. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey, 2000 and 2014. Retrieved May 2015, from <http://mbk.ed.gov/data/>.

From 2000 to 2014, the percentage of male young adults who had not completed high school decreased in most racial/ethnic groups: White (20 vs. 16 percent), Black (33 vs. 20 percent), Hispanic (46 vs. 28 percent), and

Asian (20 vs. 11 percent). The decreases for Blacks and Hispanics were among the largest observed for male young adults of any racial/ethnic group for which data were available.

**Figure 9. Percentage of 18- to 24-year-olds enrolled in 2- and 4-year colleges, by race/ethnicity and sex: 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.

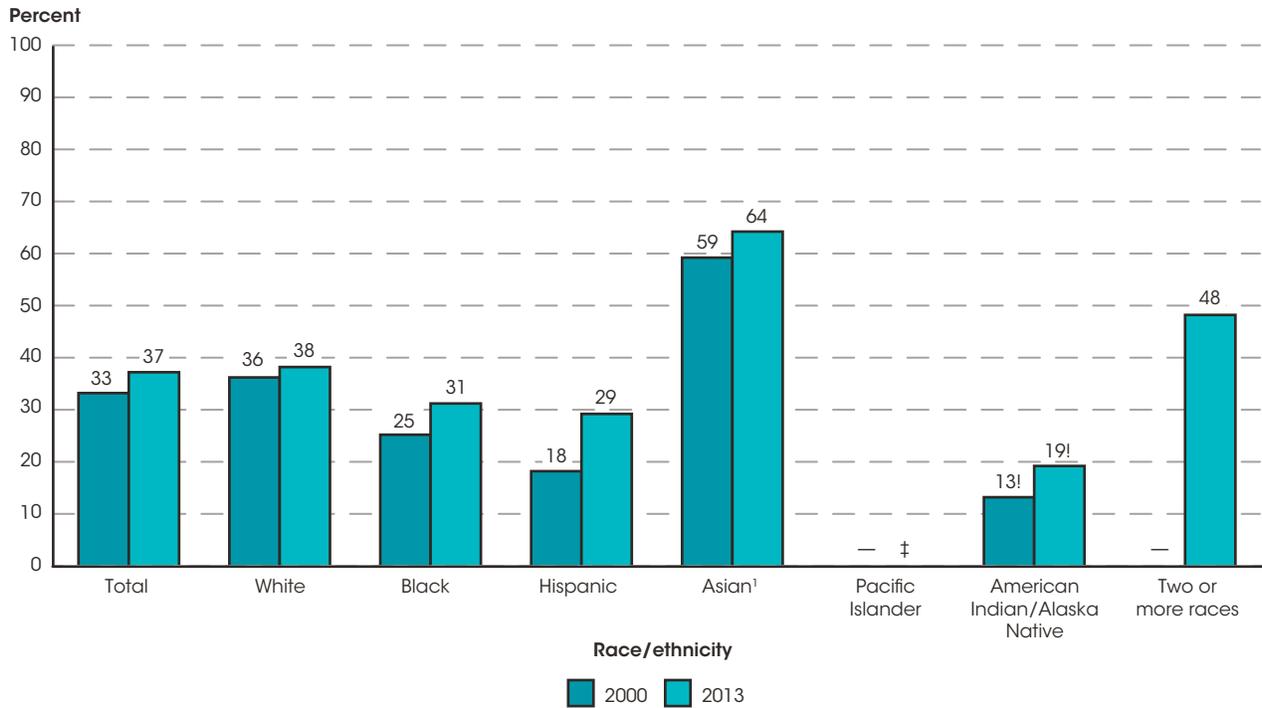
NOTE: Data are based on sample surveys of the civilian noninstitutional population. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey, 2013. Retrieved May 2015, from <http://mbk.ed.gov/data/>.

People with higher levels of education tend to have better economic outcomes than their peers with lower levels of education.<sup>18</sup> For example, in 2014, the employment rate for persons ages 25–64 with a bachelor’s or higher degree was 82 percent, compared with a rate of 73 percent for those with some college education but no degree and a rate of 55 percent for those with no high school credential (see *Digest of Education Statistics 2014*, table 501.50). Differences in progress toward achieving these higher education levels were noted among young adults in 2013. Among persons ages 18–24, a higher percentage of females

than males were enrolled in a 2- or 4-year college in 2013, both overall (43 vs. 37 percent) and among Whites, Blacks, Hispanics, and American Indians/Alaska Natives. Among male young adults, a higher percentage of Asians (64 percent) were enrolled in college than their peers who were of Two or more races (48 percent), White (38 percent), Black (31 percent), Hispanic (29 percent), and American Indian/Alaska Native (19 percent). This percentage was also higher for males who were of Two or more races and White males than for Black, Hispanic, and American Indian/Alaska Native males.

**Figure 10. Percentage of male 18- to 24-year-olds enrolled in 2- and 4-year colleges, by race/ethnicity: 2000 and 2013**



— Not available.

! 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.

<sup>1</sup> Data for 2000 include Pacific Islanders.

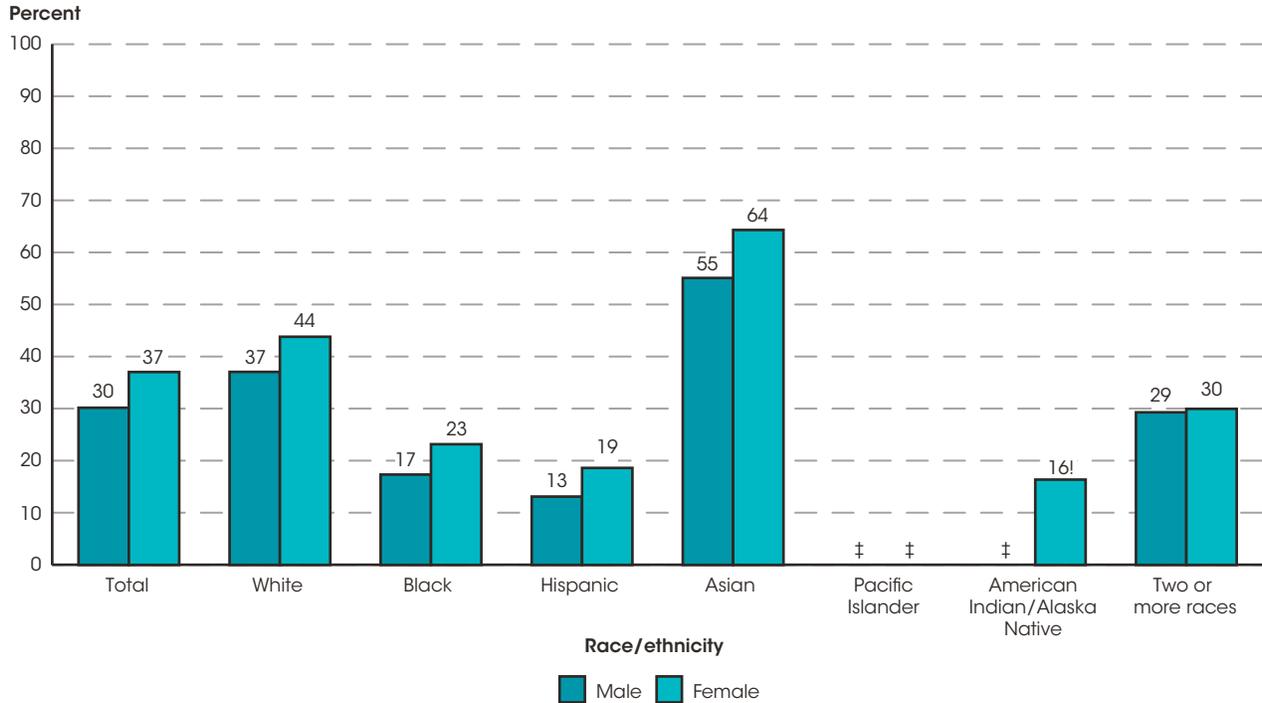
NOTE: Data are based on sample surveys of the civilian noninstitutional population. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey, 2000 and 2013. Retrieved May 2015, from <http://mbk.ed.gov/data/>.

From 2000 to 2013, the percentage of male young adults who were enrolled in college increased for Blacks (25 vs. 31 percent) and Hispanics (18 vs. 29 percent).

No measurable differences were observed for male young adults in the other racial/ethnic groups during this period.

**Figure 11. Percentage of 25- to 29-year-olds who have completed a bachelor's or higher degree, by race/ethnicity and sex: 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.

NOTE: 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, 2013. See *Digest of Education Statistics 2014*, table 104.20.

In 2013, the percentage of persons ages 25–29 who had completed a bachelor's or higher degree was also higher for females than for males overall (37 vs. 30 percent) and among Whites, Blacks, Hispanics, and Asians. For males ages 25–29, the percentage who had completed a bachelor's or higher degree was higher for Asians (55 percent) than for Whites (37 percent), those of Two or more races (29 percent), Blacks (17 percent), and Hispanics (13 percent). This percentage was higher for White males and males of Two or more races than for

their Hispanic and Black peers; it was also higher for Black males than for Hispanic males.

From 2003 to 2013, the percentage of males ages 25–29 who had completed a bachelor's or higher degree increased for Whites (31 vs. 37 percent) and Hispanics (8 vs. 13 percent). No measurable differences were found during this period for males ages 25–29 who were Black, Asian, American Indian/Alaska Native, or of Two or more races.

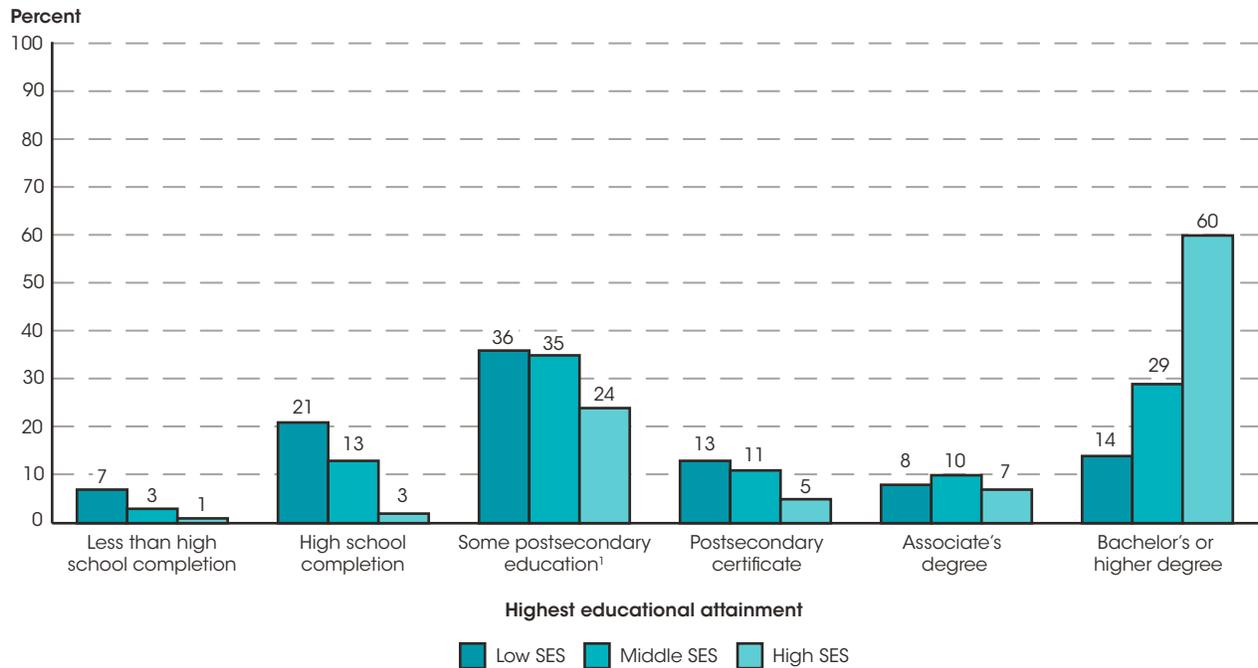
# Postsecondary Attainment: Differences by Socioeconomic Status

*A smaller percentage of students of low socioeconomic status (SES) than students of middle SES attained a bachelor's or higher degree within 8 years of high school completion (14 vs. 29 percent), and percentages for both groups were smaller than the percentage of high-SES students who attained this level of education (60 percent).*

Postsecondary education is increasingly seen as an important step for obtaining beneficial long-term occupational and economic outcomes. Lower levels of educational attainment are linked to higher unemployment rates and lower earnings.<sup>1</sup> Although an increasing number of students have enrolled in postsecondary institutions over the last several decades, there are still differences in the characteristics of students who complete various levels of postsecondary education. In particular, students from families with a low socioeconomic status (SES) are less likely than those from families with a higher SES to obtain higher levels of postsecondary education.<sup>2</sup> This spotlight examines differences in students' educational attainment by SES, as well as how other variables may differentially relate to students' educational attainment by SES group (low, middle, and high).

The Education Longitudinal Study of 2002 (ELS:2002) followed a nationally representative cohort of students and surveyed them at certain points during their secondary and postsecondary education. The first wave of data included mathematics and reading assessments and was collected in 2002, when the students were in 10th grade. The students' parents were also surveyed in this wave, and students' SES was constructed from their parents' occupation, highest level of education, and income. A first follow-up wave was collected 2 years later, in 2004, when the majority of the students were in 12th grade. Both the 2002 and 2004 survey waves included self-reported questions about the educational expectations students had and the sources of information they consulted regarding college. Two additional follow-up survey waves were collected, one in 2006 and one in 2012. The 2006 wave assessed the students' current college enrollment status, and the 2012 wave asked students to report on their highest level of educational attainment.

**Figure 1. Percentage distribution of highest level of educational attainment of spring 2002 high school sophomores in 2012, by socioeconomic status (SES)**



<sup>1</sup> Includes education at any type of postsecondary institution, but with no earned postsecondary credential.

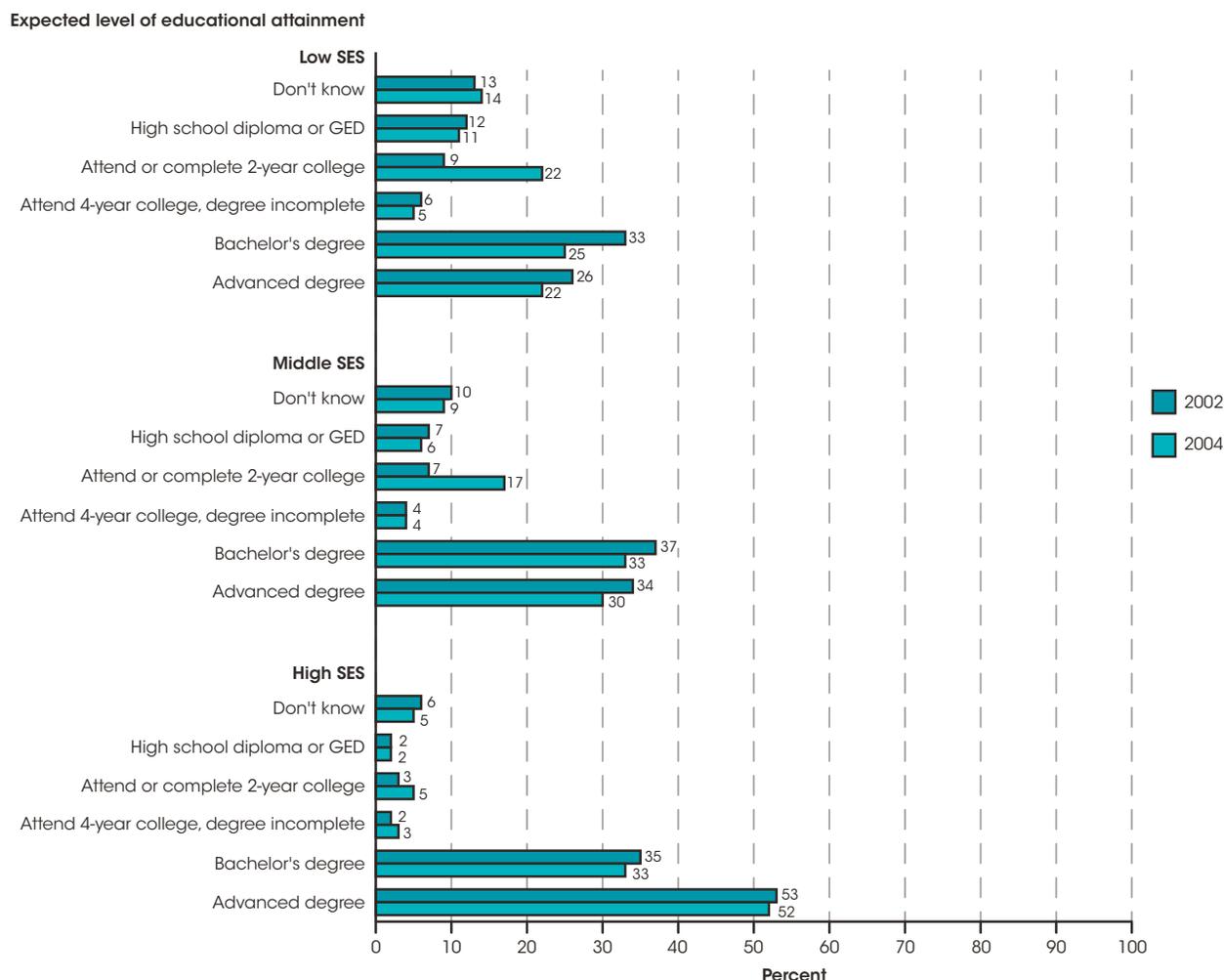
NOTE: Students' SES is based on their parents' education and occupations as well as the family income in 2002 and is measured by a composite score on these variables. The "low" SES group is the lowest quartile; the "middle" SES group is the middle two quartiles; and the "high" SES group is the upper quartile. Highest level of educational attainment was self-reported by participants. High school completion includes GEDs. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), Base Year and Third Follow-up. See *Digest of Education Statistics 2014*, table 104.91.

The percentage of 2002 10th graders who had attained different levels of education by 2012 varied by SES. A larger percentage of low-SES students (7 percent) than of middle-SES students (3 percent) had not completed high school by 2012, and both percentages were larger than the percentage of high-SES students (1 percent) who had not completed high school. Similarly, by 2012, a larger percentage of low-SES students (21 percent) than of middle-SES students (13 percent) had completed high school as their highest level of education, and both percentages were larger than the percentage of high-SES students (3 percent) who did so. The percentage of students who attained some postsecondary education by 2012 was not measurably different for low- and

middle-SES students (36 and 35 percent, respectively), but both percentages were larger than the percentage of high-SES students who had some postsecondary education (24 percent). This same pattern was evident for the percentage of students whose highest level of education was a postsecondary certificate. A larger percentage of middle-SES students (10 percent) than of low-SES and high-SES students (8 and 7 percent, respectively) completed an associate's degree by 2012. A smaller percentage of low-SES than middle-SES students attained a bachelor's or higher degree by 2012 (14 vs. 29 percent), and the percentages for both groups were smaller than the percentage of high-SES students whose highest level of education was a bachelor's or higher degree (60 percent).

**Figure 2. Percentage of students' expected levels of educational attainment of spring 2002 high school sophomores, by socioeconomic status (SES): 2002 and 2004**



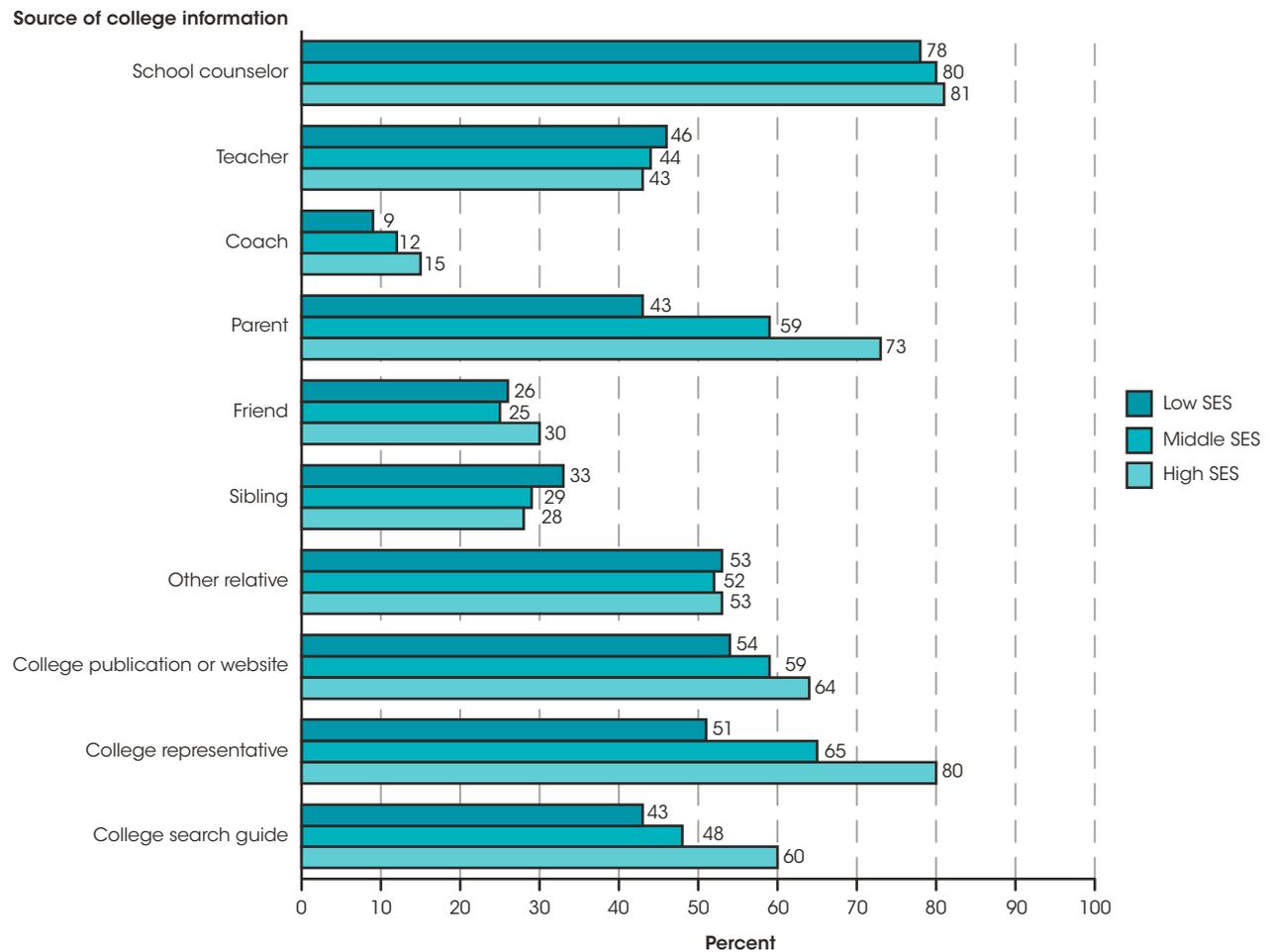
NOTE: Students' SES is based on their parents' education and occupations as well as the family income in 2002 and is measured by a composite score on these variables. The "low" SES group is the lowest quartile; the "middle" SES group is the middle two quartiles; and the "high" SES group is the upper quartile. Expected levels of educational attainment were measured by students' response to the question, "As things stand now, how far in school do you think you will get?" Detail may not sum to totals because of rounding.  
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), Base Year and First Follow-up. See *Digest of Education Statistics 2014*, table 104.92.

Students' educational expectations have been shown to be related to their eventual educational attainment.<sup>3</sup> Expectations for educational attainment were measured in both 2002 and 2004, when students were in 10th and 12th grade, respectively. In all SES groups, the percentage of students who expected to earn a 2-year degree was higher in 2004 than in 2002. The percentage of students expecting to earn a bachelor's degree was smaller in 2004 than in 2002 for those students from low-SES (25 vs. 33 percent) and middle-SES (33 vs. 37 percent) families, and the same pattern emerged for expectations to earn an advanced degree.

In addition to changes over time within SES groups, there were differences between SES groups in students' educational expectations. These patterns were similar for both years, so only the 2004 expectations are discussed here. In 2004, a larger percentage of low-SES students (11 percent) than of middle-SES students (6 percent)

expected their highest level of educational attainment to be a high school credential, and both percentages were larger than the percentage of high-SES students (2 percent) who expected to attain this level of education. Similarly, a larger percentage of low-SES students (22 percent) than of middle-SES students (17 percent) expected they would attend or complete a 2-year college as their highest level of educational attainment, and both percentages were larger than the percentage of high-SES students (5 percent) who expected to do so. Conversely, in 2004, a smaller percentage of low-SES students (25 percent) than of middle- and high-SES students (both 33 percent) expected to earn a bachelor's degree. Also, a smaller percentage of low-SES students (22 percent) than of middle-SES students (30 percent) expected to earn an advanced degree, and these percentages were both smaller than the percentage of high-SES students who expected to earn an advanced degree (52 percent).

**Figure 3. Percentage of spring 2002 high school sophomores who expected to attend a postsecondary institution seeking information about college from various sources in 2004, by socioeconomic status (SES)**

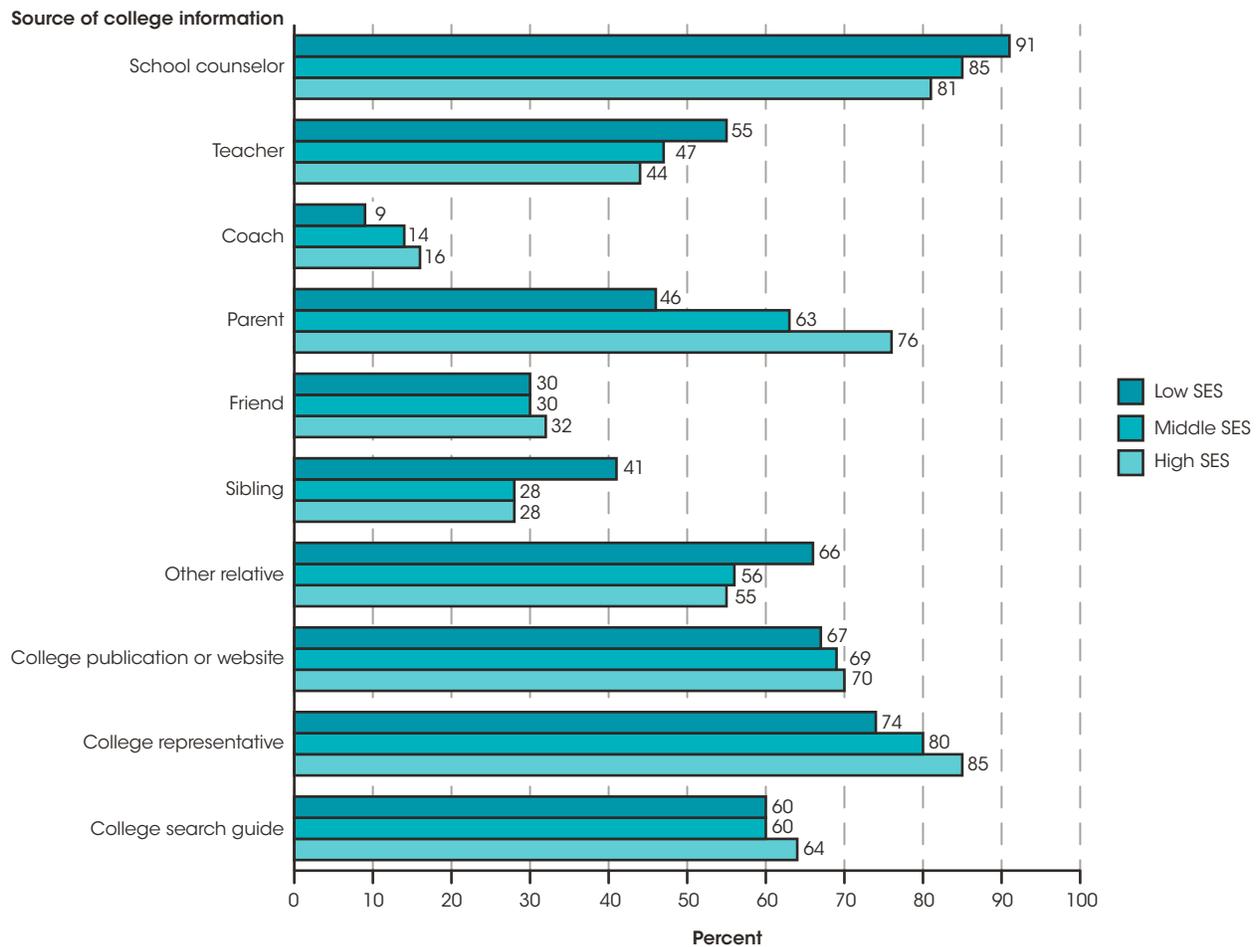


NOTE: Students' SES is based on their parents' education and occupations as well as the family income in 2002 and is measured by a composite score on these variables. The "low" SES group is the lowest quartile; the "middle" SES group is the middle two quartiles; and the "high" SES group is the upper quartile. Information seeking was measured by students' responses to the question, "Where have you gone for information about the entrance requirements of various colleges?" Only those students who indicated they planned to attend some postsecondary institution were asked this question. Students with expectations below postsecondary attendance were instructed to skip this question. SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), Base Year and First Follow-up. See *Digest of Education Statistics 2014*, table 104.93.

Navigating the college application and enrollment process often involves seeking out assistance from others. In 2002 and 2004, students who expected to attend a postsecondary institution were asked what sources they had gone to for information about the entrance requirements of various colleges.<sup>4</sup> Generally, a larger percentage of these students sought information in 2004 than in 2002 across SES groups. In 2004, across all students who intended to pursue postsecondary-level study, a smaller percentage of low-SES students went to their parents for information about college than middle-SES students did (43 vs. 59 percent), and these percentages were both smaller than the percentage of high-SES students who went to their parents for

information (73 percent). Similarly, a smaller percentage of low-SES than middle-SES students went to college representatives (51 vs. 65 percent), college publications and websites (54 vs. 59 percent), or college search guides (43 vs. 48 percent) for information. The percentages of low- and middle-SES students who sought information from these three sources were smaller than the percentage of high-SES students who sought information from these three sources (80, 64, and 60 percent, respectively). Conversely, a larger percentage of low-SES students (33 percent) than of middle-SES (29 percent) and high-SES (28 percent) students sought advice from a sibling.

**Figure 4. Of spring 2002 high school sophomores with postsecondary plans who earned a bachelor's degree or higher by 2012, percentage who sought college information from various sources in 2004, by socioeconomic status (SES)**



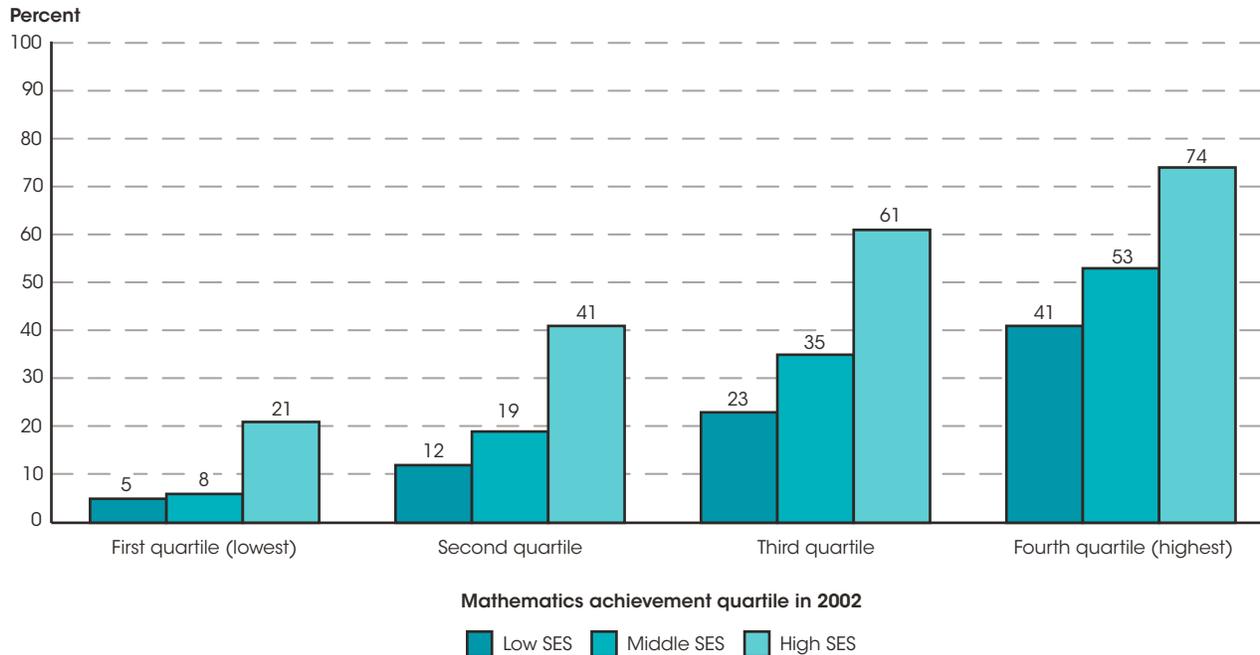
NOTE: Students' SES is based on their parents' education and occupations as well as the family income in 2002 and is measured by a composite score on these variables. The "low" SES group is the lowest quartile; the "middle" SES group is the middle two quartiles; and the "high" SES group is the upper quartile. Information seeking was measured by students' responses to the question "Where have you gone for information about the entrance requirements of various colleges?"

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), Base Year, First Follow-up, and Third Follow-up. See *Digest of Education Statistics 2014*, table 104.93.

Among students who planned postsecondary-level study and who earned a bachelor's or higher degree by 2012, there were also differences in students' information-seeking patterns in 2004 by SES. Similar to the information-seeking for all students who expected to attend a postsecondary institution, a smaller percentage of low-SES students who obtained a bachelor's degree by 2012 had gone to their parents for information about college than their middle-SES peers did (46 vs. 63 percent). The percentage of low-SES and middle-SES students who obtained a bachelor's degree by 2012 and who went to their parents for information were both

smaller than the percentage of high-SES students who did so (76 percent). However, for students who earned a bachelor's degree, a larger percentage of low-SES students (91 percent) than of middle-SES students (85 percent) went to their school counselors for information, and both percentages were larger than the percentage of high-SES students (81 percent) who sought information from their school counselor. Similarly, a larger percentage of low-SES students who earned a bachelor's degree than of middle- and high-SES students who earned a bachelor's went to their teacher, their sibling, or another relative for information about college.

**Figure 5. Percentage of spring 2002 high school sophomores who earned a bachelor's degree or higher by 2012, by socioeconomic status (SES) and mathematics achievement quartile in 2002**

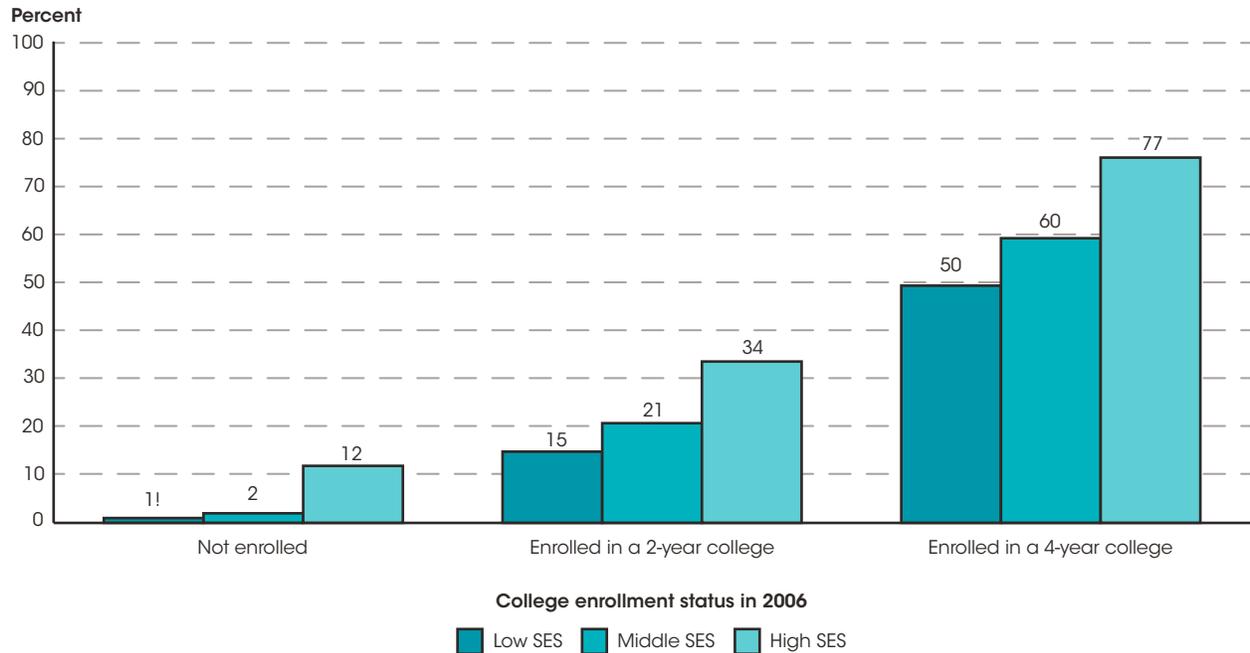


NOTE: Students' SES is based on their parents' education and occupations as well as the family income in 2002 and is measured by a composite score on these variables. The "low" SES group is the lowest quartile; the "middle" SES group is the middle two quartiles; and the "high" SES group is the upper quartile. Mathematics achievement quartiles reflect students' scores on assessments conducted in 2002. SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), Base Year and Third Follow-up. See *Digest of Education Statistics 2014*, table 104.91.

Academic skills are also necessary for college completion, and performance on the standardized assessments, administered during the first wave of data collection in 2002, are one way to examine students' aptitudes. In general, a smaller percentage of low-SES students performed in the highest quartile of mathematics achievement (10 percent) while in high school compared to middle-SES students (23 percent), and both percentages were smaller than the percentage of high-SES students (48 percent) who scored in the highest quartile. However, even when performance on standardized assessments was similar, smaller percentages of high-performing low- and middle-SES students than of high-performing high-SES students had completed a bachelor's degree within 10 years. For example, a smaller percentage of low-SES than middle-SES students who scored in the highest quartile in mathematics achievement had successfully completed a bachelor's degree 10 years

later (41 vs. 53 percent), and both percentages were smaller than the percentage of high-SES students who did so (74 percent). Additionally, a smaller percentage of low-SES than middle-SES students who scored in the third quartile in mathematics went on to complete a bachelor's degree by 2012 (23 vs. 35 percent), and these two percentages were both smaller than the percentage of high-SES students who did so (61 percent). Only 5 percent of low-SES students who scored in the lowest quartile on the mathematics assessment in 2002 went on to complete a bachelor's degree by 2012. This percentage was smaller than the percentage of middle-SES students who scored in the lowest quartile and completed a bachelor's degree (8 percent), and both percentages were smaller than the percentage of high-SES students who did so (21 percent). Similar patterns were observed for students' reading achievement.

**Figure 6. Percentage of spring 2002 high school sophomores who earned a bachelor's degree or higher by 2012, by socioeconomic status (SES) and 2006 college enrollment status**



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

NOTE: Students' SES is based on their parents' education and occupations as well as the family income in 2002 and is measured by a composite score on these variables. The "low" SES group is the lowest quartile; the "middle" SES group is the middle two quartiles; and the "high" SES group is the upper quartile. Enrollment in 2006 was based on postsecondary transcript data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), Base Year, Second Follow-up, and Third Follow-up. See *Digest of Education Statistics 2014*, table 104.92.

In regard to students' eventual degree attainment, it is also important to consider in what type of postsecondary institution students are enrolled and how soon after high school they enrolled in college. While smaller percentages of low- and middle-SES students than high-SES students completed a bachelor's or higher degree by 2012 overall, this pattern was even more pronounced for students who were not enrolled in a 4-year college in 2006, which was 2 years after high school completion for most students. For example, the percentages of low- and middle-SES students not enrolled in any postsecondary institution in 2006 who went on to complete a bachelor's or higher degree by 2012 (2 percent or less) were smaller than the percentage

of high-SES students (12 percent) who were not enrolled in 2006 and went on to complete a bachelor's or higher degree by 2012. In addition, a smaller percentage of low-SES than middle-SES students who were enrolled in a 2-year college in 2006 went on to complete a bachelor's degree by 2012 (15 vs. 21 percent), and both percentages were smaller than the percentage of high-SES students who did so (34 percent). Even for those students who were enrolled in a 4-year college in 2006, a smaller percentage of low-SES than middle-SES students went on to complete a bachelor's or higher degree by 2012 (50 vs. 60 percent), and both percentages were smaller than the percentage of high-SES students who did so (77 percent).

# The Condition of Education 2015 At a Glance

<b>Population Characteristics</b>			
<b>Educational Attainment</b>	<b>2013</b>	<b>2014</b>	<b>Change between years</b>
Percentage of 25- to 29-year-olds with selected levels of educational attainment			
High school completion or higher	90%	91%	
Bachelor's or higher degree	34%	34%	
Master's or higher degree	7%	8%	
<b>International Educational Attainment</b>	<b>2011</b>	<b>2012</b>	
Percentage of the population 25 to 34 years old who completed high school			
United States	89%	89%	
Organization for Economic Cooperation and Development (OECD) countries	82%	83%	▲
Percentage of the population 25 to 34 years old who attained a bachelor's or higher degree			
United States	33%	34%	
OECD countries	29.5%	30.3%	▲
<b>Annual Earnings of Young Adults</b>	<b>2012</b>	<b>2013</b>	
Median annual earnings for 25- to 34-year-olds <sup>1</sup>			
Total	\$38,600	\$40,000	
With less than high school completion	\$23,200	\$23,900	
Who completed high school as highest level	\$30,400	\$30,000	
Who attained a bachelor's or higher degree	\$50,700	\$50,000	
<b>Employment Rates and Unemployment Rates by Educational Attainment</b>	<b>2013</b>	<b>2014</b>	
Unemployment rates of 25- to 34-year-olds			
Total	8.0%	7.4%	
With less than high school completion	15.1%	13.7%	
Who completed high school as highest level	12.1%	10.5%	
Who attained a bachelor's or higher degree	3.6%	3.7%	
<b>Children Living in Poverty</b>	<b>2012</b>	<b>2013</b>	
Percentage of 5- to 17-year-old children in families living in poverty			
	21.0%	20.7%	

See notes at end of table.

LEGEND: ▲ = Higher, ▼ = Lower, Blank = Not measurably different

## Participation in Education

	2012	2013	Change between years
<b>Enrollment Trends by Age</b>			
Percentage of persons enrolled in school			
3- and 4-year-olds	54%	55%	
5- and 6-year-olds	93%	94%	
7- to 13-year-olds	98%	98%	
14- and 15-year-olds	98%	98%	
16- and 17-year-olds	96%	94%	▼
18- and 19-year-olds	69%	67%	
20- to 24-year-olds	40%	39%	
25- to 29-year-olds	14%	13%	
30- to 34-year-olds	7%	7%	
<b>Preprimary Enrollment</b>			
Percentage of children enrolled in preprimary education			
3-year-olds	41%	42%	
4-year-olds	66%	68%	
5-year-olds	85%	84%	
<b>Public School Enrollment</b>			
Percentage of children enrolled in public schools			
3-year-olds	41%	42%	
4-year-olds	66%	68%	
5-year-olds	85%	84%	
<b>Public School Enrollment</b>			
Number of students enrolled in public schools			
Prekindergarten through grade 8	34.8 million	35.0 million	▲
Grades 9 through 12	14.7 million	14.8 million	▲
<b>Charter School Enrollment</b>			
Number of students in public charter schools			
Percentage of public school students in charter schools	4.2%	4.6%	▲
Number of public charter schools	5,700	6,100	▲
Percentage of public schools that are charter schools	5.8%	6.2%	▲
<b>Private School Enrollment</b>			
Total number of students enrolled in private schools			
Prekindergarten through grade 8	4.2 million	4.0 million	▼
Grades 9 through 12	1.31 million	1.29 million	▼
Percentage of all students in private schools	10.0%	9.6%	▼

See notes at end of table.

LEGEND: ▲ = Higher, ▼ = Lower, Blank = Not measurably different

<b>Racial/Ethnic Enrollment in Public Schools</b>	<b>2011–12</b>	<b>2012–13</b>	<b>Change between years</b>
Percentage of public school students			
White	52%	51%	▼
Black	15.8%	15.7%	▼
Hispanic	23.7%	24.3%	▲
Asian/Pacific Islander	5.07%	5.13%	▲
American Indian/Alaska Native	1.11%	1.07%	▼
Two or more races	2.6%	2.8%	▲
<b>English Language Learners</b>	<b>2011–12</b>	<b>2012–13</b>	
Percentage of public school students who are English language learners			
	9.1%	9.2%	▲
<b>Children and Youth With Disabilities</b>	<b>2011–12</b>	<b>2012–13</b>	
Number of public school students 3 to 21 years old receiving special education services			
	6.40 million	6.43 million	▲
Percentage of public school students 3 to 21 years old receiving special education services			
	12.93%	12.95%	▲
<b>Undergraduate Enrollment</b>	<b>2012–13</b>	<b>2013–14</b>	
Total enrollment			
	17.7 million	17.5 million	▼
Full-time enrollment	11.1 million	10.9 million	▼
Part-time enrollment	6.6 million	6.5 million	▼
Percentage enrolled in any distance education course			
	25.8%	26.5%	▲
Percentage enrolled exclusively in distance education			
	11.27%	11.34%	▲
<b>Postbaccalaureate Enrollment</b>	<b>2012–13</b>	<b>2013–14</b>	
Total enrollment			
	2.91 million	2.90 million	▼
Full-time enrollment	1.6 million	1.7 million	▲
Part-time enrollment	1.3 million	1.2 million	▼
Percentage enrolled in any distance education course			
	30%	31%	▲
Percentage enrolled exclusively in distance education			
	22%	23%	▲

## Elementary and Secondary Education

<b>Characteristics of Traditional Public and Public Charter Schools</b>	<b>2011–12</b>	<b>2012–13</b>	<b>Change between years</b>
Traditional public schools			
Total number of traditional public schools	92,632	92,375	▼
Percentage of traditional public schools			
With more than 50% White enrollment	61%	60%	▼
With more than 50% Black enrollment	9.4%	9.3%	▼
With more than 50% Hispanic enrollment	14.6%	14.9%	▲

See notes at end of table.

LEGEND: ▲ = Higher, ▼ = Lower, Blank = Not measurably different

	2011–12	2012–13	Change between years
Public charter schools			
Total number of public charter schools	5,696	6,079	▲
Percentage of public charter schools			
With more than 50% White enrollment	37.5%	36.6%	▼
With more than 50% Black enrollment	25.3%	24.9%	▼
With more than 50% Hispanic enrollment	22%	23%	▲
<b>Concentration of Public School Students Eligible for Free or Reduced-Price Lunch</b>			
	2011–12	2012–13	
Percentage of students attending high-poverty schools <sup>2</sup>	19%	24%	▲
<b>Rates of School Crime</b>			
	2012	2013	
Nonfatal victimization rate per 1,000 students			
Victimization occurred at school	52	55	
Victimization occurred away from school	38	30	
<b>Teachers and Pupil/Teacher Ratios</b>			
	2011–12	2012–13	
Number of public school teachers	3.10 million	3.11 million	▲
Pupil/teacher ratio at public schools	15.96	16.01	▲
Number of private school teachers	421,000	414,000	▼
Pupil/teacher ratio at private schools	12.5	12.5	
<b>Public School Revenue Sources<sup>1</sup></b>			
	2010–11	2011–12	
Total revenues	\$642 billion	\$620 billion	▼
Federal sources	\$80 billion	\$63 billion	▼
State sources	\$284 billion	\$280 billion	▼
Local sources	\$278 billion	\$277 billion	▼
<b>Public School Expenditures<sup>1</sup></b>			
	2010–11	2011–12	
Total expenditures	\$642 billion	\$621 billion	▼
Current expenditures per student	\$11,332	\$11,014	▼
<b>Education Expenditures by Country (2011)</b>			
	U.S.	OECD	Difference between the U.S. and OECD
Expenditure per full-time-equivalent (FTE) student			
Elementary and secondary education	\$11,841	\$8,789	▲
Postsecondary education	\$26,021	\$13,619	▲

See notes at end of table.

LEGEND: ▲ = Higher, ▼ = Lower, Blank = Not measurably different

<b>Reading Performance</b>	<b>2011</b>	<b>2013</b>	<b>Change between years</b>
Percentage of students who scored at or above <i>Proficient</i> <sup>3</sup>			
4th-grade	34%	35%	▲
8th-grade	34%	36%	▲
	<b>2009</b>	<b>2013</b>	
12th-grade	38%	38%	
<b>Mathematics Performance</b>	<b>2011</b>	<b>2013</b>	
Percentage of students who scored at or above <i>Proficient</i> <sup>3</sup>			
4th-grade	40%	42%	▲
8th-grade	35%	35%	
	<b>2009</b>	<b>2013</b>	
12th-grade	26%	26%	
<b>International Assessments</b>	<b>U.S. average score</b>	<b>International average score</b>	<b>Difference between the U.S. average and the international average</b>
Program for International Student Assessment (2012)			
Mathematics literacy of 15-year-olds	481	494	▼
Trends in International Mathematics and Science Study (2011)			
Mathematics scores of 4th-grade students	541	500	▲
Mathematics scores of 8th-grade students	509	500	▲
Science scores of 4th-grade students	544	500	▲
Science scores of 8th-grade students	525	500	▲
Progress in International Reading Literacy Study (2011)			
Reading literacy of 4th-grade students	556	500	▲
<b>High School Coursetaking</b>	<b>2005</b>	<b>2009</b>	<b>Change between years</b>
Percentage of high school graduates who took selected mathematics courses			
Algebra II/trigonometry	71%	76%	▲
Analysis/precalculus	29%	35%	▲
Percentage of high school graduates who took selected science courses			
Biology and chemistry	64%	68%	▲
Biology, chemistry, and physics	27%	30%	▲

See notes at end of table.

LEGEND: ▲ = Higher, ▼ = Lower, Blank = Not measurably different

<b>Public High School Graduation Rates</b>	<b>2010–11</b>	<b>2011–12</b>	<b>Change between years</b>
Number of graduates with a regular diploma	3.14 million	3.15 million	▲
Graduation rate <sup>4</sup>	80%	81%	▲
<b>Status Dropout Rates</b>	<b>2012</b>	<b>2013</b>	
Percentage of 16- to 24-year-olds not enrolled in school who have not completed high school	7%	7%	
<b>Immediate Transition to College</b>	<b>2012</b>	<b>2013</b>	
Percentage of recent high school graduates enrolled in college	66%	66%	
2-year institutions	29%	24%	▼
4-year institutions	37%	42%	

## Postsecondary Education

<b>Characteristics of Postsecondary Institutions</b>	<b>2012–13</b>	<b>2013–14</b>	<b>Change between years</b>
Total number of institutions with first-year undergraduates	4,295	4,294	▼
Number of 4-year institutions with first-year undergraduates	2,609	2,634	▲
Number of 2-year institutions with first-year undergraduates	1,686	1,660	▼
<b>Characteristics of Postsecondary Students</b>	<b>2012–13</b>	<b>2013–14</b>	
Total enrollment	17.7 million	17.5 million	▼
4-year institutions			
Total undergraduate enrollment	10.6 million	10.5 million	▼
Number of undergraduates enrolled full time	8.2 million	8.1 million	▼
Percentage of undergraduates enrolled full time	77.17%	77.15%	▼
2-year institutions			
Total undergraduate enrollment	7.2 million	7.0 million	▼
Number of undergraduates enrolled full time	2.9 million	2.8 million	▼
Percentage of undergraduates enrolled full time	41.1%	40.7%	▼
<b>Degrees Conferred by Public and Private Institutions</b>	<b>2011–12</b>	<b>2012–13</b>	
Number of degrees/certificates conferred by postsecondary institutions			
Certificates	989,061	966,084	▼
Associate's degrees	1,021,718	1,006,961	▼
Bachelor's degrees	1,792,163	1,840,164	▲
Master's degrees	755,967	751,751	▼
Doctor's degrees	170,217	175,038	▲

See notes at end of table.

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	2011-12	2012-13	Change between years
<b>Undergraduate Degree Fields</b>			
Number of bachelor's degrees awarded			
Business	367,200	360,800	▼
Health professions and related programs	163,700	181,100	▲
Social sciences and history	178,500	177,800	▼
<b>Graduate Degree Fields</b>			
Number of master's degrees awarded			
Business	191,600	188,600	▼
Education	179,000	164,600	▼
Health professions and related programs	84,400	90,900	▲
<b>Price of Attending an Undergraduate Institution</b>			
Average net price at 4-year institutions <sup>1</sup>			
Public, in-state	\$12,755	\$12,894	▲
Private nonprofit	\$24,213	\$24,433	▲
Private for-profit	\$22,130	\$21,742	▼
<b>Grants and Loan Aid to Undergraduate Students</b>			
Percentage of students receiving any financial aid at 4-year institutions	85.3%	85.0%	▼
Percentage of students receiving any financial aid at 2-year institutions	79.5%	78.3%	▼
<b>Postsecondary Revenues by Source</b>			
Revenue from tuition and fees per FTE student <sup>1</sup>			
Public institutions	\$6,163	\$6,415	▲
Private nonprofit institutions	\$19,632	\$19,866	▲
Private for-profit institutions	\$15,413	\$16,135	▲
<b>Expenses of Postsecondary Institutions</b>			
Instruction expenses per FTE student <sup>1</sup>			
Public institutions	\$7,625	\$7,814	▲
Private nonprofit institutions	\$16,265	\$16,432	▲
Private for-profit institutions	\$3,597	\$3,893	▲
<b>Characteristics of Postsecondary Faculty</b>			
Number of full-time instructional faculty	762,100	791,400	▲
Number of part-time instructional faculty	762,400	752,700	▼

See notes at end of table.

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<b>Student Loan Volume and Default Rate</b>	<b>2011–12</b>	<b>2012–13</b>	<b>Change between years</b>
Average student loan amount <sup>1</sup>	\$6,900	\$7,000	▲
	<b>Fiscal year 2010</b>	<b>Fiscal year 2011</b>	
3-year default rate <sup>5</sup>	14.7%	13.7%	▼
<b>Institutional Retention and Graduation Rates for Undergraduates</b>	<b>2011–12</b>	<b>2012–13</b>	
4-year institutions			
Retention rate of first-time undergraduates	79%	80%	▲
Graduation rate (within 6 years of starting program) of first-time, full-time undergraduates	59.2%	59.4%	▲
2-year institutions			
Retention rate of first-time undergraduates	59%	60%	▲
Graduation rate (within 3 years of starting program) of first-time, full-time undergraduates	31%	29%	▼

<sup>1</sup> Data are reported in constant 2013–14 dollars, based on the Consumer Price Index (CPI).

<sup>2</sup> A high-poverty school is defined as a public school where more than 75 percent of the students are eligible for free or reduced-price lunch.

<sup>3</sup> *Proficient* represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.

<sup>4</sup> The graduation rate is based on the *Averaged Freshman Graduation Rate* (AFGR), which is the number of high school diplomas awarded expressed as a percentage of the estimated freshman class 4 years earlier.

<sup>5</sup> The 3-year cohort default rate is the percentage of students who entered repayment during a given fiscal year and defaulted within the second following fiscal year.

NOTE: All calculations within the At a Glance are based on unrounded numbers. Race categories exclude persons of Hispanic ethnicity.

SOURCE: *The Condition of Education 2015*.

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